



2018

ANNUAL SCHOOL REPORT

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All Saints College, St Mary's Campus, MAITLAND

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About the Annual School Report

All Saints College, St Mary's Campus is registered by NESAs as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2017 and gives information about 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

2018 was a very special year for All Saints' College, Maitland, as we consolidated and combined two proud Catholic Colleges; St Peter's Campus - in the Marist tradition and St Mary's Campus – a Dominican College – into All Saints' College (ASC) Maitland, now the largest Catholic College in the Maitland-Newcastle Diocese with approximately 1450 students.

As we have shared our Catholic story at All Saints' College we have explored much of Australian educational and social foundation history including the clergy who travelled far from their homes, Indigenous Australians and their spiritual and personal journey, the first explorers and their settlements, country town living, hardships, hard work, reward and reconciliation.

By combining 175 years of Marist tradition St Peter's Campus and 150 years of the Dominican charism at St Mary's Campus we have a rich scholarly story and therefore, exciting prospects for our educational future.

All Saints' College, Maitland has unveiled a new crest, colour, signs and symbols this year to allow the work of the clergy past to be recognised and incorporated into an inclusive future.

St Mary's Campus offers a rich learning environment featuring a diverse range of future focused programs specifically tailored to meet the needs of young adults and help them achieve their potential. St Mary's Campus provides adult like environment where Catholic vision and values, sound work ethics, self-discipline and independent learning skills are fostered on a daily basis. This year a number of students were recognised state-wide for their outstanding work and many students received NESA and Diocesan Awards for Academic Excellence.

Our staff are highly professional, passionate and widely regarded as leaders in their field in supporting our students as they model 21st Century pedagogy. High levels of teacher expertise underpin the capacity of the college to deliver excellent learning opportunities for all students. The Campus operates a formal curriculum with extended teaching time on four days – Monday, Tuesday, Thursday and Friday. Each Wednesday is designated as a flexible learning day. On this day students may attend TAFE courses, work placement for VET courses, excursions, tutorials and sporting activities. Extension II English, Maths and Extension History are timetabled on Wednesday. Staff also have the opportunity to meet within faculties or across faculties for planning.

Our future is assured to be exciting as well as innovative. We have the best team of staff to deliver our curriculum and a leadership team which will bring the world to the classroom and move the hearts and minds of the new generations of student to come. In turn, the world will be at their door and they will have the capacity to explore new directions with their hands and their feet.

Parent Body

All Saints' College - St Mary's Campus enjoys a strong and effective relationship with the parent community. Parents are welcome at the College and are involved in a variety of ways in the daily life of St Mary's Campus.

The Parents and Friends (P&F) Committee is the main parent consultative body at the College and meets once a month. All parents are invited to attend meetings. The P&F executive work diligently as they endeavour to make the relationship between the school, students and parents more active and relevant by providing parents with a voice and affording them an opportunity to deliver feedback from a parental perspective. The ongoing agenda at these meetings includes, but is not restricted to activities such as:

- Affirming, supporting and validating ideas, policies and initiatives
- Being critical friend for testing and expanding upon new ideas
- Providing feedback on effectiveness and impact of school initiatives and programs
- Providing a "voice" for parents to make suggestions, directly express views, share experiences and expectations

A subcommittee of the P&F took on the organisation and event management of the Formal Committee. Their outstanding level of enthusiasm and expertise ensured an exceptional night that provided each student with a wonderful memory of their final formal occasion at St Mary's Campus.

The P&F raise money through a levy which is included in family school fees each year. The P&F use this levy to support students by purchasing additional resources and doing special one off projects around the school.

Student Body

Our students in 2018 were inspired to action through their participation in their studies, their daily life at school and their involvement in social justice and events that extended beyond the school community, the St Vincent de Paul Winter Appeal, St Vincent de Paul Christmas appeal, Project Compassion, Leadership opportunities, Sporting opportunities, celebrating the feast day of our patron saint- St Dominic, Harmony Day, R U Ok day, Cluster Sports and Christian Meditation.

Our Transition Program for our incoming Year 11 students highlighted and celebrated the richness of all the St Mary's Campus community offers: our supportive P&F committee, the commitment and excellence of our staff; the many spiritual, cultural, sporting and academic opportunities available for our students; and the contribution of our parent body. The evenings saw the diverse opportunities the St Mary's Campus offers to our students and the hard work, generosity and support of our teachers and parents that make these opportunities possible.

