



All Saints' College Bathurst Annual Report 2007

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1. A message from the College Council and SRC

Message from the Acting Chair of College Council

The All Saints' College Council has overall responsibility for the strategic management of the College. The Council usually meets once per month and has established a number of committees to deal with specific aspects of its work.

2007 proved to be a challenging year as the College has moved into an increasingly competitive educational service environment in the Bathurst and Central Western region of NSW. Nevertheless, the College has continued to excel in its academic and many co-curricular activities and has maintained its position as one of the top-performing schools in the state.

During the year, the Council pursued development works under the Capital Master Plan including upgrading of Esrom and Bradwardine Houses, refurbishment of the College Dining Room and commencement of the Music Centre development.

A number of senior appointments were also filled including Mr Stewart Ross as Assistant Head of College (Senior School) and Mr David Blackshaw as Business Manager. At the end of the year the College Community farewelled the Head of the Junior School, Mr Jock Bidwell, who served the College for some seventeen years. Mr Chris Jackman was appointed to the position of Assistant Head of College (Junior School) from the beginning of 2008.

The Council will continue to focus on the challenging operational environment for regional schools in 2008 and will be pursuing plans for the steady growth and development of the College on into the future. The ongoing commitment of the students and their families, the staff and the wider College community will ensure that All Saints' College will flourish as a provider of quality education for many years to come.

The Very Reverend Andrew Sempell
Deputy Chair of the College Council

Message from the SRC

2007 was the second year of a Student Representative Council at All Saints' College. The Student Representative Council enables the students to have an alternative avenue to decision making in the College. Each year group elected 2 members and the School Captains acted as Presidents of the Council. The Council was not as active as in the previous year and only held 2 meetings. This was in part due to the success of the Prefect Body representing the students.

The major issues discussed were: more bubblers around the school which continues to be seen as an important issue, alternative food options for recess, changes to girls' and boys' school ties as well as sporting ties and suggestions on changes to the girls' uniform.

2. Value Added Information

2005 School Certificate and 2007 Higher School Certificate Results

In 2005, 93% of School Certificate results achieved were Band 3 or higher, compared to 88% state wide. In 2007, 97% of Higher School Certificate results achieved were Band 3 or higher, compared to 87% across the state.

This indicates value added beyond the extent that value is added in schools across the state from Year 10 to year 12.

3. School Performance in statewide tests and examinations

Higher School Certificate Results

In 2007 78 students sat for the NSW Higher School Certificate in 36 courses. In total, 100% of candidates across all two unit courses achieved marks of 50 or more (Band 2 or higher) with 55% of these placed in Bands 5 and 6 (80-100 marks). Of the 35 candidates who sat for extension courses 100% achieved 25 marks or more out of 50 (50 or more out of 100 for Extension Mathematics) with 49% of these achieving in the highest bands with 40 marks or more. In general, student achievement was at or above state level. Overall, the median result for Year 12 students was a high Band 4.

Table: Higher School Certificate Test Results

Subject	No of students (2007)	Performance band achievement by %			
		2006		2007	
		Bands 3- 6	Bands 1- 2	Bands 3- 6	Bands 1- 2
Agriculture	12	100	0	100	0
Ancient History	17	100	0	100	0
Biology	19	100	0	95	5
Business Studies	30	97	3	97	3
Chemistry	25	100	0	100	0
Community & Family Studies	1	na	na	100	0
Dance	5	na	na	100	0
Design & Technology	7	100	0	100	0
Drama	12	100	0	100	0
Economics	8	88	12	88	12
English - Advanced	25	100	0	100	0
English - Standard	47	100	0	100	0
English as a Second Language	6	100	0	100	0
French Beginners	1	na	na	100	0
French Continuers	2	100	0	100	0
Geography	6	100	0	100	0
Hospitality	190	100	0	100	0
Japanese Beginners	3	100	0	100	0
Japanese Continuers	1	na	na	100	0
Korean Background Speakers	1	na	na	100	0
Legal Studies	8	100	0	88	12
Mathematics	20	64	36	100	0
Mathematics General	37	89	11	97	3
Modern History	19	100	0	100	0
Music 1	6	100	0	100	0
Music 2	3	100	0	100	0
Personal Development Health & PE	26	91	9	96	4
Physics	17	100	0	88	12
Visual Arts	14	100	0	100	0

