

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



All Saints College

16 Grant Street, MAITLAND 2320

Principal: Brian Lacey

Web: <http://www.maitlandasc.catholic.edu.au>

About this report

All Saints College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

At the beginning of 2022 I was planning for what my year would look like from the perspective of the position I had at the Catholic Schools Office. My planning at the start of the year focused on the fifteen schools I was serving in my previous role. In mid-March I was seconded to All Saints' College as Principal. This secondment required me to be the person at this point in time to lead the change that the College was needing. At the end of 2022 I look back with pride and confidence on what, together, the students, parents and staff have achieved.

As I reflect on 2022, I start to identify the many highlights that have been provided to me as College Principal. These include but are certainly not limited to:

- Returning to the classroom and being able to teach for the first time in seven years.
- Watching our Year 12 navigate a relatively COVID free HSC course and to celebrate their graduation with their families and teachers present.
- To visit our Year 12 retreats with our Parish Priest, Fr George.
- To welcome the Dominican Sisters to the College for their Provincial Chapter.
- Attending the Year 10 Retreat as a facilitator with a group.
- To admire and be inspired by the high quality teaching our students are exposed to each day and to witness the love and care generously shared by our support staff.
- Working with a small but dedicated group of Parents and Friends who comprise the College P&F Association and selflessly work for every child at All Saints'.
- Being there when the students are preparing for Tournament of Minds, rehearsing for a Musical, watching DioSounds or the ASPIRE production, celebrating sporting achievements that range from individual to team success, seeing the determination on the faces of our First XIII when they played the eventual champions, Fairfield Patrician Brothers, and the list continues.

I could easily continue this list for another three pages but what it does remind me is that, a plan that is probably only known to God, I have been blessed to be seconded as Principal of this great institution.

The 2021 White/O'Brien Review has recommended a number of changes for the College. Some which have already been actioned and some that will unfold over the next few years. Again, in light of this Review if we wait for the changes to transpire in another time by another person then we will have lost the opportunity to be the change we seek and the change that is needed to continue to provide the best learning outcomes for the students. While change does bring new opportunities and new hope it does also come with fear of the unknown, pain

and anxiety. Together we need to support and nurture each other through the transition of the College to one campus over the next few years.

During 2022 I have been most fortunate to be able to rely on the support of our Parish Priest, and his assistant Priests. We are blessed that we have clergy who are interested in and committed to the life of the College. Our clergy are well supported by the Chisholm Regional Team who are only too happy to assist and support the school when required and we did call on them for help during this year.

As we are slowly moving towards a world that is emerging from a global pandemic there haven't been too many opportunities to meet and engage with our wider parent community. I have been most fortunate to work closely with, as I noted above, a small but dedicated group of parents and carers who comprise the College Parents and Friends Association. It is clear from the monthly agenda that this group of parents are fiercely committed to providing the best for all students and staff at All Saints'. On your behalf I extend my sincere thanks to the Parents and Friends Association for their support, confidence and commitment to the College.

At the end of another busy and demanding year I would like to pass on my thanks and appreciation to the College staff. We are most fortunate to have a faculty of educators who are highly skilled, very experienced and well qualified to provide a learning program that is challenging and exciting. At the end of this year a number of staff will move to other schools, some will start a transition to retirement and others will explore other life opportunities. Whether staff are at All Saints' for a long or short period, I extend my appreciation to all my colleagues who continue to give their best for your daughter or son.

During 2022 I was blessed to call on the guidance and support of colleagues from the Diocese who have assisted me as principal. Finally, I need to pass on my sincere thanks to the wonderful and generous students who are the reason and purpose of All Saints' College. Each day I am blessed to be greeted by enthusiastic, excited, smiling young women and men who are the fabric of the College. It is their openness and willingness to be inspired and challenged that makes my job such a joy. From our new students in Year 7 through to our recent graduands in Year 12, I extend to you my grateful appreciation for allowing me to be blessed as your principal – thank you.

