



All Saints' College Bathurst Annual Report 2008

Contents:

- 1. A message from the College Council and SRC**
- 2. Value added information**
- 3. School Performance in statewide tests and examinations**
- 4. Professional learning and Teacher Standards**
- 5. Teacher attendance and retention rates**
- 6. Student attendance and retention rates in secondary schools**
- 7. Post school destinations**
- 8. Enrolment policies and profiles**
- 9. School Policies**
- 10. School determined improvement targets**
- 11. Initiatives promoting respect and responsibility**
- 12. Parent, student and teacher satisfaction**
- 13. Summary of financial information**

1. A message from the College Council and SRC

Message from the College Council

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

2008 has been an important year for the College. On 19 March 2008 after five years of service Ms Jenny Williams left All Saints' College to take up the role of Principal at Samuel Marsden Collegiate School in Wellington, New Zealand. The new Head of College, Dr Peter Miller commenced his service on 1 July 2008. During the interim period of a term and two weeks the Deputy Head, Mr Stewart Ross served with distinction as Acting Head of College. Other senior appointments made in 2008 included Mrs Jane Thompson as Registrar commencing in August and Mr Eliot Sanger as Director of Boarding to commence in January 2009.

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 in a Council retreat in September 2008. The revised statement is to be adopted from the commencement of 2009. The new statement has no significant changes to the existing, but is more succinct in its presentation.

All Saints' College continues to be a thriving school enabling its students to achieve their best results. There is also an ongoing commitment to the students, their families, staff, the wider College community as well as the general community of Bathurst and its environs as the College takes its place as an influential learning community in regional NSW.

The Right Reverend Richard Hurford OAM
Chair of the College Council

Message from the SRC

The Student Representative Council enables students to have an alternative avenue to decision making in the College. 2008 would have been the third year of the Student Representative Council at All Saints' College. In previous years each year group elected two members and the School Captains acted as Presidents of the Council. However, the Council was not active in 2008 as the students thought that the Prefect Body had been actively representing the students in the previous year. This was to be reviewed at the end of 2008 and the SRC resurrected if thought necessary.

2. Value Added Information

2006 School Certificate and 2008 Higher School Certificate Results

In 2006, 93.5% of School Certificate results achieved were Band 3 or higher, compared to 85% state wide. In 2008, 93% of Higher School Certificate results achieved were Band 3 or higher, compared to 88% across the state.

This indicates value added to a similar 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 2008 66 students sat for the NSW Higher School Certificate in 31 courses. In total, 98.5% of candidates across all two unit courses achieved marks of 50 or more (Band 2 or higher) with 39% of these placed in Bands 5 and 6 (80-100 marks). Of the 7 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 43% 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 (2008)	Performance band achievement by %			
		2007		2008	
		Bands 3- 6	Bands 1- 2	Bands 3- 6	Bands 1- 2
Agriculture	10	100	0	100	0
Ancient History	1	100	0	100	0
Biology	13	95	5	100	0
Business Studies	31	97	3	80	20
Chemistry	17	100	0	88	12
Chinese Continuers	1	-	-	100	0
Dance	2	100	0	100	0
Design & Technology	5	100	0	100	0
Drama	11	100	0	100	0
Economics	8	88	12	62	38
English - Advanced	22	100	0	100	0
English - Standard	38	100	0	95	5
English as a Second Language	6	100	0	100	0
Entertainment	1	-	-	100	0
Food Technology	1	-	-	100	0
French Continuers	1	100	0	100	0
Hospitality	21	100	0	100	0
Information Technology	5	-	-	60	40
Japanese Beginners	2	100	0	100	0
Legal Studies	22	88	12	95	5
Mathematics	12	100	0	83	17
Mathematics General	45	97	3	91	9
Modern History	13	100	0	100	0
Music 1	4	100	0	100	0
Music 2	1	100	0	100	0
Personal Development Health & PE	16	96	4	100	0
Physics	7	88	12	83	17
Visual Arts	16	100	0	100	0

Table: Higher School Certificate Test Results – Extension Courses

Subject	No of students 2008	Performance band achievement by number and %			
		2007		2008	
		Bands E3, E4	Bands E1, E2	Bands E3, E4	Bands E1, E2
Mathematics Extension 1	3	62	38	67	33
Mathematics Extension 2	3	38	62	0	100
Music Extension	1	100	0	100	0

School Certificate

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

- 87.5% were placed in Bands 6, 5 and 4 in English Literacy as compared to 76% of the state
- 67% were placed in bands 6, 5 and 4 in Mathematics compared to 49% of the state.
- The number of students achieving Band 4 and above for Science (92%) was also higher than for the state (65%).
- In the two Civics and Citizenship exams combined, 85% were placed in the top 3 bands compared to 58% across the state.