Table: Higher School Certificate Test Results – Extension Courses

Subject	No of students 2007	Performance band achievement by number and %			
		2006		2007	
		Bands E3, E4	Bands E1, E2	Bands E3, E4	Bands E1, E2
English Extension 1	5	100	0	100	0
English Extension 2	1	100	0	100	0
History Extension	5	86	14	100	0
Japanese Extension	1	na	na	100	0
Mathematics Extension 1	13	38	62	62	38
Mathematics Extension 2	8	0	100	38	62
Music Extension	2	100	0	100	0

School Certificate

Students performed above state level in the four School Certificate tests. 81% were placed in Bands 6, 5 and 4 in English Literacy as compared to 72% of the state, 69% were placed in bands 6, 5 and 4 in Mathematics compared to 45% of the state. The number of students achieving Band 4 and above for Science (83%) was also higher than for the state (66%). In the two Civics and Citizenship exams combined, 83% were placed in the top 3 bands compared to 66% across the state. Overall, the median result for Year 10 was a high Band 4.

Table: School Certificate Test Results

Test	No of students (2007)	Performance band achievement by %			
		2006		2007	
		Bands 3- 6	Bands 1- 2	Bands 3- 6	Bands 1- 2
English - Literacy	70	84	16	94	6
Mathematics	70	89	11	94	6
Science	70	97	3	99	1
Australian History, Civics and Citizenship	70	90	10	90	10
Australian Geography, Civics and Citizenship	70	97	3	96	4

Narrative 1: BST and PWA

In 2007 all Year 3 students and 94% of Year 5 students participated in the statewide Basic Skills Test (BST) and Primary Writing Assessment (PWA).

In Year 3, 100% of students achieved skill bands 2 or higher in literacy compared to 91% of the state and 100% achieved skill bands 2 or higher in numeracy compared to 91% of the state.

Students performed consistently across all aspects of numeracy and in the literacy component they achieved better overall in language than in writing.

In Year 5, 100% of students achieved skill bands 3 or higher in literacy as compared to 95% of the state and 100% achieved skill bands 3 or higher in numeracy compared to 93% of the state.

Comparison of the 2007 results with those from previous years shows improvement in all areas, with the most significant advances being made in numeracy levels.

ELLA and SNAP

In 2007 100% of Year 7 students participated in statewide literacy and numeracy testing.

In the English Language and Literacy Assessment (ELLA) test students performed at or above the state level in each of the three components. 100% of Year 7 students achieved at elementary level or above in writing, 97% of Year 7 students achieved at elementary level or above in reading and 97% of Year 7 students achieved at elementary level or above in language.

The results of the Secondary Numeracy Assessment Program (SNAP) test for Year 7 were very strong with 100% achieving at elementary or above as compared with 93% statewide. The percentage of students who achieved the highest band (41%) was significantly higher than state level(27%).

Table: BST and PWA results – percentages above benchmark

2007 Test	Year 3	Year 5
	Percentage of students achieving Band 2 or higher	Percentage of students achieving Band 3 or higher
Basic Skills Test (BST)		
Aspects of Literacy	100%	100%
Aspects of Numeracy	100%	100%
Primary Writing Assessment	100%	94%

Table: ELLA and SNAP results – percentages above elementary performance

Test	Percentage of Year 7 students achieving elementary band or higher	
	2006	2007
English Language and Literacy Assessment (ELLA)		
Writing	100	100
Reading	100	97
Language	100	97
Secondary Numeracy Assessment Program (SNAP)	100	100

4. Professional Learning and Teacher Standards

Professional Learning

During 2007, the College conducted 6 Staff Development Days. In Term 1, the first day concentrated on organisation and administration for the academic year. The second day increased the staff's understanding of issues relating to Differentiating the curriculum. Term 2's day focused again on Differentiating the curriculum and an understanding of Asperges and Autism. The 2 days in Term 3 were devoted to IT training, understanding teenagers and alcohol / sexually transmitted diseases with the final day devoted to staff obtaining certification in Emergency Care and Cardiac Pulmonary Resuscitation

In addition, the following professional development activities were undertaken by staff throughout 2007:

