

# 2023

## 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

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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 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

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### Principal's Message

The quote below is often referred to as "The Man in the Arena" speech.....

"It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat."

The excerpt above is taken from a speech, "Citizenship In A Republic", delivered by President Theodore Roosevelt at the Sorbonne, in Paris, France on 23 April, 1910. While the origin of this address is over a hundred and thirteen years ago the purpose and significance of these words have relevance for our community here at All Saints' College, Maitland today.

At the annual Year 7-11 Presentation of Awards Evening held at the Maitland Town Hall on Monday 11 December I spoke about how the College has journeyed through a period of significant transition over the last three years. I remarked that we still have some work to do while we prepare to have Year 11 on the Junior Campus for the start of 2026. Many students, staff and members of the wider community have spoken to me about the decision to move all students to one campus and have expressed concern about the impact of this decision on the history and tradition of the College. Many times, the question has been asked, 'Why can't we just leave Year 7-10 at the Junior Campus and keep Year 11 and 12 at the Senior Campus?'

As you are aware the 2021 Review into All Saints' College, conducted by Dr Dan White and Ms. Terry O'Brien, made a number of recommendations that myself and the staff have been implementing since the Review Report was accepted by the Trustees of the Diocese in November 2021. In 2022 the College started a process where many of these recommendations were implemented. 2022 also saw the transition of staff to one contract, the appointment of staff to leadership positions and the preparation of all students and staff working on one five-day common timetable. In 2023 we implemented the new common timetable with four periods a day of 75-minute duration. Our Seniors continued to enjoy some Flexible Learning time on Wednesday and alternate Monday afternoons. In 2023 we

had over 50 staff involved in cross campus teaching, and we returned to an Executive Leadership structure consistent with other secondary schools in the Diocese.

There have been many times over the last few years where we have felt like the ‘man (or woman) in the arena’ with our faces covered in mud and sweat but regardless of the many trials and tribulations we have been able to stand up, dust ourselves off and return to the arena ready for another challenge. Yes, there have been times when we have made errors, and we didn’t get the outcome we were striving for but still we aimed for high achievement. I can assure you that in amongst all the challenges and demands we have faced over the last three years we do not rest with “those cold and timid souls who neither know victory nor defeat”.

During 2023 we established a Vision and Mission Group, who were charged with the development and implementation of a new Vision and Mission Statement. A statement that would guide and direct the College for the next ten or so years. One of the responses that emerged from our consultation and dialogue with the community is ‘All Saints’ College – Heart of Maitland’. It isn’t my decision if this phrase ends up in the new statement, but it does acknowledge the unique and special place our school has within the wider Maitland community.

During this time of transition, change and uncertainty I want to thank you - the parents and carers of our students for your ongoing support, trust and commitment to the College. I would like to extend a sincere thanks and appreciation to the staff of All Saints’ who often go above and beyond for your child/ren. For their dedication, generous service and professionalism and for wanting to provide learning opportunities that will enable your child to achieve educational excellence.

To Fr George and the clergy and Parish Team, to our PEG group who diligently meet each month for the good of all children, to those at the Diocese and Catholic Schools Office who assist and support our community from afar – thank you. To our hard working and dedicated Student Leadership Team – thank you for your commitment and dedication to our community.

Finally, I need to extend my heartfelt thanks to the students at All Saints’ – from the reluctant and timid Year 7s who started the year in unfamiliar settings through to our kind and mature Year 12s who are ready to meet the world with gusto - thank you for making my job such a joy and pleasure each day. Your youthful enthusiasm, excitement, joy and generosity is a gift that inspires your teachers and staff who have the honour of walking alongside you as you learn and discover new things.

Brian Lacey

College Principal

## **Parent Body Message**

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 model was agreed to and was established for the start of the 2023 school year. These PEG meetings were co-chaired by a nominated parent, who had experience and knowledge from the former P&F model and the College Principal.

The All Saints' College Parent Engagement Group is a small but dedicated group of Parents and Carers who meet on the first Tuesday of every month. The role of the Parent Engagement Group is to work collaboratively, and in partnership, with the College Executive, teachers, staff and the Chisholm Regional Pastoral Council. The Parent Engagement Group actively foster positive relationships by providing opportunities for parents, carers and members of the wider community to be informed of the Catholic identity of the College but also to be informed of the learning and teaching, and wellbeing programs at the school. The PEG are committed to enhancing relationships with the parish community.

Some of the key items discussed at the PEG Meetings during 2023 included:

Building Program Update.

Learning and Wellbeing at All Saints' College.

Vaping and its Impact on Teenagers.

Uniform and Grooming Policy.