Parent Body Message

The All Saints' College Parents and Friends Association (P&F) is a dedicated group of Parents and Carers who meet on the first Tuesday of every month. The role of the Parents and Friends Association is to work collaboratively and in partnership with the College Executive, school, teachers, staff and the Chisholm Regional Pastoral Council. The Parents and Friends Association actively foster relationships by providing opportunities for parents, carers and Parish perspective.

As the College emerged from the COVID pandemic the Parents and Friends Association continued to offer both face-to-face meetings and the Zoom option for parents/carers attending these meetings.

Most of the P&F Meetings during 2022 focused on the implementation of the recommendations from the 2021 White/O'Brien Review of the College. The P&F appreciated the opportunity to provide input into these recommendations as appropriate.

Towards the end of 2022 the decision was made to move the Parents and Friends Association meetings to the more collaborative and conversational model of parent participation through the establishment of the new Parent Engagement Group (PEG) model. This was agreed to and will be established for the start of the 2023 school year.

During 2022 the P&F were committed to ensuring that funds raised through the P&F Levy would be distributed to the students and school from the Staff Wish List. The P&F were excited to approve further resourcing of classroom technology, wellbeing resources and ongoing support for students in need.

Student Body Message

The Student Leadership Team, comprising of the College Captains, Campus Leaders and House Leaders, was an active and diligent group who met on a regular basis with Ms Hodgson, Ms Furner and Mr Fuller. Sadly, due to the change in her timetable and the more responsibility teaching Stage 6 Ms Hodgson had to withdraw her support from the Student Leadership Team. As a group we valued Ms Hodgson's support, advice and confidence in our role as Student Leaders. During the year Ms Charles and Mr Lacey also attended our Leadership Team meetings.

We were appreciative of the opportunity to meet with the Leaders from the St Peter's Campus and discuss initiatives and events that would enhance student life at the College on both Campuses. We also used the time during our meetings to discuss those issues which were of concern to the wider student body. During 2022 the staff allowed us to discuss some of the recommendations from the 2021 College Review that would have an impact on the life of the student at ASC – this included the proposal to take away the flexible learning day on Wednesday, and the increase in period time from 60 minutes to 75 minutes which would also reduce the timetable from 5 to 4 periods a day.

During 2022 the Student Leadership Team were involved in the following activities:

- Easter Egg Raffle for Project Compassion.
- ANZAC Day Service for the College and Local Maitland Community.
- St Vincent de Paul Winter and Christmas Appeals.

- Legacy Badge program within the School and wider Community.
- Mark Hughes Beanies for Brain Cancer Initiative.
- College Fun Activities like Staff vs Student Touch Football.

As a Student Leadership Team we appreciated the opportunity to get together and to share and discuss common issues that impact students on both Campuses. We know that following the 2021 Review the College will be going through some significant changes over the next few years and we hope that future leaders will always take the time to listen to their peers and make sure that the student voice is heard by the parents and staff.

We are a culmination of the great teachers and support staff, groundskeepers and executives at this school. We are a product of the families, guardians and friends who have supported us in our journey to reach this point. Thank you for your patience and your belief in us.

On behalf of the 2022 Student Leadership Team, we would like to thank the college community for their support throughout the year.

On behalf of the 2022 College Student Leadership Team.

All Saints' College continues to take the example of St Dominic and St Marcellin Champagnat in calling our students to be witnesses to the inspiration of Christ in all aspects of their lives and their interactions with others.

School Features

Junior Campus

From 1838 lay teachers at St John's Boys School educated Catholic boys in the Maitland area. This was located in a cottage in Hunter Street until a new building was constructed in 1874 in Free Church Street. Some Marist Brothers moved to the area in 1898 and travelled from Sacred Heart College, Campbell's Hill to teach at St John's.

