



All Saints' College Bathurst Annual Report 2009

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1. A Message from the College Council and SRC

Message from the College Council

The All Saints' College Council has responsibility for the governance of the College. The Council meets eleven times a year and has established a number of committees to deal with specific aspects of its work. The College Council committees include a Strategy and Governance Committee, Property Development Committee and Finance Committee.

The Council has maintained its focus on supporting the College's Mission Statement seeking to 'educate the whole person for the challenges of a changing world'. The Mission Statement was reviewed and evaluated by the College Council in September 2008 and has been the basis of the development of a Strategic Plan addressing 15 strategic areas of operations in the school.

All Saints' College Bathurst continues to be a thriving student focussed school. The tremendous value of the school experience here can be seen by both the success of students at school and in the success of its students as they move from their school years into the wider world. As an influential learning environment leading its local community, the school has an ongoing commitment to the students, their families, staff, the wider College community as well as the general community of Bathurst.

The Right Reverend Richard Hurford OAM
Chair of the College Council

Message from the SRC

The Student Representative Council (SRC) in the Senior School is elected by the student body. It comprises two representatives drawn from each of the year groups 7 -12. Members of the SRC represent the views of their fellow students to School management about how to make All Saints' College a better place.

This year the main focus of the SRC was to adopt a new Constitution. The body looked at some examples from other schools and drew up their own Constitution that was formally adopted.

In addition the SRC organised some fund raising activities to support Jeans for Genes and Daffodil Day.

The Junior School also has an SRC elected by students. It comprises two representatives from K – 6. The main function of the Junior SRC is to plan and run the Disco. Fundraising is another activity and the school sponsors an underprivileged child overseas. Money was also raised to purchase more sporting equipment to be used during play time.

2. Contextual Information

All Saints' College, Bathurst, is a Christian co-educational day and boarding school in the Anglican tradition for students from Transition to Year 12. The College fosters academic excellence, an excitement for learning, creativity and the fulfilment of individual potential; nurtures Christian principles welcoming people of all faiths and cultures; develops confidence, integrity and respect for oneself and others; encourages independence, responsibility and self-motivation; and, prepares students to become articulate and valued citizens.

Students enrolled at All Saints' College are not simply attending school. It is a wonderful place for young people to engage in learning and the wider community. The tone of the school is very positive, enabling students to be actively involved in school and all on offer.

The long-standing reputation of All Saints' College is as a place where young people thrive. All Saints' College, Bathurst, provides the necessary guidance for its students in their preparation for the world beyond school. The lessons learned in classes, playing sport, by participating in music, during outdoor education experiences as well as each day through interaction within our school community all contribute positively to this end.

[Visit the school website.](#)

3. School Performance in National and State-Wide Tests and Examinations

Higher School Certificate Results

In 2009 64 students sat for the NSW Higher School Certificate in 31 courses. In total, 99.1% of candidates across all two unit courses achieved marks of 50 or more (Band 2 or higher) with 47% of these placed in Bands 5 and 6 (80-100 marks). Of the 11 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 54% 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 Band 4/5.

Table: Higher School Certificate Test Results

Performance band achievement by %										
Subject	2008					2009				
	No of Students	Bands 3- 6		Bands 1- 2		No of Students	Bands 3- 6		Bands 1- 2	
		School	State	School	State		School	State	School	State
Agriculture	10	100	87	0	13	6	100	83	0	17
Ancient History	1	100	81	0	19	7	100	86	0	14
Biology	13	100	89	0	11	15	93	90	7	10
Business Studies	31	80	86	20	14	26	88	89	12	11
Chemistry	17	88	89	12	11	24	100	90	0	10
Chinese Background Speakers	-	-	-	-	-	1	100	100	0	0
Chinese Continuers	1	100	99	0	1	1	100	98	0	2
Design & Technology	5	100	95	0	5	5	100	95	0	5
Drama	11	100	98	0	2	7	100	97	0	3
Economics	8	62	87	38	13	9	89	88	11	12
English - Advanced	22	100	99	0	1	21	100	99	0	1
English - Standard	38	95	79	5	21	38	89	78	11	22
English as a Second Language	6	100	86	0	14	5	100	86	0	14
Geography	-	-	-	-	-	26	100	90	0	10
Hospitality	21	100	92	0	8	9	100	95	0	5
Information Technology	5	60	91	40	9	7	86	87	14	13
Japanese Beginners	2	100	85	0	15	3	100	83	0	17
Legal Studies	22	95	92	5	8	12	100	87	0	13
Mathematics	12	83	88	17	12	16	88	90	12	10
Mathematics General	45	91	83	9	17	40	93	81	7	19
Modern History	13	100	93	0	7	10	100	94	0	6
Music 1	4	100	97	0	3	2	100	98	0	2
Music 2	1	100	100	0	0	5	80	100	20	0
PD, Health & PE	16	100	86	0	14	12	100	87	0	13
Physics	7	83	89	17	11	9	100	88	0	12
Tourism	-	-	-	-	-	1	100	98	0	2
Visual Arts	16	100	99	0	1	14	100	99	0	1