Cyber Safety.

Assessment and Awards for Year 7-10.

COSI External Review – Report and Update.

## **Student Body Message**

The 2023 Student Leadership Team, comprising of the College Captains, Campus Leaders House, Leaders and Aboriginal and Torres Strait Islander representatives, was an active and diligent group who met on a regular basis with Ms. Furner, Ms. Charles, Mrs. Ceccato and Mr. Lacey.

Our leadership journey began with the Bishop's Diocesan Leaders Retreat, where we learned about leadership qualities, styles of leadership and were given the opportunity to set leadership goals for our own team. Our focus for 2023 was to build the sense of community between the two campuses of All Saints' College. We were also lucky to forge relationships

with other student leaders within the diocese and complete service to the community whilst visiting local charities, including Mum's Cottage and the Mission to Seafarer's.

During 2023 the Student Leadership Team were involved in the following activities:

- Fundraising for Project Compassion.
- Celebrating International Women's Day.
- Celebrating Harmony Day.
- ANZAC Day Service for the College and Local Maitland Community.
- 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.
- Junior Campus Ultimate Frisbee Tournament

We were appreciative of the opportunity to meet regularly with the Leaders from the Junior Campus and discuss initiatives and events that would enhance student life at the College on both campuses and contribute to the broader community. We also used the time during our meetings to discuss those issues which were of concern to the wider student body. It was a great testament to the work of the Student Leadership team and the willingness of both students and staff to get involved with our initiatives that we were able to raise \$5000 for Project Compassion this year.

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 2023 Student Leadership Team, we would like to thank the College community for their support throughout the year.

## School Features

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### 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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
603	628	26	1231

\* 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 2023 was 87.56%. 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
89.38	87.95	87.47	86.51	87.54	86.48

## 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 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 2021, 69.5% completed Year 12 in 2023.

## 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 2023	
% of students undertaking vocational training or training in a trade during the senior years of schooling	32.4 %
% 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.

The College provides students with advice and support about a variety of post school options. We have dedicated careers Advisors on both campuses who assist students in achieving their post-school goals.

For some of our students, a pathway directly into study at university is desired, while for others they move on to further vocational training and/or employment after school. Early entry into university continues to be offered to many students across a range of institutions. There are also a proportionate number of students who commence apprenticeships at the end of, or during, Year 11 or 12 or at the end of Year 10. All Saints' College supports the career aims of all students and seeks to ensure they are best prepared for whatever options they choose when they depart our community.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	177
Number of full time teaching staff	94
Number of part time teaching staff	30
Number of non-teaching staff	53

### 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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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 2023:

Monday 24 April – **Staff Learning Day “Learning Focus”**

Friday 25 August – **Staff Wellbeing Day “Engaging Positive Language and Behaviour”**

Friday 24 November - **Staff Formation Day “Vision and Mission”**

Monday 18 December – **“Planning and Preparing for Learning and Teaching 2024”**

## Catholic Identity and Mission

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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)

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 community with a clear, evident and lived Catholic identity. Practicing and evangelising the Catholic faith within the College and wider Parish communities.

All Saints' is the proud inheritor of two religious traditions: Dominican at the Senior Campus and Marist at the Junior Campus. Drawing inspiration and wisdom from each provides a firm foundation in support of the overarching Christ centred spirituality at the College.

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, all of which are foundational to life at All Saints' College.

As Catholic identity is a keystone for the mission of Catholic educational communities, a clearly defined focus of 2023 was the renewal of the College's Vision and Mission Statements. Through a process of extensive consultation involving students, parents, staff, and the wider parish communities, the College sought to develop and implement a vision and mission that honours the past, crafting an inspiring future, reinforcing our role as a truly authentic Catholic community, giving witness to Christ in a contemporary world.

Culminating with a Staff Formation Day at the end of Term 4, the entire College community gathered at Kirkton Park under the guidance of Adam Frost, CSO Education Officer (Formation).

United with a common goal and clear purpose, staff collaborated to develop draft vision and mission statements to be selected for further refinement.

This is an exciting time for All Saints' College as we "Journeyed Together" throughout 2023 with a renewed focus on our role as a unified Catholic community in carrying out the Church's mission now and into the future.

## Curriculum, Learning and Teaching

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### 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 2023, our Strategic Planning Goals for the College, in alignment with the Diocesan Strategic plan, addressed Goal 6: To build a cohesive culture that is inclusive of all students, with transparent academic and wellbeing structures that support and inspire their resilience and self-awareness. The chosen priority area was "As a professional learning community, refine the ASC Year 7-12 Continuum of learning with a focus on disciplinary literacy skills and consistent literacy teaching strategies."