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

Table: School Certificate Test Results

Test	No of students (2008)	Performance band achievement by %			
		2007		2008	
		Bands 3- 6	Bands 1- 2	Bands 3- 6	Bands 1- 2
English - Literacy	48	94	6	100	0
Mathematics	48	94	6	98	2
Science	48	99	1	98	2
Australian History, Civics and Citizenship	48	90	10	94	6
Australian Geography, Civics and Citizenship	48	96	4	98	2

Narrative 1: NAPLAN

Year 3 & 5

In 2008 the National Assessment Program Literacy and Numeracy (NAPLAN) was introduced and replaced the NSW Basic Skills Tests. All Year 3 students and all Year 5 students 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 97% of the state.

In Year 5, 100% of students achieved skill bands 3 or higher in Overall Literacy as compared to 100% of the state and 100% achieved skill bands 3 or higher in Numeracy compared to 99% of the state.

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

In 2008 100% 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 each of the three components. 97% of Year 7 students achieved at Band 5 or above in number patterns and algebra, 94% of Year 7 students achieved at Band 5 or above in measurement and data, and 100% of Year 7 students achieved at Band 5 or above in space and geometry.

Year 9

In 2008 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:

- 100% of Year 9 students achieved at Band 6 or above in reading,
- 95% 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 each of the three components:

- 100% of Year 9 students achieved at Band 6 or above in number and data,
- 100% of Year 9 students achieved at Band 6 or above in patterns and algebra,
- And 100% of Year 7 students achieved at Band 6 or above in measurement space and geometry.

Table: NAPLAN – percentages above benchmark

2008 Test	Year 3	Year 5
	Percentage of students achieving Band 2 or higher	Percentage of students achieving Band 3 or higher
Reading	100%	100%
Writing	100%	100%
Spelling	96%	100%
Grammar & Punctuation	100%	100%
Overall Literacy	100%	100%
Number Patterns & Algebra	100%	100%
Measurement, Data, Space & Geometry	100%	100%
Overall Numeracy	100%	100%
Reading	100%	100%

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	
	2007	2008	2007	2008
Reading	-	100	-	100
Writing	-	97	-	95
Spelling	-	97	-	97
Grammar & Punctuation	-	97	-	95
Measurement & Data	-	94	-	100
Number Patterns & Algebra	-	97	-	100
Space & Geometry	-	100	-	100

4. Professional Learning and Teacher Standards

Professional Learning

During 2008, the College conducted 6 Staff Development Days:

- In Term 1, the first day concentrated on the staff identifying and responding to Risks of Harm - an AIS training day.
- The second and third days were used by staff to improve and further develop programmes with their faculties.
- The fourth day was devoted to peer relationships and faculty planning.
- The fifth day was devoted to staff obtaining certification in Emergency Care and Cardiac Pulmonary Resuscitation.
- The final day involved staff in strategic planning for the future.

In addition, the following professional development activities were undertaken by staff throughout 2008:

Description of Professional Learning Activity	No of staff participating
Leadership: Middle Management Training	1
OH & S: Staying Healthy and Safe	1
Senior Management: AHISA , HICES , JSHAA, Director of Studies conference, Child Protection Investigation, New Head of Department training	7
Teacher Conferences: AIS programs, Subject Associations such as English Teachers, Japanese Teachers, History Teachers, Librarian, Counsellors,Anglican schools'	11
Information technology: Whiteboard in Maths, E Library Training, Interactive Whiteboards in Library, How 2 web design	9
Teacher Accreditation ; Professional support for Experienced teachers, Experienced teacher information session, New teacher conference.	3
Curriculum: New Methods of learning, Successful learning conference. Adolescent Learning	4
Senior School curriculum : Boys Education Conference, Understanding NAPLAN	4
English curriculum: Close Study of Text, New HSC Text, New ESL Syllabus, Belonging Area of study, Hamlet, Text in time.	8
Library ; Learning through the Library	1
Agriculture curriculum: Animals and Agriculture	1
Design and Technology Curriculum : Innovation through Design	1
Mathematics Curriculum : Motivating Ext 1 Students, New Maths Syllabus	2
Counselling : Counselling	1
IEU : Training Day	1
Other : Mental Health First Aid, Preparing for VETAB Cricos Audit, Australian Sister City Conference, Managing Conflict, Cyberbullying, OH + S Management Training for Science Lab Technicians	10

The average expenditure per teacher on professional learning in 2008 was \$166.00.

Teacher Standards

All Saints' College teaching staff, 2008

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.	57 (including 4 temporary leave replacements)
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.	1
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	2

5. Teacher attendance and retention rates

During 2008 there were 60 teaching staff employed at All Saints' College. The average daily staff attendance rate was 98.3%. The proportion of staff retained from 2007 was approximately 99.1%.