Table: Higher School Certificate Test Results – Extension Courses

Performance band achievement by %										
Subject	2008					2009				
	No of Students	Bands E3,E4		Bands E1,E2		No of Students	Bands E3,E4		Bands E1,E2	
		School	State	School	State		School	State	School	State
English Extension 1	-	-	-	-	-	1	100	84	0	16
History Extension	-	-	-	-	-	2	100	74	0	26
Mathematics Extension 1	3	67	82	33	18	5	40	82	60	18
Mathematics Extension 2	3	0	90	100	10	1	0	90	100	10
Music Extension	1	100	94	0	6	4	50	95	50	5

School Certificate

Students performed above state level in the four School Certificate tests.

- 94% were placed in Bands 6, 5 and 4 in English Literacy as compared to 83% of the state
- 77% were placed in bands 6, 5 and 4 in Mathematics compared to 50% of the state.
- The number of students achieving Band 4 and above for Science (92%) was also higher than for the state (71%).
- In the two Civics and Citizenship exams combined, 82% were placed in the top 3 bands compared to 60% across the state.

Overall, the median result for Year 10 was a Band 4/5.

Table: School Certificate Test Results

Performance band achievement by %										
Test	2008					2009				
	No of Students	Bands 3- 6		Bands 1- 2		No of Students	Bands 3- 6		Bands 1- 2	
		School	State	School	State		School	State	School	State
English - Literacy	48	100	98	0	2	48	96	97	4	3
Mathematics	48	98	80	2	20	49	98	82	2	18
Science	48	98	88	2	12	48	96	91	4	9
Australian History, Civics and Citizenship	48	94	84	6	16	48	96	87	4	13
Australian Geography, Civics and Citizenship	48	98	81	2	9	48	96	88	4	12

Grades Allocated by %										
Test	2008					2009				
	No of Students	Grades A-C		Grades D,E		No of Students	Grades A-C		Grades D,E	
		School	State	School	State		School	State	School	State
English - Literacy	48	81	76	19	24	48	87	77	13	23
Mathematics	48	92	68	8	32	49	86	70	14	30
Science	48	90	73	10	27	48	87	73	13	27
Australian History, Civics and Citizenship	48	79	70	21	30	48	85	71	15	29
Australian Geography, Civics and Citizenship	48	83	71	17	29	48	79	71	21	29

Narrative 1: NAPLAN

Year 3 & 5

In 2009 the National Assessment Program Literacy and Numeracy (NAPLAN) was implemented in its second year since it replaced the NSW Basic Skills Tests. All Year 3 students and all Year 5 students at All Saints' College Junior School In Years 3 and 5 participated in the nationwide NAPLAN.

In Year 3, 100% of students achieved skill Bands 2 or higher in Overall Literacy compared to 98% of the state and 100% achieved skill Bands 2 or higher in Numeracy compared to 95% of the state.

In Year 5, 95% of students achieved skill bands 4 or higher in Overall Literacy as compared to 95% of the state and 100% achieved skill bands 4 or higher in Numeracy compared to 97% of the state.

Students performed consistently across all aspects of numeracy with particularly good results in Number Patterns and Algebra. In the literacy component they achieved better overall in Reading and Spelling than in grammar and writing.