The fine educational opportunities that were initially founded the Dominican Sisters, has continued to be upheld by the many teachers and students who have gone before us. Our students are shaped by the past, the present and continue to inspire future generations.

St Mary's students are called to be witnesses of gospel values and in doing so demonstrate that we are responding to St Dominic's charism that they 'step out' and that they walk with integrity. This is what we as students did in 2018.

SCHOOL FEATURES

History of the school

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 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 remained a school for girls until 1991. A restructuring of the Catholic secondary schools in Maitland under the banner of All Saints' College was undertaken in 1992. St Peter's and St Joseph's Lochinvar became Years 7 – 10 schools and St Mary's 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 and St Mary's has seen the consolidation of a 7-12 continuum for All Saints' College, Maitland.

St Mary's Campus celebrates St Dominic's Day as its Patronal Feast Day on 5th August each year.

Location/Drawing Area

All Saints' College, St Mary's Campus is located at 16 Grant Street, Maitland NSW.

Maitland is a city in the Lower Hunter Valley of New South Wales and is situated on the Hunter River approximately 166 kilometres by road north of Sydney and 35km north-west of Newcastle.

St Mary's Campus school community has students who belong to the parishes of the Chisholm Pastoral Region.

St Mary's 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 St Mary's is built.

Catholic Identity and Mission

Catholic Imagination and Spirituality

St Mary's Campus, as part of All Saints' College, was established in 1867 by Irish Dominican Sisters, St Mary's Campus proudly continues this tradition in the Maitland area while also accommodating the Marist Charism as the two campuses have come together.

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.

Our Staff Spirituality Day this year saw both Campuses come together with guest presenter Sister Judith Lawson to find renewed connections between the Dominican and Marist Charisms. The College community prides itself in spiritual connections through a solid relationship with parish communities and with local priests while celebrating Masses in our chapel with students.

St Mary's Campus celebrated St Dominic's Day with the traditional 'crowning of St Dominic'. The local Dominican sisters are invited for this liturgy. All Saints' Day was celebrated as a college community by participating in a whole College mass and the Year 12 Graduation with a liturgy.

Family, Parish and Diocesan evangelising and catechesis

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.

St Mary's 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.

The College enjoys very supportive and positive relationships with local priests and with the parent body. Priests and nuns are regularly welcomed into the College community for Mass, Liturgies, retreats and celebration days. Parents work in partnership with the school to celebrate these occasions.

Christian Discipleship

St Mary's Campus 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.

Students meet daily for Morning Prayer in the Tutor Group, and on a rotating basis Tutor Groups gather in the Chapel for prayer led by the Ministry Team. Church Feast Days are acknowledged with specially prepared liturgies – Ash Wednesday, Holy Week, Easter, Pentecost, Advent and Christmas. Anzac Day is commemorated by a school liturgy, as are school based feast days particular to St Mary's.

In all liturgies, active involvement of staff and students is encouraged in the planning and ministerial roles, including lectors, musicians and presenters of the appropriate reflections. Staff and students are encouraged to both celebrate and model the gospel values in their daily relationships. This is further developed through reflection and retreat programs for both staff and students.

Religious Education and Curriculum

Religious Studies is given priority within the curriculum in terms of staffing and timetabling. St Mary's Campus has aimed to develop a strong Religious Studies faculty by ensuring the classes are not spread widely across staff members. The faculty has two full time Religious Studies teachers. St Mary's makes every effort to encourage new and beginning staff to commence their Religious Studies qualifications and take up postgraduate studies in Religious Education.

Students are given the opportunity to undertake study in either the NESAs Developed courses in Studies of Religion I or II unit; or the Diocesan developed and NESAs Endorsed Catholic Studies course; or for the NESAs Endorsed Catholic Studies Life Skills course.

Classroom teaching and learning is complemented by a range of faith experiences. Opportunities are

provided for both teachers and students to visit sacred sites and meet leaders of different religious traditions. These initiatives, coupled with a specialist staff, have had a positive effect on student engagement.

Initiatives Promoting Respect and Responsibility

The College motto of *Christus Inspirati* (Inspired by Christ) leads all members to be active members of the community in a Christ like way. As a consequence, we speak and act through a strong sense of respect and responsibility for ourselves, one another, our school, our community and the environment.