6. Student Attendance and Retention rates in secondary school

Student Attendance

The average student attendance for 2008 was 95%. 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 entered in the school database 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 2006	Year 12 total enrolment at end of 2008	Year 10 enrolment remaining in Year 12 at end of 2008	Apparent retention rate	Actual retention rate
2006/2008	63	66	53	105%	84%

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 2008 as a percentage of their year group.

	Other School	Apprenticeship/Work	Further Study	Unknown
Year 10	3%	0%	0%	0%
Year 11	4%	0	3%	3%
Year 12	0	24%	50%	26%

It should be noted that 2 of the 3 Year 11 students who went to another school were international students who returned to their home countries either for financial or family reasons. Similarly, the 2 who went on to further study were International Students who went on to Foundation courses having completed the Preliminary Higher School Certificate.

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 all but three of the students included in the Apprenticeship/Work category have undertaken either a one year Gap placement overseas or are working locally for a year before commencing their tertiary education. Two of these three are undertaking traineeships at the College, combining work with further study.

8. Enrolment policies and profiles

Student population

The College has around 490 students of whom nearly 300 are in the secondary school. The ratio of boys to girls throughout the school is approximately 4.5:5.5. 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 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**.

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 2008:

Policy	Changes in 2008	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 • supervision strategies 	<ul style="list-style-type: none"> • Staff responsibilities in relation to legislation outlined • Definitions and terms updated and expanded • Procedures for Investigating expanded • The College’s commitment to making decisions based on protecting staff and students more clearly defined • Protocols for volunteers added & Dining Room supervision updated 	<p>Full text in</p> <ul style="list-style-type: none"> • Staff Handbooks • 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>Procedures & staff titles updated 16.01.08</p> <p>Procedures & staff titles updated 16.01.08</p> <p>Procedures & staff titles updated Aug 08</p>	<p>Full text in staff handbooks & outline in student handbooks & diaries</p> <p>Revised policy in staff handbooks</p>

Policy	Changes in 2008	Access to full text
<p><u>Bullying and Harassment</u></p> <p>Policy on Harassment encompassing</p> <ul style="list-style-type: none"> • definitions • reporting • investigation • penalties <p>Protocol for dealing with bullying and harassment</p> <ul style="list-style-type: none"> • prevention • action <p>Rule on Bullying and Harassment</p>		<p>Full text in Staff Handbook</p> <p>Relevant text in Student diary</p>
<p><u>Pastoral Care</u></p> <ul style="list-style-type: none"> • the pastoral care system • availability of and access to special services such as counselling • school Health Centre • homework and study <p>Critical incident policy</p>	<p>Protocol on Anaphylaxis & Rule on Allergens added</p>	<p>Full Text on Website and in staff and student handbooks</p> <p>Relevant text in Student diary</p> <p>Full text in Council Policy Manual available in Staff Room and with team members</p>

Policy	Changes in 2008	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. 		<p>Full text on Website</p> <p>Student Handbooks & Diary</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:

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

Policy	Changes in 2008	Access to full text
<p><u>Student conduct</u> encompassing:</p> <ul style="list-style-type: none"> • Behaviour • Interpersonal behaviour • Behaviour in class • Behaviour out of school 		<p>Full text in Council Policy Manual</p> <p>Relevant text in Student diary</p>
<p><u>Student Discipline</u> encompassing:</p> <ul style="list-style-type: none"> • Philosophy • Misbehaviour • Penalties for Misbehaviour • Parental notification • Rules 		<p>Relevant text in Student diary</p> <p>Full text in Council Policy Manual</p>

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 2008:

Policy	Changes in 2008	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>Full text on Website</p> <p>Student Diary Staff Handbook Parent/Student handbooks</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 Parents' 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 2008

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 formulate priority areas for 2008 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 Head of Houses and a programme 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, ACIES, 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 programme. 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 programme. 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"> Ongoing evaluation of possible restructures.

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"> • Refurbishment of the Music Centre in 2008 • Planning for redevelopment of Health Centre

11. Initiatives promoting respect and responsibility

The school wants all students to recognise that they are valued and are at 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 and continued in 2008 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. Follow Your Dreams was a programme delivered to Year 8 boys and concentrated on resilience and bullying. Brainstorm Theatre once again presented a production based on reducing bullying and respecting others.

The College Counsellor also worked individually and in class groups with students to promote harmony and respect within peer groups both within the Junior and Senior Schools.

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. All Saints' College supported social service activities such as the 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 met 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 Junior School also participated in Anzac Day ceremonies at Bathurst and outlying centres.

Respect for the Environment

During 2008 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.

12. 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 2008 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 and the Spring Fair in September. These two events serve with a number of smaller events in the course of the year 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 programmes and assist in the advancement of the College.

The importance of pastoral care at All Saints' College means that parents have easy access to relevant information and support for their children. The general tone of the College is very positive. 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.

13. Summary of financial information