Description of Professional Learning Activity	No of staff participating
Leadership: Reinventing Schools for the 21 C	2
OH & S: Staying Healthy and Safe	1
Senior Management: AHISA , HICES , JSHAA, and Infants Conference Days	5
Teacher Conferences: AIS programs, Subject Associations such as English Teachers, Japanese Teachers, Librarians, Economics Association.	8
Information technology: IT Management, programming, multimedia, VET accreditation,	6
Curriculum: Differentiating the curriculum to cater for Gifted and Talented, and Learning Difficulties Students. Strategies to cater for different learning styles, Effective learning	3
Senior School curriculum : Boys Education Strategies	2
English curriculum: Literature, Drama	3
Library ; Copyright, Learning through the Library	3
Science curriculum: HSC Biology	1
Agriculture curriculum: Weeds, Technology in Agriculture	2
Japanese Curriculum : Teacher Workshops	2
PSHPE Curriculum : Update of Curriculum	1
Counselling : Happiness and well-being, Counselling	2
IEU : Women's conference	1
Boarding Choral Workshop	2

The average expenditure per teacher on professional learning in 2007 was \$142.

Teacher Standards

All Saints' College teaching staff, 2007

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	53
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	6
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	1

5. Teacher attendance and retention rates

During 2007 there were 60 teaching staff employed at All Saints' College. The average daily staff attendance rate was 99.9%. The proportion of staff retained from 2006 was approximately 98.3%.

6. Student Attendance and Retention rates in secondary school

Student Attendance

The average student attendance for 2007 was 94%. This figure includes only full day absences and does not include partial absences for late arrival or leave for appointments during the day.

As a general rule attendance is not an issue at All Saints' College. Roll Call at the start of the day is followed up by the Student Liaison Officer who contacts parents to check on students who are unaccounted for. Absentees are published and distributed so teachers can check attendance at each class. If a student is missing teachers follow the school protocol of notification and a search is initiated if necessary. Attendance remains at a steady high level.

Retention Rates					
Years compared	Year 10 total enrolment at end of 2005	Year 12 total enrolment at end of 2007	Year 10 enrolment remaining in Year 12 at end of 2007	Apparent retention rate	Actual retention rate
2005/2007	74	78	64	105%	86%

Comment

The retention rate at All Saints' College reflects the nature of the College as a country boarding school. Typically, the total Year 12 enrolment is higher than the Year 10 enrolment (as indicated by the apparent retention rate of 105%), because a significant number of parents enrol their children at the start of Year 11 with a view to optimising their HSC performance. This is particularly the case for boarding parents who may perceive that the College is offering opportunities - academic, cultural and sporting - not available at their local school. Typically they have left the move to Year 11 for economic reasons.

7. Post School Destinations

Students leave at the end of Year 10 or during Years 11 and 12 for a variety of reasons. The following table provides a breakdown of post-school destinations for Years 10, 11 and 12 in 2007 as a percentage of their year group.

	Other School	Apprenticeship/Work	Further Study	Unknown
Year 10	4%	1.3%	0%	2.7%
Year 11	1.5%	0	0	1.5%
Year 12	0	11.5%	75.6%	7.7%

It should be noted that Year 12 Post School Destinations are only known if the student contacts the school to communicate their plans, so it is difficult to give a completely accurate picture for this year group. It should be noted that a number of the students who have gone on to further study have undertaken a one year Gap placement overseas before commencing their tertiary education. A number of the students who have gone on to work are also taking a year or two off to decide what course they wish to undertake and will move into tertiary study at some time in the future.

8. Enrolment policies and profiles

Student population

The College has around 520 students of whom nearly 400 are in the secondary school. The ratio of boys to girls throughout the school is approximately 5:6. As it is a comprehensive school, the students come from a wide range of backgrounds, including language backgrounds other than English. There are a number of students with special needs. In addition, the College enrolls overseas students in the Senior School (Years 7-12).

Enrolment policy

All Saints' College Bathurst is a comprehensive co-educational T-12 school, in the Anglican tradition, providing an education underpinned by Christian values and operating within the policies of the NSW Board of Studies. Boarding is available for students in years 7-12.

This Policy was approved by the All Saints' College Council on 21 January 2004.

1. OBJECT AND APPLICATION

1.1 Object

The object of this *Policy on Student Enrolment* is to ensure that the College's decisions to enrol particular children as students:

- a) are made in a fair, consistent, equitable and transparent manner; and
- b) comply with State and Commonwealth anti-discrimination legislation.