At every available opportunity, the values of respect and responsibility are promoted. We want every student to appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways;

- Service to the Community and this expectation involves student planning and reflection
- Recognition of Outstanding Citizenship at school assemblies and Year 12 Graduation
- Fundraising for Project Compassion, Catholic Mission, St Vincent de Paul Winter Appeal and the Farmer's Drought Appeal

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
25	26	20

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
Year 11	243
Year 12	307
Total	550

Student Attendance - 11 to 12 - PDF

Percentage of student attendance by Year level and school average for 2018

Year 11	Year 12	School Average
90.42	83.43	86.93

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

Student Post School Destinations Table

Post School Destinations (Students aged > 17)	Number of Students
Education (senior HS)	5%
Education (TAFE / apprenticeship)	10%
Education (university)	63%
Workforce entry	13%
Travel	0%
Unknown	9%
Other	0%
TOTAL	100%

Pastoral Care and Wellbeing

Student Welfare Policy

The St Mary's Campus Wellbeing Policy is based on respecting and nurturing all students. Each student is supported and encouraged to reach their full potential. Staff work with students in developing all aspects of the whole person including a student's spiritual, academic, physical, emotional, psychological and social wellbeing. The Assistant Principal- Wellbeing works closely with a wellbeing team to ensure the care and support of all students. The Wellbeing Team included: Student Coordinators, Leaders of Learning, Tutor Group teachers, the Learning Support Coordinator, School Counsellor, Teachers, Careers Adviser, Pastoral Care worker and Principal. A Student Coordinator for Wellbeing supports Student Coordinators and the Assistant Principal-Wellbeing to initiate wellbeing initiatives for students and provide wellbeing programs for parents to access.

Discipline Policy

Four Cornerstones: the correct wearing of the Uniform; Punctuality and Attendance on all four days; Working to capacity and showing Respect for all, underpin the expectations of St Mary's Campus students. At the time of enrolment students are made aware of the Four Cornerstones and sign the 'Covenant' to declare their acceptance of these expectations. The Four Cornerstones are visible throughout the school setting and are referred to as reminders of the expected interactions between members of the school community. St Mary's discipline procedures are in accordance with the protocols outlined in the diocesan Pastoral Care Policy. The St Mary's Campus Wellbeing Policy promotes self-discipline and strives to achieve procedural fairness in dealing with discipline matters.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *All Saints College, St Mary's Campus Anti-Bullying Policy* is reviewed regularly and is available on the school website.

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Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

Special Provisions

St Mary's makes available Disability Provisions for all in class assessment tasks and exam blocks in Year 11 and Year 12. If Disability Provisions were offered by the student's previous school or St Peter's Campus and where appropriate supporting documentation is provided, then students are asked if they wish to continue this support for all or part assessment periods. Students are assessed for applications for Higher School Certificate Disability Provisions in Term 4 of Year 11 and these applications are sent to the Board of

Studies for evaluation and determination in Term 1 of Year 12. Any student who becomes eligible, through ill health or misadventure, to receive Disability Provisions in the course of their Stage 6 studies, is aided by the Learning Support Coordinator to acquire the appropriate documentation and apply for disability provisions for assessment and HSC Exams.

School Improvement

School Improvement Plan

The Key Areas of the School Improvement Plan for 2018 include:

- Whole College Spirituality day
- Offer regular staff small retreats
- Promote and offer College liturgies
- Networking with our local Diocesan parish
- Develop a Year 11 Community Service program (STOC)
- Develop a common language among staff around quality feedback to implement student outcomes
- Implement the CSO Gifted Education Policy for the identification of gifted students to further individual learning needs
- Develop a whole College PP&D plan/procedure/process
- Support the implementation of quality assessment practices that engage and motivate students
- Develop high quality pedagogical practices across the College
- Development of new College Executive roles
- Build capacity of learning and wellbeing teams with restructure of positions of responsibilities
- Formation of Middle Leaders through building high trust relationships (Growth Coaching)
- Executive Team Collaboration and support Network
- Support for NESA Accreditation
- MyPad rollout to support PP&D for staff Accreditation
- Support and implement the pre-enrolment process with a College Marketing Plan, College Open Nights and transition programs