The school became known as Marist Brother's High School and was staffed solely by brothers until the early 1960s when the first lay teacher was employed. In 1970 the primary section was closed and in 1971 Years 11 and 12 became co-educational.

Senior Campus

In 1867, eight Dominican Sisters arrived at Maitland from Ireland at the request of Bishop Murray to establish a school particularly for poor families. The sisters opened St Mary's Campus Dominican School for boarders and day pupils, which became one of the first girls' secondary schools in NSW outside of Sydney in that same year. St Mary's Campus remained a school for girls until 1991.

All Saints' College, Maitland

A restructuring of the Catholic secondary schools in Maitland under the banner of All Saints' College was undertaken in 1992. St Peter's Campus and St Joseph's Lochinvar became Years 7 – 10 schools and St Mary's Campus became a school for students in Years 11 and 12.

Since the conclusion of 2017 when St Joseph's Lochinvar separated from the College the two campuses of St Peter's Campus and St Mary's Campus has seen the consolidation of a 7-12 continuum for All Saints' College, Maitland. In 2020, All Saints' College, Maitland was registered as one school with NESAs.

All Saints' College, Senior Campus is located at 16 Grant Street, Maitland NSW.

All Saints' College, Junior Campus is located at 9 Free Church Street, Maitland NSW.

The College has students who belong to the parishes of Maitland, East Maitland, Rutherford, Kurri Kurri, Beresfield and Raymond Terrace.

Our Primary feeder schools are: St John the Baptist Maitland, St Joseph's East Maitland, St Paul's Rutherford, Holy Spirit Kurri Kurri, and St Joseph's Dungog.

All Saints' College pays respect to the Wonnarua people who have long walked and shared stories along the banks and surrounding areas of the Hunter River on whose flood plains the College is built.

Prayer is a priority in all student gatherings and staff meetings. Liturgies are celebrated regularly and all classrooms have Sacred Spaces that visually reflect the changing liturgical seasons of the church.

Diocesan liturgies and programs were supported with students attending and participating in the Catholic Schools Week Mass, the launch of Project Compassion, Mission Week Mass, the Ecumenical Way of the Cross and the Diocesan Leaders Program.

All Saints' College continues to contribute financially to support a person to work in Youth Ministry within the region. There are also a number of staff and students actively involved in the life of their parishes in various ministries.

Student Profile

Student Enrolment

The College caters for students in Years 7-12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
675	626	85	1301

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 85.20%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
86.78	84.97	84.41	83.22	85.69	86.11

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2020, 73.91% completed Year 12 in 2022.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2022	
% of students undertaking vocational training or training in a trade during the senior years of schooling	35 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	97 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

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With a dedicated senior campus, the College provides students with a variety of post school options. For some of our students their measure of success at the end of Year 12 studies is a pathway directly into study at university, while for others they have moved into further vocational training and/or employment after school.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	190
Number of full time teaching staff	93
Number of part time teaching staff	32
Number of non-teaching staff	65

Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Staff participated in the following staff developments days in 2022:

Friday 13 May – **Staff Formation Day “Known and Loved – Dignity for All”**

Monday 18 July – **Preparing for 2023 “Managing the 75 minute Period”**

Friday 18 November - **Staff Wellbeing Day “SafeTalk, Staff Wellbeing and BeYou”**

Tuesday 20 December – **“Planning and Preparing for Learning and Teaching 2023”**

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life; Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

In living out our Catholic Identity at All Saints' College, we are guided by our Vision and Mission. At All Saints' College we are:

- a faith filled community inspired by Christ, enlivened and reflected in our authentic relationships
- a community committed to a safe and supportive environment nurturing the formation of the whole person
- a community of lifelong learners celebrating continual growth and success.

Guiding all that we do at the College is our motto of 'Christus Inspirati' or being 'Inspired by Christ'.

All Saints' College is an inclusive, caring and student-centered community, committed to a holistic education that celebrates personal excellence. The College prides itself on being a visible Catholic community, practising and evangelising the Catholic faith in its school

community, and by its modelling to the wider community. Classroom prayer, community prayer, and celebration of the liturgical calendar are fundamental to the College.