As part of our commitment to the ongoing Leading Learning Collaborative, we have also weaved the following parameters into our whole college goals and professional learning:

- Term 1: Parameter 4 – Principal as Lead Learner
- Term 2: Parameter 13 – Cross Curricular Literacy Connections
- Term 3: Parameter 12 – Parental and Community Engagement
- Term 4: Parameter 11 – Collaborative Inquiry

This was supported by CSO "LiFT" professional learning initiatives, namely Beverley Derewianka and Michael McDowell. The literacy sessions were attended by Leaders of Learning from English, HSIE and Science. Together with the Pedagogical Mentor, they used a collaborative inquiry approach to target students in Stage 4 and apply strategies arising as a result of the professional learning. Sharon Hibbert (AP-Learning) Cynthia Hendriks (PM) attended the "Developing Expert Learners" sessions with Michael McDowell. Elements of this, such as the concepts of surface, deep and transfer learning, as well as "Turn and Talks" has been strategically woven into Leader of Learning meetings throughout 2023. The impact of this work has been captured via student assessment, and student and staff interviews.



This was incorporated into a showcase video for LLC and subsequently shared with the College Leadership team and teaching staff.

Internally, there was a focus to change to utilizing formative assessment practices in Stage 4. While this was optional, most of the Key Learning Areas chose to use a combination of formative and summative tasks. To supplement this, the NESAs Liaison officer presented to the whole staff around how to award grades in Year 10 and 11. This led to further discussions around grades allocation in Years 7-9. A major restructuring of reporting in Years 7-11 to best reflect outcome achievement against the common grade scale and the course performance descriptors was also undertaken and staff were given training. The development of comment banks was also prioritized to assist with the reporting process. Finally, processes were aligned and streamlined across the two campuses around Illness/Misadventure and Extensions to reflect NESAs principles.

Teachers were supported in attending HSC Data Analysis workshops run by the Catholic Schools Office and other, appropriate professional development was targeted particularly around new curricula. There were several teachers taking Stage 6 subjects for the first time, and mentoring and support were provided internally and externally where available to help them develop their skills and knowledge.

Significant change was a feature of the learning agenda at All Saints' College, and the Leaders of Learning played a vital role in collaborating professionally to suggest and support initiatives. With the intention of shifting the learning culture, valuable steps have already been made.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at All Saints College for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	74%	64%
	Reading	75%	68%
	Writing	70%	63%
	Spelling	78%	73%
	Numeracy	74%	67%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	59%	56%
	Reading	65%	63%
	Writing	58%	58%
	Spelling	70%	71%
	Numeracy	64%	64%

### 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 2023 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 2023 and wish them all the very best as they journey now beyond the school gates here at All Saints' College.

### HSC Highlights 2023

- Dux of the College with an ATAR of 98.1
- 16 Students achieved a Band 6/E4 in a subject across 21 courses
- 2 students were place in the Top Achievers List for Drama
- 5 Students received an ATAR of 90+

- Top 5 ATARs
  - 98.1
  - 98.08
  - 93.2
  - 92.15
  - 90.85
  
- 1 student acknowledged on the All-Rounders List, scoring a Band 6 or E4 result in 10 or more units.
  
- 8 Students achieved 1st in Diocese in a subject.
  
- Number of students who sat the HSC in 2023= 148

2023 once again saw success for our HSC cohort with nominations for Encore, OnStage, and Shape. One student was then selected to perform in OnStage and one student was selected to have their work displayed in Shape.

In summary, there were 31 Distinguished Achievers, 2 Top Achievers and 1 All Rounder, who were placed on the State Merit Listing across the following subjects:

- Business Studies
- Construction Examination
- Drama
- Engineering Studies
- English Extension 1
- English Advanced
- English Extension 2
- French Beginners
- History Extension
- Hospitality Examination (Kitchen Operations and Cookery)
- Industrial Technology
- Legal Studies
- Music 1
- Studies of Religion I
- Visual Arts