1.2 Application

The *Policy on Student Enrolment* applies to all students and prospective students.

2. CRITERIA FOR ENROLMENT

2.1 Academic Criteria

Children applying for enrolment as students at the College shall meet the academic requirements for enrolment as approved from time to time by the College Council.

2.2 Other Criteria

Children applying for enrolment as students at the College shall meet any other requirements for enrolment as approved from time to time by the College Council.

2.3 Anti-Discrimination Obligations

The College's academic and other criteria approved under 2.1 and 2.2 above, shall comply with State and Commonwealth anti-discrimination legislation.

3. DECIDING APPLICATIONS

3.1 Head of College to Decide

The decision whether to enrol a child at the College will be made by the Head of College ideally in partnership with the child's parents or guardians. The decision will be based on an assessment of the child's educational, social and spiritual needs and the extent to which the College is likely to be able to meet those needs. Enrolment is also subject to quotas (see 3.2 and 3.3 below).

3.2 Class Quotas

To ensure the College meets its educational and other objectives in relation to the education of its students, the College Council shall set a quota of student places for each class.

An applicant who meets the academic and other criteria for enrolment, may be refused enrolment if a place is not available in the relevant class quota.

3.3 Boarding Quotas

To ensure the College meets its pastoral and related objectives in relation to the students who board at the College, the College Council shall set a quota of student places for each boarding house.

An applicant who meets the academic and other criteria for enrolment as a student at the College, may be refused a boarding place if a place is not available in an appropriate boarding house.

4. RELIGIOUS AFFILIATION

4.1 Christian

Children of any Christian denomination may be enrolled as students at the College.

Such children who are not of the Anglican faith shall be enrolled on the understanding that they shall be taught Christian beliefs and practices from an Anglican perspective through Christian Studies classes and in other ways while at the College and they shall be required to participate in Anglican worship.

4.2 Other Than Christian

Children who have no religious affiliation or whose religious affiliation is other than Christian may be enrolled as students at the College.

Such children shall be enrolled on the understanding that they will be taught Christian beliefs and practices through Christian Studies classes and in other ways and that they will have to attend chapel but they may elect not to actively participate in Christian worship.

5. ADMINISTRATIVE REQUIREMENTS

5.1 Application

Parents and guardians seeking to enrol their child at the College shall apply in accordance with instructions set by the Head of College. Successful applicants shall receive in writing, an offer of enrolment in the College.

5.1.1 Disclosure of Relevant Information

Parents or guardians applying to enrol their child at the College shall be required to disclose all information that will, or has the potential to, affect their child's schooling. In particular:

- a) any special needs their child has, particularly those relating to learning;
- b) any medical, psychological, behavioural or other condition affecting their child's health or well being; and
- c) any parenting or constraint order affecting their child (a copy of such orders must be provided).

5.2 Acceptance of Enrolment

Parents or guardians who wish to accept the offer of enrolment of their child at the College shall comply with the instructions accompanying the offer, which as a minimum, will involve:

- a) returning the appropriate forms including the application and medical history form;

- b) signing the declaration on the offer form to accept the philosophy and values of the College and to abide by the policies and rules of the College; and
- c) paying the enrolment fee.

5.3 Deferment of Enrolment

The parents or guardians of a child who is offered enrolment at the College may apply to the Head of College to defer their child's enrolment for a period not normally exceeding one term.

5.4 Leave of Absence

The Head of College may approve leave of absence for a student for a period not exceeding four consecutive terms.

5.5 Termination of Enrolment

The Head of College may terminate the enrolment of a student whose parents or guardians have failed to meet the obligations of enrolment. In particular for:

- a) providing false or misleading information in relation to their child's application for enrolment; or
- b) withholding information relevant to their child's application for enrolment; or
- c) failing to pay fees.

6. RULES RELATING TO ENROLMENT

The Head of College may make Rules relating to student enrolment that are consistent with this Policy.