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Adopted diversified and interactive classroom activities to encourage students' active participation in lessons.</p> <p>Created opportunities for students to excel by using self-access learning materials.</p>	<p>Establishment of application protocols, self-assessment tools, financial support, time release and mentoring.</p> <p>Identification of potential applicants for Highly Accomplished and Lead.</p>
<p>Provided an environment to enhance students' self-learning skills through e-learning platforms.</p> <p>Promoted further Professional Development Opportunities and Training of staff in relation to observing lessons, providing effective feedback, recommending improvements and monitoring standards.</p>	<p>Mentoring Program revamped and all associated documentation updated.</p> <p>Increased opportunities for parents to be involved at the College.</p> <p>Provision of interactive spaces with appropriate furniture.</p>
<p>Life Skills classes were vertically streamed.</p>	<p>Updating or purchase machinery and equipment to enhance student engagement.</p> <p>Liaise with Leaders of Learning to engage their staff in using data as focusing on growth and encouraging questions.</p>

Academic Achievements

St Mary's Campus offers a wide variety of courses and caters for a diverse range of learners offering over 40 board developed and endorsed HSC courses. These include extension courses in English, History, Mathematics and Science and vocational education courses in Hospitality, Electrotechnology, Construction, Retail Services and Business Services. St Mary's Campus also offers a number of Board endorsed courses such as Catholic Studies, Sport, Lifestyle and Recreation, Exploring Early Childhood, Visual Design and Work Studies. St Mary's Campus allows students the opportunity to undertake a range of courses provided by Technical and Further Education (TAFE), Open High School, and other external providers.

In 2018 our Year 12 students continued to grow our reputation as a high achieving College that provides an opportunity for students to excel in a wide diversity of academic disciplines. HSC results reveal 34 students received band 6 and the College saw the best all-rounder results in the HSC since 2001. Achieving 4 place getter awards in the state including Clayton Carlon who achieved 1st place in Industrial Technology. Students and staff maintained a commitment to work together to achieve "personal best" performances, which impacted favourably on every student's overall result. Our students are to be particularly commended on their self-directed learning and utilisation of the Flexible Learning Day that is offered every Wednesday.

Cultural achievements

The strong tradition of participation in Creative and Performing Arts at St Mary's continued in 2018 with keen involvement in a range of performances and a concentrated effort in developing a high level of sophistication in the HSC Individual Projects and Group performances.

The annual Shakespeare in the Cloisters evening proved to be another great success, and St Mary's Shines provided guests with the opportunity to savour the culinary delights of Hospitality students after viewing the CAPA exhibitions and watching Drama and Music performances in our St Mary's School Hall.

Music students participated in a number of excursions and workshops such as the HSC Music Day at Newcastle Conservatorium; performed in the Catholic Regional Aspire and DioSounds Concerts, as well as school assemblies, presentations and the Yr12 Graduation.

Students participated in the Mock Trial Competition, conducted by the Law Society of NSW as a practical means of introducing students to the law. It is a competition against other schools in a manner similar to debates, but simulating a trial.

Sporting achievements

2018 has seen some wonderful sporting achievements from our students at St Mary's Campus. This year we entered individual athletes and teams in Local, Diocesan, State and All Schools representative sport. The sports entered in 2018 were Rugby League Boys (Tier 1 NRL Schoolboy Cup a National competition and the NSWCCC Catholic Cup), Rugby League Girls (Knights Championships), Netball (Diocesan Championships and the NSWCCC Championships), Swimming, Athletics, Cross Country, Touch (Mixed, Girls and Boys), Football (Girls and Boys), Horse Sports, Equestrian, Cricket, Tennis and Golf.

All Saints' College achieved considerable success in many team sports as well as in individual sports. In 2018, the College won or were runners up in the following sports; Rugby League progressed to the Semi Final of the NRL Schoolboy Cup placing them 3rd overall in NSW and Victoria. Girls Rugby League won the Knights Maitland and Hunter Valley Open Championship. Boys Touch won Diocesan Championship and Girls Touch won Diocesan Championship.

Student Achievements

Higher School Certificate

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.

Higher School Certificate	Percentage of students in top 3 bands	
	2018	
	School	State
Community & Family Studie	85	63
Community & Family Studies	0%	0%
Drama	100	82
English (Advanced)	94	90
Hosp Exam Kitch Op & Cook	92	68
Music 1	100	90

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The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. It is of specific use to students leaving school prior to HSC.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades participation in any uncompleted Preliminary Stage 6 courses.

