

2022



All Saints College

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

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

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

- 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

Our Primary feeder schools are: St John the Baptist Maitland, St Joseph's East

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:

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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 JETBT/F2 14.67 Tf0.75 0 0 0.75 518.299c0.75 0 0 8 0 8 0 s 110 0 0.75 0 0 0..5t8 T6

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.

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.

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

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

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program

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

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

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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

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.

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.