9. School Policies

‘Educating the whole person for the challenges of a changing world’

All Saints' College is a Christian coeducational day and boarding school in the Anglican tradition. The College seeks to:

- Foster academic achievement, an excitement for learning, creativity and the fulfilment of individual potential;
- Nurture spiritual awareness and maturity in a family environment that welcomes people of all faiths;
- Develop confidence, integrity and respect for oneself and others through participation in a range of physical and cultural experiences;
- Encourage independence, responsibility and self-motivation in a challenging but caring environment; and
- Prepare students to become articulate and valued participants in the local and global community.

A. Policies for Student Welfare

To ensure that all aspects of the College’s mission for providing for a student’s welfare are implemented the following policies and procedures were in place (or developed) during 2007:

Policy	Changes in 2007	Access to full text
<p><u>Child Protection Policy</u> encompassing</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • responsibilities • reporting and investigating “reportable conduct” • investigation processes • documentation <p><u>Child Protection Protocol</u></p> <ul style="list-style-type: none"> • prevention strategies 		<p>Full text in</p> <ul style="list-style-type: none"> • Staff Handbook • Council Policy Manual
<p><u>Campus security</u></p> <p>Rule on Attendance and Leave</p> <p>Protocol on locating missing students</p> <p>Rule on Visitors</p> <p>Emergency procedures – evacuation and lockdown</p>	<p>Policy Updated 12.12.07</p>	<p>Full text in staff handbook</p> <p>Revised policy in staff handbook</p>

B. Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through

- The Staff Handbook
- Excerpts in The Student Diary
- The Student Handbook

Policy	Changes in 2007	Access to full text
<u>Student conduct</u> <ul style="list-style-type: none">• Behaviour• Interpersonal behaviour• Behaviour in class		Full text in Council Policy Relevant text in Student diary
<u>Student Discipline</u> <ul style="list-style-type: none">• Philosophy• Misbehaviour• Penalties for Misbehaviour• Parental notification• Rules		Relevant text in Student diary Full text in Council Policy

C. Policies for Complaints and Grievances Resolution

To ensure that all complaints and grievances would be heard the following policies and procedures were in place (or developed) during 2007:

Policy	Changes in 2007	Access to full text
<p><u>Communication Policy</u> encompassing</p> <ul style="list-style-type: none"> • formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education <p><u>Grievance</u></p> <p>Rule on Grievance</p> <ul style="list-style-type: none"> • Junior School • Senior school • Sports • Fees • Unresolved matters 	<p>Rule made 25.05.07</p>	<p>Full text on Website</p> <p>Student Diary Staff Handbook</p> <p>Full text in Staff Handbook</p>

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. Forums such as Parent and Friends Meetings and Boarding Parents meetings provide an avenue for complaints and grievances. All processes incorporate, as appropriate, principles of procedural fairness.

10. School determined improvement targets

Achievement of priorities in 2007

Area	Priorities	Achievements
Teaching and learning	<ul style="list-style-type: none"> Increase staff use and understanding of ICT 	<ul style="list-style-type: none"> Technology Group formed by staff interested in promoting IT and training staff in effective use of same Technology Group conducted Smartboard training for Senior School on Staff Day, Term 3 Electronic Use Survey of all teaching staff completed
	<ul style="list-style-type: none"> Further development of Gifted and Talented Programs 	<ul style="list-style-type: none"> Increased use and staffing of Independent Learning Centre
Student achievements	<ul style="list-style-type: none"> Maintain highly effective and cooperative teaching and learning environment as evidenced by continued excellence in HSC results 	<ul style="list-style-type: none"> HSC results: 67 Band 6 results; approximately one third of students received a merit listing Over 50% of students achieved a UAI of 80 or more Four students on Premier's All Rounders' List for achieving Band 6 results in 10 Units
	<ul style="list-style-type: none"> Continued wide and successful participation in co-curricular activities 	<ul style="list-style-type: none"> Maintained high level of participation in sport and cultural activities
Student welfare	<ul style="list-style-type: none"> Increase access to qualified and experienced Counsellor 	<ul style="list-style-type: none"> Counsellor's employment increased to 4 days per week
	<ul style="list-style-type: none"> Provision of a safe environment for students 	<ul style="list-style-type: none"> Police/Student Liaison Officer conducted seminars with students re social issues Staff in-service on Celebrating – Doing it Safely Staff updated in Emergency Care and CPR
	<ul style="list-style-type: none"> Preparatory work for review of House system 	<ul style="list-style-type: none"> Staff notified and discussions commenced to lay the groundwork for a complete review of the House system to be undertaken in 2007