Table: NAPLAN – percentages above benchmark

2009 Test	Year 3	Year 5
	Percentage of students achieving Band 2 or higher	Percentage of students achieving Band 4 or higher
Reading	100%	96%
Writing	96%	91%
Spelling	100%	96%
Grammar & Punctuation	91%	91%
Overall Literacy	100%	96%
Number Patterns & Algebra	100%	100%
Measurement, Data, Space & Geometry	100%	96%
Overall Numeracy	100%	100%

Year 7

In 2009 97% of Year 7 students participated in national literacy and numeracy testing. In the Literacy tests students performed above the state level in each of the four components. There are 6 Bands of performance for students in Year 7, the most elementary of these being Band 4. 100% of Year 7 students achieved at Band 5 or above in reading, 97% of Year 7 students achieved at Band 5 or above in writing, 97% of Year 7 students achieved at Band 5 or above in spelling, and 97% of Year 7 students achieved at Band 5 or above in grammar and punctuation.

In the Numeracy tests students performed above the state level in both of the components. 100% of Year 7 students achieved at Band 5 or above in number, patterns and algebra, 100% of Year 7 students achieved at Band 5 or above in measurement, data, space and geometry.

Year 9

In 2009 100% of Year 9 students participated in national literacy and numeracy testing.

In the Literacy tests students performed above the state level in each of the four components. There are 6 Bands of performance for students in Year 9, the most elementary of these being Band 5:

- 98% of Year 9 students achieved at Band 6 or above in reading,
- 92% of Year 9 students achieved at Band 6 or above in writing,
- 97% of Year 9 students achieved at Band 6 or above in spelling,
- And 95% of Year 9 students achieved at Band 6 or above in grammar and punctuation.

In the Numeracy tests students performed above the state level in both the components:

- 98% of Year 9 students achieved at Band 6 or above in number, patterns and algebra,
- And 98% of Year 9 students achieved at Band 6 or above in measurement, data, space and geometry.

Table: NAPLAN results – percentages above ‘elementary’ performance

Test	Percentage of Year 7 students achieving Band 5 or higher		Percentage of Year 9 students achieving Band 6 or higher	
	2008	2009	2008	2009
Reading	100	100	100	98
Writing	97	97	95	92
Spelling	97	97	97	97
Grammar & Punctuation	97	97	95	95
Measurement, Data, Space & Geometry	97	100	100	98
Number, Patterns & Algebra	97	100	100	98

4. Senior Secondary Outcomes

In 2009, 25.8% of the year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2009	HSC	98.5
2009	VET qualification	25.8

5. Professional Learning and Teacher Standards

Teaching Staff

In 2009 the school employed 50 teaching staff; 40 Full-time and 10 Part time. The categories of teacher qualifications are set out below:

Category	Number
Category 1. Teacher Qualifications from a higher education system with Australia or recognised within the AEI – NOOSR guidelines	49
Category 2. Having a Bachelor degree from a higher education with Australia or recognised within the AEI – NOOSR guidelines but lacking formal teacher qualifications	1
Category 3. Not having qualifications described in (1) or (2) but having relevant successful teacher experience or appropriate knowledge.	0

Professional Learning

During 2009, the College conducted 6 Staff Development Days. In Term 1, the first day concentrated on staff preparing for the school year. The second day was devoted to staff updating their Emergency Care, CPR and Asthma Awareness credentials. Day 3 and 4 were used to enhance Computer and Technology skills. The last day in Term 3 was devoted to the educational needs of children with serious and or chronic illness and Child Protection training for support staff. The final day in Term 4 was used by faculties to evaluate their programs and practises during the year.

In addition, the following professional development activities were undertaken by staff throughout 2009:

Description of Professional Learning Activity	No of staff participating
OH&S: Committee Member Training, CSOHS Online Management Systems	6
Senior Management: AHISA , HICES , JSHAA, Director of Studies Conference.	4
Teacher Conferences: AIS programs, Subject Associations such as English Teachers, Japanese Teachers, History Teachers, Economics Teachers Librarian, PDHPE, Anglican schools'	7
Information technology: ICT in English, Technology in Chemistry, Web 2 in Japanese, Moodle	4
Curriculum: National Curriculum	1
Boys Education : Boys Education, Bringing up Boys, Boys and Literacy	3
English curriculum: Crime writing, HSC English, Frankenstein and Bladerunner, Hamlet, Text in time.	4

Agriculture curriculum: Beef Spectacular, Cattle Insemination	1
Language Curriculum Language days like no other	2
Boarding : ABBSA conference	2
IEU : Training Day	1
Other : Mental Health and Well-being, Visual Art Units of Work	3

The average expenditure per teacher on professional learning in 2009 was \$360.