The College is the proud inheritor of two religious' traditions: Dominican at the Senior Campus and Marist at the Junior Campus.

The Senior Campus looks to the four Dominican pillars of: Community, Ministry/Service, Study and Prayer. The vision is lived out by a commitment to shared core values but in particular to:

- Veritas - translates to 'truth' - Dominican motto and the,
- Four Cornerstones – Respect, Attendance and Punctuality, Working Hard, Correct Uniform.

The Marist spirit, originating from the Junior Campus, instills a strong sense of compassion, social justice and respect for uniqueness. The aim is to develop children into young adults who will make a positive difference to their community, their nation and their world. The five Marist characteristics of: Presence, Simplicity, Love of Work, Family Spirit and In the Way of Mary, underpins the daily lives at the Junior Campus.

The Blessed Virgin Mary has a special role for both of the College charisms – the Dominicans and the Marists. Staff and students are encouraged to be community minded and to be mindful of developing their relationship with God and each other. A very successful staff Spirituality Day was held in Term 4 and was facilitated by the Marist Faith Formation team.

Drawing from our focus on being inspired by Jesus Christ in all that we do, and on the principles of both founding religious traditions, we live out our mission as a Catholic faith community. This is evidenced by daily prayer, regular liturgical celebrations, retreats, faith formation opportunities and support of a wide variety of charitable causes.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO).

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

In 2022 our Strategic Planning Goals for the College, in alignment with the Diocesan Strategic plan, addressed the following goals:

Goal 4 – Student Centred

- Data
- Writing

Goal 5 - Building Capacity

- General capabilities
- Formative Assessment

Goal 6 – Adaptive and Innovative

- Data Wall
- Learning Walks

These areas informed the PP&D iSMART goal setting for all teachers on our College MyPad site. As part of Cohort 2 for the system initiative Leading Learning Collaborative we have also weaved the following parameters into our whole college goals and professional learning throughout the year:

- Parameter #1 - Shared beliefs and understandings (through PLC)
- Parameter #3 - Quality assessment informs instruction (learning in PLC action in PLT)
- Parameter #6 - Case management approach (working towards ...)
- Parameter #14 - Shared responsibility and accountability (PLC Showcase)

While much of our Professional Learning was impacted by Covid in Semester 2, we had a strong start with the Assessment Waterfall (#Parameter 3 – Quality Assessment Informs Instruction ‘Clarity’ Lyn Sharratt), in Semester 1. Term 1 PLC’s focused on developing a shared understanding around the importance of visible Learning Intentions and co-constructed Success Criteria. In Term 2 - 4 the focus of PLC was on Descriptive Feedback, Individualised Learning Goals and Peer and Self-Assessment.

Professional learning was structured to allow teachers to follow the assessment literacy framework of:

1. Plan and diagnose
2. Assess and diagnose
3. Instruct and diagnose
4. Evaluate and diagnose

This was supported by professional learning input with the PLC at the beginning of the term, PLT’s dedicated to working through the assessment literacy framework for the KLA’s chosen Professional Learning area for each term, finishing with a PLC showcase at the end of the term.

Our best PLC showcase was where we had the opportunity to share with staff the voices of our staff and students in relation to the impact of the Leading Learning Collaborative at All Saints’ College.

Learning Walks continued in 2022 with an opportunity to retell, relate and reflect and record our learning. Our 'look fors' continued a focus on visible Learning Intentions and Success Criteria as well as Formative Assessment.

Our college data wall focus has been implemented to support the whole child with an emphasis on learning (specifically writing), attendance and wellbeing with a data wall constructed for students in Year 8 and Year 11.