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2021		2022		2023	
	School	State	School	State	School	State
Biology	17 %	31 %	11 %	27 %	15 %	32 %
Business Studies	19 %	36 %	31 %	35 %	35 %	36 %
Chemistry	10 %	40 %	24 %	33 %	0 %	38 %
Community & Family Studie	50 %	32 %	40 %	33 %	24 %	36 %
Construction Exam	100 %	41 %	50 %	41 %	67 %	44 %
English (Advanced)	48 %	69 %	48 %	67 %	33 %	67 %
English (Standard)	6 %	17 %	4 %	15 %	14 %	13 %
English Extension 1	100 %	94 %	100 %	93 %	100 %	94 %
English Extension 2	100 %	84 %	-	-	100 %	86 %
History Extension	0 %	77 %	100 %	84 %	78 %	85 %
Hosp Exam Kitch Op & Cook	60 %	34 %	63 %	44 %	63 %	39 %
Industrial Technology	40 %	25 %	35 %	22 %	25 %	24 %
Legal Studies	33 %	42 %	34 %	41 %	50 %	43 %
Mathematics Advanced	33 %	50 %	13 %	49 %	13 %	50 %
Mathematics Extension 1	46 %	74 %	67 %	74 %	0 %	72 %
Mathematics Extension 2	36 %	87 %	100 %	85 %	0 %	86 %
Modern History	10 %	38 %	9 %	34 %	12 %	35 %
Music 1	55 %	64 %	100 %	70 %	86 %	69 %
Personal Dev,Health & PE	41 %	31 %	22 %	26 %	19 %	31 %
Retail Services Exam	33 %	8 %	0 %	10 %	0 %	16 %
Studies of Religion I	21 %	42 %	20 %	41 %	20 %	49 %
Visual Arts	77 %	63 %	40 %	66 %	80 %	66 %

### 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 2023, the number of students issued with a RoSA was 88.

## Pastoral Care and Student Wellbeing

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### 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.

### 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.

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 Team promotes, reinforces and instigates 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 1200 students is a challenging task but is always a rewarding one. The Wellbeing 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 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.

The strong sense of community is developed in our Year 7's through our Peer Support program and the Year 7 camp, held at Point Wolstoncroft, Lake Macquarie. Students over these days form strong bonds with their peers and Pastoral 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
- International Women's Day
- Harmony Day
- National Reconciliation Week
- R U OK Day
- Bullying No Way Day
- Community Days Years 7 to12
- Wellbeing Days Years 7 to 12
- Guest speakers such as the Police and NSW Health



- Peer Support Programs
- Peer Support training days
- NAIDOC Week
- Student leadership training days
- Feast Days for House Patrons
- All Saints' Day
- Remembrance Day Services
- ANZAC Day Services

### **Student Leadership Structure**

The College has many leadership opportunities for students. Student leaders participate in a leadership formation program and meet regularly to discuss student matters, form action plans on upcoming events and build their capacity as a student leader. The structure for student leadership is:

- College Captains.
- Campus Captains – Junior and Senior Campus'.
- House Captains – Dominic, MacKillop, Marcellin and Sienna.
- Aboriginal and Torres Strait Islander Leader

## School Improvement

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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 Identity and Catholic Curriculum
- Learning and Wellbeing

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 2023 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 with a 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 2024 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 e.g. Sleep Out/Social Justice/ STOC/nursing home visits/ men's 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 teacher capacity.
- Common program pro forma which embeds Catholic values; making it authentic and integrated into the classroom.

#### **Focus on Learning**

- Student centred learning
- Examination of what the data reveals
- Greater use and access to all data for all staff
- Writing through the focus groups
- High expectations of students – making them accountable
- Continue to map content and skills across Years 7-12 to build a continuum of learning
- Build capacity on teachers, especially new staff, on Stage 6 subjects

- Refining understanding of Formative Assessment for Stage 4
- Consistent use of grades to inform student achievement across Years 7-11

### **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

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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

Parents provide feedback to the College through the Parental Engagement Group (PEG) that meets the first Tuesday of each month.

In 2023 the Diocese did not run the Tell Them from Me Surveys.

### 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 participated in the Mission Australia Youth Surveys and the Communities that Care Maitland Surveys. Both surveys identified areas that local surveys could do to further support student engagement and mental health through local provisions.

### Teacher satisfaction

Staff participated in the Catholic Diocese Engagement Survey in 2023. The survey results indicated improvement in 98 areas of improvement compared with the 2022 survey. Staff identified improvements with their Engagement at the College, their wellbeing at work and engaging with the College and the ability to manage workplace stress, and a 24%

improvement in workplace improvements. Technology, Health & Safety, Supervision and Teamwork were identified of areas of High Engagement in the Performance Overview.

# 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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$17,795,699
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$5,079,054
Fees and Private Income <sup>4</sup>	\$5,125,009
Interest Subsidy Grants	\$9,899
Other Capital Income <sup>5</sup>	\$1,380,851
<b>Total Income</b>	<b>\$29,390,512</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$308,509
Salaries and Related Expenses <sup>7</sup>	\$21,973,958
Non-Salary Expenses <sup>8</sup>	\$7,197,861
<b>Total Expenditure</b>	<b>\$29,480,328</b>

**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 2023 REPORT