6. Workforce Composition

http://myschool.edu.au/Main.aspx?PageId=0&SDRSchoolID=NSWI00299_9725&DEEWRID=1307&CalendarYear=2009

7. Student Attendance and Retention Rates in Secondary School

Student Attendance

The following table shows the average daily attendance rate for each year level in the College. These figures do not include part day absences, absences for excursions, sports events and camps, suspensions and extended leave for health or family reasons.

K	1	2	3	4	5	6	7	8	9	10	11	12
94%	96%	95%	96%	95%	96%	96%	97%	97%	94%	96%	96%	97%

The average daily attendance rate for Kindergarten to Year 12 is 96%.

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 in the Senior School and the Junior School Secretary in the Junior School. Parents are contacted by phone to check on students who are unaccounted for. Absentees are entered in the school database and circulated to relevant staff 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.

Student Retention

91% of students who completed Year 10 in 2007 went on to complete Year 12 in 2009. Of the six students who left at the end of Year 10 2007, four moved to other schools out of Bathurst and two left school altogether.

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 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.

8. Post School Destinations (Secondary)

Students leave during Years 10, 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 2009 as a percentage of their year group.

	Other School	Apprenticeship/Work	Further Study	Unknown
Year 10	15%	2%	0%	2%
Year 11	8%	2%	0%	0%
Year 12	3%	47%	49%	1%

It should be noted that nearly half of the departures to other schools in Year 10 were due to families relocating out of Bathurst.

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 73% of the students included in the Apprenticeship/Work category have undertaken either a one year Gap placement overseas or are working for a year before commencing their tertiary education.

9. Enrolment Policies and Characteristics of the Student Body

Student population

The College has around 455 students of whom nearly 250 are in the secondary school. The ratio of boys to girls throughout the school is approximately 4.4:5.6. 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 College Council on 21 January 2004. Amended 17.11.2009.

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. 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).

Parents or guardians will also be required to present an original Birth Certificate and an Immunisation History Statement for each enrolling child.

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.

10. School Policies

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

All Saints’ College Bathurst is a Christian co-educational day and boarding school in the Anglican tradition for students from Transition to Year 12. The College community:

- Fosters **academic excellence**, an excitement for learning, creativity and the fulfilment of individual potential;
- Nurtures **Christian principles** welcoming people of all faiths and cultures;
- Develops **confidence, integrity and respect** for oneself and others;
- Encourages **independence, responsibility and self-motivation**; and,
- Prepares students to become articulate and valued **citizens**.

March 2009

A. Policies for Student Welfare

All Saints’ College seeks to provide a safe and supportive environment which:

- minimizes risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

To ensure that all aspects of the school’s mission for providing for a student’s welfare are implemented the following policies and procedures are in place:

Policy	Changes in 2009	Access to full text
<p><u>Child Protection Policy</u> encompassing:</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating “reportable conduct” • investigation processes • documentation <p><u>Child Protection Protocol</u></p> <ul style="list-style-type: none"> • prevention strategies • supervision strategies 	<ul style="list-style-type: none"> • relevant legislation expanded and clarified • Definitions and terms updated and expanded • Procedures for Investigating updated <ul style="list-style-type: none"> • Nil 	<p>Full text in</p> <ul style="list-style-type: none"> • Staff Handbooks • Council Policy Manual • Parents may request copy by contacting the Executive Assistant
<p><u>Security Policy</u> encompassing:</p> <ul style="list-style-type: none"> • Procedures for security of the grounds and buildings • Use of grounds and facilities • Emergency procedures • Travel on school-related activities 	<ul style="list-style-type: none"> • Procedures and definitions regarding visitors on campus expanded and updated • Nil • Critical Incident Management Plan updated June 2009 • Nil 	<p>Full text in</p> <ul style="list-style-type: none"> • Staff Handbooks • Council Policy Manual • Parents may request copy by contacting the Executive Assistant • Relevant text in student diary and handbooks