Collaborative professionalism plays a pivotal role at All Saints’ College and is imperative in the functioning of the Learning Team. The working relationship between KLA Leaders of Learning and working towards supporting the continuum of learning 7-12 continues to be a focus.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	22%	24%	20%	21%
	Reading	23%	27%	17%	15%
	Writing	27%	24%	19%	22%
	Spelling	28%	33%	21%	17%
	Numeracy	25%	32%	13%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	27%	22%	19%	28%
	Reading	24%	21%	14%	24%
	Writing	15%	17%	21%	33%
	Spelling	11%	17%	16%	21%
	Numeracy	20%	20%	9%	19%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

The Year 12 Class of 2022 are an exceptional group of young men and women who have achieved much more than just HSC results over the last two very challenging years. COVID-19 has changed the landscape of education for students and teachers and the way our community supported each other through this time has been a highlight.

The college was most impressed with the number of students who achieved a Band 6/E4 in a subject. This achievement is one in which both these students and their teachers can be proud. It demonstrates our continued commitment to the continuum of learning and the pursuit of excellence.

We congratulate all students from the Graduating Class of 2022 and wish them all the very best as they journey now beyond the school gates here at All Saints' College.

HSC Highlights 2022

- Dux of the College with an ATAR of 99.25
- 54 Students achieved a Band 6/E4 in a subject across 21 courses
- 18 Students received an ATAR of 90+
- Top 3 ATARs
 - o 99.25
 - o 98.8
 - o 97.95
- 2 students acknowledged on the All-Rounders List, scoring a Band 6 or E4 result in 10 or more units
- 14 Students achieved 1st in Diocese in a subject
- 5 VET courses in Top 10 courses at All Saints' College
- Number of students who sat the HSC in 2022=189
- Number of Examinations completed=1107
- Number of courses offered=46

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2020		2021		2022	
	School	State	School	State	School	State
Business Studies	27 %	35 %	19 %	36 %	31 %	35 %
Economics	9 %	51 %	0 %	50 %	25 %	49 %
Engineering Studies	57 %	34 %	43 %	36 %	53 %	30 %
English (Advanced)	51 %	63 %	48 %	69 %	48 %	67 %
English Extension 1	100 %	93 %	100 %	94 %	100 %	93 %
History Extension	0 %	76 %	0 %	77 %	100 %	84 %
Legal Studies	53 %	40 %	33 %	42 %	34 %	41 %
Mathematics Extension 1	39 %	75 %	46 %	74 %	67 %	74 %
Mathematics Extension 2	50 %	84 %	36 %	87 %	100 %	85 %
Music 1	80 %	64 %	55 %	64 %	100 %	70 %
Science Extension	71 %	74 %	53 %	72 %	100 %	79 %
Design and Technology	-	-	-	-	100 %	47 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2022, the number of students issued with a RoSA was 46.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

Student Wellbeing at All Saints' College endeavours to discover the life needs of students and to provide them with every opportunity to value self and to experience wellbeing. The fostering of quality interpersonal relationships among teachers, students, parents and support staff is a responsibility shared by everyone.

Year 11 students participate in the STOC program (Service To Our Community). This program has the students perform at least 10 hours of service where they connect to the community in ways that fosters relationships through upholding responsibilities and respect.

A fundamental belief for Catholic schools is that in Jesus we see God's image and likeness in its human expression and that Jesus' values and teachings show all people 'the way, the truth, the life' (John 14:6). In accordance with this belief, values to be promoted within a Catholic School are those of love, tolerance, forgiveness, repentance, reconciliation and justice.

At All Saints' College, we encourage an environment where wellbeing is the responsibility of all staff. As a community, we promote and enhance student wellbeing of a personal, social, physical, emotional and spiritual nature. The College Wellbeing and Engagement Teams have endeavored to promote, reinforce and instigate key elements of student wellbeing including positive self-regard, respect for others, positive behaviours and personal resilience.