The number of students issued with a RoSA for 2018 was 80

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	58
II. Teachers at Highly Accomplished/Lead	0

Workforce Composition

Number of Staff	
Total teaching staff	58
Total non-teaching staff	20
Grand total	78
Percentage of teachers who are indigenous	1

Teacher Attendance

96%

Teacher Retention

96%

Professional Learning Undertaken

All teachers and administration staff have the opportunity for professional learning. Professional Learning is linked with our School Improvement Plan and focuses on providing staff with the data, information and professional development to realise our school targets.

The staff was given the opportunity for professional learning opportunities in programs covering Literacy, Numeracy, Technology, Student Wellbeing and Engagement, Staff Spirituality, NESA RAP Analysis, CEC HSC Analysis, Diocesan SKLAN meetings, New Syllabus Implementation, Professional Learning Communities, 21st Century Learning Strategies, Edutech and Technology for the 21st Century, National School Improvement Tool, CSO Learning Framework, Executive Leadership Capacity and Coordinator Development, Delivering and Evaluating Engaging, Mental Health, Flipped & Blended Classrooms, Student Focused Lessons using Differentiation and Quality Teaching Pedagogies, Professional Practice & Development, NESA & CSSA Committee Memberships, Ministry and Catholic Identity, Faculty Conferences, Edval Training, Compass Training, Support Staff Training, First Aid, Work Health & Safety and Teacher and Non Teacher Induction programs.

All teaching staff participated in professional learning activities through the allocated school development days and in activities organised during staff and other meetings throughout the year. In addition, teachers participated in individual activities for their own development which required them to report back to faculty and whole staff forums. This included curriculum areas in all KLAs and technology in classroom practice.

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving 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 staff.

Parent Satisfaction

Parents have indicated levels of satisfaction around 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.

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.

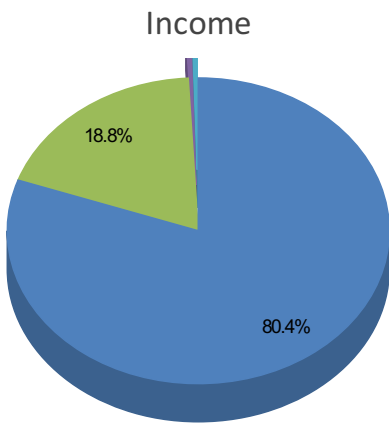
Students feel they have a voice in our community through the Student Leadership team who meet regularly to discuss issues and provide feedback to the school Executive. Students indicate a high satisfaction with the school and the experiences that are provided. This is evidenced by the number of students who participate in extra-curricula activities such as Cluster Sports and fundraising days. .

Each year, St Mary's Campus has a Year 12 Retreat which is very well attended. All involved with Retreat spoke highly of their journey in faith and the experience they shared.

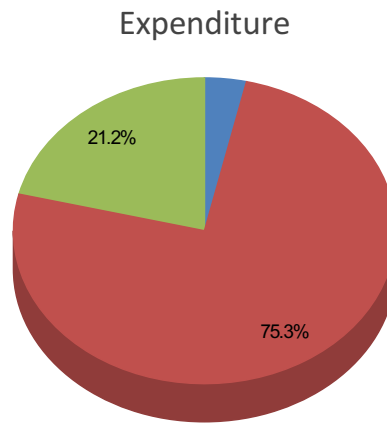
Staff Satisfaction

Participation and enthusiasm throughout the 2018 Staff Development Days was high and the inaugural All Saints' College Staff Spirituality Day a highlight of the staff calendar.

High staff retention rates is another indicator of staff satisfaction.



- Commonwealth Recurrent Grants (80.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.8%)
- Fees and Private Income (0.4%)
- Other Capital Income (0.5%)



- Capital Expenditure (3.5%)
- Salaries and Related Expenses (75.3%)
- Non-Salary Expenses (21.2%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$9,118,359
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,130,731
Fees and Private Income ⁴	\$44,229
Other Capital Income ⁵	\$51,426
Total Income	\$11,362,766

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$403,739
Salaries and Related Expenses ⁷	\$8,596,991
Non-Salary Expenses ⁸	\$2,414,573
Total Expenditure	\$11,011,564

For the 2018 year the All Saints College, St Mary's Campus received \$18,021 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

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.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

All Saints College, St Mary's Campus

MAITLAND

Phone: 4933 6177

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>