Policy	Changes in 2009	Access to full text
<p><u>Supervision Policy</u> encompassing:</p> <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for on-site and off-site activities • Guidelines for supervisors 	<ul style="list-style-type: none"> • Staff Code of Conduct formalised • Attendance protocols formalised 	<p>Full text in</p> <ul style="list-style-type: none"> • Staff Handbooks • Council Policy Manual • Parents may request copy by contacting the Executive Assistant • Relevant text in Student diary and handbooks
<p><u>Pastoral Care</u> encompassing:</p> <ul style="list-style-type: none"> • The pastoral care system • Availability of and access to special services such as counselling • Health care procedures <ul style="list-style-type: none"> • Critical incident policy • Homework policy 	<ul style="list-style-type: none"> • Nil • Nil • Health Centre policies formalised and expanded • Protocols developed for Infectious Diseases, Medication Administration and Automated External Defibrillator • Sun protection updated • Critical Incident Management Plan updated June 2009 • Nil 	<p>Full text in</p> <ul style="list-style-type: none"> • Staff Handbooks • Council Policy Manual • Parents may request copy by contacting the Executive Assistant • Relevant text in Student diary and handbooks

Policy	Changes in 2009	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 and well-being 	<ul style="list-style-type: none"> Attendance protocols formalised 	<p>Full text in</p> <ul style="list-style-type: none"> Staff Handbooks Council Policy Manual Parents may request copy by contacting the Executive Assistant Relevant text in Student diary and handbooks

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:

- Staff Handbooks
- Excerpts in the Student Diaries – Junior and Senior School
- The Parent/Student Handbooks – Junior and Senior School (Day and Boarding)

During 2009 the school's discipline policies and procedures were evaluated and reviewed as part of the review of Pastoral Care in the school. The sanction against the use of corporal punishment was expanded.

C. Policies for Complaints and Grievances Resolution

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. All processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Council Policy Manual and is available on request from the Executive Assistant.

11. School determined improvement targets

Achievement of priorities in 2009

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 to review past priorities and formulate new priority areas for 2009 Planning for Computer roll out, Priority distribution of Interactive White-boards.
	<ul style="list-style-type: none"> Further development of Gifted and Talented Programs 	<ul style="list-style-type: none"> Students identified by Heads of Houses and a program of withdrawal developed.
Student achievements	<ul style="list-style-type: none"> Maintain highly effective and cooperative teaching and learning environment 	<ul style="list-style-type: none"> Staff sharing of experience with other staff after attending professional development courses
	<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 Attendance at WAS, AICES, CIS events.
Student welfare	<ul style="list-style-type: none"> Counsellor to have increased professional development 	<ul style="list-style-type: none"> Counsellor attendance at conferences and Schools' Link program Attendance at Mental Health Course
	<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 Student participation in RYDA program Staff updated in Emergency Care and CPR
	<ul style="list-style-type: none"> Pastoral and sporting House system review 	<ul style="list-style-type: none"> Planning for the implementation of a revised House (pastoral) system

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 • Improved development of Boarding Staff 	<ul style="list-style-type: none"> • Boarding staff attendance at Mental Health First Aid course • Development and implementation of Residential Boarding Staff handbook • Staff participation in Duty of Care Book
Facilities and resources	<ul style="list-style-type: none"> • Continued to implement capital Masterplan 	<ul style="list-style-type: none"> • BER funding to replace some roofing, gutters and toilet facility refurbishment • Planning for redevelopment of Health Centre • Upgrade of boarding facilities

12. Initiatives Promoting Respect and Responsibility

The curricular and co-curricular program at All Saints' College aims to foster the development of respect and responsibility among our students. There is an expectation of courtesy, good behaviour, care for the community they belong to and respect for all. We endeavour to foster within our students a person who is socially responsible and respectful, academically inquisitive and who sets high standards of personal performance and achievement.

Junior School

Respect and responsibility are everyday aspects of the work of staff in the Junior School. Interactions throughout the day offer opportunities to reinforce these precepts in a meaningful context. In addition the following initiatives are specifically designed to promote among other things, respect and responsibility in the students:

Formal Assembly: Each week an assembly is run by different classes to emphasise community and school spirit. Students are recognised for achievement across the academic, sport, cultural and co-curricular fields.