Looking after the wellbeing and engagement of over 1350 students is a challenging task but is always a rewarding one. The Wellbeing and Engagement Team worked tirelessly to foster an environment that builds students' reliance on the strong foundations of relationships within the Wellbeing domain. We are very proud of the environment that caters for all our students' needs and which challenges each student and helps them to develop a sense of belonging

while also providing boundaries to, for development and growth within a supportive environment.

The challenges facing young people today grow more and more complex. The stresses and demands of an increasingly “tech-savvy at-risk youth” and the negative impact that social media has on young adults are relentless in creating falsehoods and ideals that cannot be achieved.

Through support during these COVID hard times, the collaboration of families and the College becomes increasingly important. We give thanks to all those families who communicated the need for extra support during this time to assist with the wellbeing of our young people. It is only through these partnerships that strong relationships continue to foster growth and care for all members of the community.

This strong sense of community is developed in our Year 7's through our Peer Support program and the Year 7 camp. This was held over five days in two different groups at Point Wolstoncroft, Lake Macquarie. Students over these days form strong bonds with their peers and Tutor Group teachers and connect with a variety of other students outside of their usual friendship circle.

Formal programs that develop the formation of students and their wellbeing that run at the College are:

- Rock and Water
- Boys and Girls Focus Groups
- iRespect
- Drumbeat
- Sisters in Action
- Elevate study preparation program
- CyberSafety session through NSW Police
- Brainstorm – Anti bullying program

Further initiatives which the College participate in that promote respect and responsibility through student engagement include:

- the Vinnies Winter & Christmas Appeals
- Beanie for Brain Cancer
- Harmony Day
- National Reconciliation Week
- R U OK Day
- Bullying No Way Day
- Community Days Years 7 to 12
- Wellbeing Days Years 7 to 12
- Guest speakers such as the Police

- Peer Support
- Feast Days for House Patrons

Student Leadership Structure

This year, the college reviewed its student leadership model and launched a college focused model for 2022. The College developed and challenged these young leaders and congratulate all students appointed to these positions. The new structure for 2022 consists of:

College Captains

Campus Captains – Junior and Senior Campus'

House Captains – Dominic, MacKillop, Marcellin and Sienna.

School Improvement

The College implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the College develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

In 2022 the following key improvements were achieved:

- Further develop student capacity to embrace prayer in their daily life.
- Began to develop a community approach to social justice and catholic mission.
- Provided a systemic sequential offering of formation for staff & students.
- Built capacity within ASC for the delivery of quality formation for staff & students.
- Cater for a growing diversity of learners through targeted and varied learning approaches in RE.
- Working towards building a positive culture around learning and teaching in RE.
- Created a Data Plan for the College 7 -12.
- Establish a Data Focus Team 7 12.
- Employ Pedagogical Mentor Y7 -12 - focus on writing and working with faculties and staff.
- Continuation of literacy lessons with a focus on student writing.
- Audit of KLA programs to ensure quality teaching programs exist.
- Developed school wide expectations around the embedding the General Capabilities in Teaching Programs.
- Built capacity of teachers around understanding and use of formative assessment.
- Use of Leading Learning Collaborative to support use of evidence-based approaches to improve student learning.
- Further developed a collaborative and professional learning environment among teachers 7-12.
- Built the capacity of all staff to deliver online learning.

Priority Key Improvements for Next Year

The key priorities for 2023 include:

Faith and Mission

- Further develop the understanding of Religious Education – communicate and connect with the College community through a series of information articles in newsletters and ASC website – parent formation. Informing parents and supporting the connection into their child's learning.
- Develop the Word into action: Pedagogy of the head, heart and hand. Establish initiatives to promote the “doing”, giving students opportunity of mission within their school life. Eg Sleep Out/Social Justice/ STOC/nursing home visits/ mens shed.
- Empower the leadership team with formation (one meeting per semester focusing on formation, inviting external providers).
- Continue to target staff for PD to support and build – build teacher capacity.
- Common program pro forma which embeds Catholic values; making it authentic and integrated into the classroom.