Area	Priorities	Achievements
Staff development	<ul style="list-style-type: none"> Increase awareness of illnesses and disabilities and how to cater for students affected by these 	<ul style="list-style-type: none"> In-service on Aspergers/Autism by a psychologist
	<ul style="list-style-type: none"> Increase awareness of individual differences of students and how to cater for them 	<ul style="list-style-type: none"> In-servicing of whole staff with regard to Differentiated Curriculum – how the brain learns, cognitive styles and various teaching strategies - by Development Psychologist
Facilities and resources	<ul style="list-style-type: none"> Continued to implement capital Masterplan 	<ul style="list-style-type: none"> New Maths Rooms created following the relocation of the Senior Girls' Boarding House Old Maths Rooms set aside as a multi-purpose Performance Centre. New chairs purchased. Dining Room refurbished Planning undertaken for the refurbishment of the Music Centre in 2007

11. Initiatives promoting respect and responsibility

The school wants all students to recognise that they are valued and the centre of the school community. Our mission statement aims to engender self respect, mutual respect and responsibility in a number of areas.

Respect for Individuals

A number of educational programs were organised in 2007 as part of the College's Pastoral Care Program focusing on respect for one's self and for others. The Celebrate Safely program focused on the care for friends when socialising and a Police Liaison officer presented information on cyber-bullying and the perils of the internet / Facebook / Youtube and chat rooms. Orange Community Health centre also gave a talk on AIDS and sexual transmitted diseases. Brainstorm Theatre presented productions based on reducing bullying and respect for others.

The school Counsellor also worked individually and in class groups with students to promote harmony and respect within peer groups.

Respect for the Community

All Saints' College is set in a regional rural community and prides itself on having strong local links. The school promotes interaction with as many local organisations as possible. An important activity in 2007 was the collection of hundreds of blankets, warm clothes and food items for the homeless in Bathurst particularly during the winter. Two hundred blankets as well as many other educational supplies were also donated to St Judes' School in Tanzania.

All Saints' College also supported social service activities such as Red Shield Appeal, Legacy, Daffodil day, Pink Ribbon and Red Nose days.

A focus for a small group of students was membership of the Bathurst Youth Regional Council. These students meet regularly to plan and promote activities for the youth of Bathurst under the auspices of the Bathurst Municipal Council.

A number of House tutor groups regularly visited Nursing homes to talk to the aged.

The College also participated in Anzac day ceremonies at Bathurst and outlying centres.

Respect for the Environment

During 2007 as in previous years, All Saints' College was involved with Greening Bathurst, Conservation Volunteers and Simplot in a reforestation program on the banks of the Macquarie River.

A student initiative at the end of 2007 was an awareness program and the start of a recycling and resource saving program at the school. The school also started to look at ways in which its water consumption could be reduced with the introduction of new bathroom facilities.

12. Parent, student and teacher satisfaction

Parents play an important and vital role in All Saints' College. Their participation is welcomed throughout the College, in particular through the Parents and Friends Association.

The Junior School sub-branch meets twice a term and deals primarily with Junior School issues. Items for discussion routinely include uniform, facilities and fund-raising. Friend-raising is also a focus for this group.

The Boarding P&F meets 3 times a year. They are focused on improving facilities and opportunities for the boarding community. They regularly donate money to each boarding house and often have working bees particularly with regard to the Agriculture facilities.

The main P&F group meets 3 times a term and is concerned with whole school issues. They have been fundamental in raising money for projects such as the refurbishment of the Dining Room. Parents volunteer their assistance in many parts of the College – for example in sport and the Junior School. Our parents are our major advocates in the community – encouraging others to enrol their children at the College.

The College has a strong pastoral care system which provides students with the opportunity to develop skills in areas such as resilience, communications, resisting peer pressure and coping with difficult situations. They were provided with opportunities to participate in sessions with visiting experts such as the Police Liaison Officer.

During 2007, staff participated in an EOWA survey, which showed that the overwhelming majority are happy in their professional work at ASC.

An 'open door' policy ensures that parents, students and particularly staff have easy access to the Head of College. In addition to this, teaching staff meet 3 times a week. They also have a Staff Association and Union Chapter.

13. Summary of financial information