Years 5 – 6 Personal Development: The Counsellor and Nurse work with these students on aspects of Physical/ emotional needs, communications, respect for others and anti-bullying initiatives.

Peer Support Program: The Year 6 students are training in peer support and each take a vertical group of students from Years 3 – 5. Part of their activities include a visit each week by one group to an Aged Care facility

Senior School

The focus of promoting respect and responsibility in the Senior School lies within the role of the Pastoral Houses. There are four Day Houses (two boys and two girls), four Boarding Houses (Senior and Junior Boys and Girls) and a Year 7 House. They meet three times a week to cover such issues as mentoring, cross-age tutoring, connectedness, setting goals, anti-bullying initiatives visiting Nursing homes and interviews with tutors. In addition the following initiatives are specifically designed to promote among other things, respect and responsibility in the students.

Special Assemblies: In addition to the weekly assemblies, there are special event assemblies such as ANZAC Day, Remembrance Day and Easter. In addition there are presentations by students about charitable events as well as presentations by organisations such as Salvation Army and Greening Bathurst.

Prefect Body: This group is involved in fundraising for organisations such as Red Nose Day, Legacy, the Red Shield Appeal, Pink Ribbon Day as well as providing food and blankets for the homeless of Bathurst.

Bathurst Youth Council: A small group of students represent the school at the Youth Council which meet to plan and promote activities for the youth of Bathurst under the auspices of the Bathurst Municipal Council.

Brainstorm Theatre: A theatrical production for Year 7 and 8 on peer relations and resilience.

Parent Evenings: These were organised in year groups by the Head of College and Heads of other schools to promote a sense of community and provide a forum for a brief talk on a topic such as coping with change, parties, the cyber-world and being involved with your family.

Affirmation and Reward System: Blue Cards were introduced to recognise an exceptional achievement at a given point in time. This enhances the reward system already in place.

International Aid: The school held a trip to Nepal where they donated a Lap-top computer and some money to the Downs Syndrome Society of Nepal and also gave assorted clothing, jumpers and scarfs to remote villages along their trekking route. The clothes were made by students and parents from the school.

13. Parent, Student and Teacher Satisfaction

All Saints' College is a strong and inclusive community. As a result, the College welcomes the involvement of parents through participation in a range of activities typically

under the auspices of the Parents' and Friends' Association (P&F). However, community involvement in the College is not limited to the P&F.

There are three sub-branches of the P&F. These include the Junior School, Senior School and Boarding sub-branches. Both the Junior and Senior School sub-branches meet twice a term while the Boarding P&F meet three times a year. The Head of College attends all these meetings to monitor and support the various sub-branches in their objectives to serve the students of the College in line with a long term plan for the College's development.

In 2009 there were a number of large community events bringing together all members of the P&F, the students, staff and the wider community. These events included the Festival of Art in May, the Spring Fair in September, the Junior School P&F Trivia night and many others. These events serve to raise funds that are donated to the College for particular projects in consultation with the Head of College. These funds supplement scheduled capital works programs and assist in the advancement of the College. There were also a number of parent gatherings in the course of the year, such as parent suppers and forums, providing opportunities for parents to mix socially with the parents of other students.

The importance of pastoral care at All Saints' College means that parents have easy access to relevant information and support for their children. The tone of the College is very positive and pro-social. This is demonstrated in the way all people relate to each other on a day-to-day basis. This informal tone is facilitated by a formal system of reporting on academic matters and inquiries of a pastoral nature. In the Senior School (Years 7-12) the Heads of House work closely with Heads of Department to monitor and manage the progress of each student under the direction of the Head of Senior School. In the Junior School (K-6) this is undertaken by the class teacher in consultation with the Head of Junior School. Specialised support for individual students is possible across the College (K-12) with a College Counsellor as well as learning support and support for individual learning needs (including extension, enrichment and remedial work).

Staff meetings in the Junior and Senior Schools are regular and well structured. These meetings are focused on the needs of students by addressing issues related to teaching and learning as well as of a pastoral nature.

There is an open door policy at the College with parents welcome to raise their concerns with staff at the College. The ultimate responsibility for student, parent and staff satisfaction resides with the Head of College who is always keen to listen to concerns and seek a way forward that will produce long term benefits for the students.

14. Summary of Financial Information