Focus on Learning including:

- Student Centred
- Data
- Further develop and continue to update a data plan for the College.
- Continuation of Data team
- Writing
- Continue co-teaching model with Pedagogical Mentor support.
- Tracking student writing data through implementation of data walls.
- Continuous Reporting cycle
- Report on common formative tasks across grade/KLA, comments as feedback.
- General capabilities
- Include in programming, professional learning and PLC.
- Build Capacity
- Formative Assessment
- Use of the Assessment Waterfall from Clarity to continue to track formative assessment data and teacher impact on student learning and intervention strategies.
- Adaptive & Innovative
- Integrated learning
- Plan for integrated learning, rooming/timetabling for Year 7 2022.
- Wellbeing and Leadership
- To establish a consistent and coherent system approach to wellbeing that is understood by staff, families and students.
- Develop, resource and implement whole-school frameworks and initiatives which support mental health and resilience of staff and students and guide schools around best practice

social emotional interventions.

- Communicate and consult with staff, families, and students to ensure consistent implementation of policies regarding student behaviour, student wellbeing, non- attendance, and complaints management.
- Ensure that school wide initiatives to enhance wellbeing and resilience are complemented by measures to identify and support children in need of personalised learning, social-emotional or mental health support.
- Ensure core learning, formation and wellbeing priorities from School Improvement Plans are clearly communicated to staff, families and community members.
- Implement and plan to meet current and future Diocesan schooling demands.
- Strengthen and build strategic partnerships with Diocesan services and parishes that will support our faith and learning communities.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

In 2022 Parents indicated high levels of satisfaction with the information they have received regarding their child's education. The communication between the College and parents is highly regarded by families, they feel there is a high expectation for student achievement. Parents feel that their child is valued, respected and attending a safe and supportive environment. Parents indicated high levels of awareness around Safeguarding communication, faith formation programs and improvement in 31 areas compared with the 2021 survey.

"This is our first year at this school. Our child has flourished academically and socially. I am incredibly impressed with the quality of teachers and their engagement with us as parents. I'm excited to see our child's growth as they move towards their HSC. Thank you for challenging them by extending them beyond their comfort zone."

Student satisfaction

As a part of the significant focus across all aspects of life at All Saints' College, students are treated equally in an effort to support, in the best way possible, their education in all aspects.

Students have a voice in our community through the campus-based Student Leadership team which meets regularly and provide feedback to the school Executive. Students indicate a high satisfaction with the development of positive relationships, behaviour, and opportunities to participate in the development of their faith. They also indicated they are aware of who to report safeguarding issues.

Students were satisfied with the experiences and extra-curricular opportunities that are provided such as school sports, Feast Day celebrations, fundraising days, they indicated there is positive recognition of self esteem and students who try hard to succeed.

Students indicated high levels of awareness around Safeguarding communication, faith formation programs and improvement in 88 areas compared with the 2021 survey.

“What I like about the school is there are nice and supporting people. The teachers are easy to communicate with and when you ask for help they help you understand the question or topic. It has multiple subjects that help you make a choice on what you want to do later in life.”

Teacher satisfaction

Staff indicated improvement in 98 areas of improvement compared with the 2020 survey. Staff identified their connection as a faith community, safeguarding, and the setting of high expectations and student learning goals as being highly important to them. Teachers indicated collaboration, high levels of planning and delivery for their lessons including high use of technology, amendments of programs for students to cater for diverse needs, and efforts to make the College an inclusive community. The social justice initiatives were noted for their contributions to the College.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$19,443,951
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$5,441,184
Fees and Private Income ⁴	\$4,545,686
Interest Subsidy Grants	\$9,041
Other Capital Income ⁵	\$1,395,959
Total Income	\$30,835,821

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$1,749,227
Salaries and Related Expenses ⁷	\$21,388,117
Non-Salary Expenses ⁸	\$7,728,447
Total Expenditure	\$30,865,791

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT