



2018

ANNUAL SCHOOL REPORT

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All Saints College St Peters Campus, MAITLAND

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About the Annual School Report

All Saints College St Peters Campus is registered by NESA 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 1400 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 Peter's Campus offers student centred learning opportunities that caters for all learning needs. Staff have used data from a range of ACER tests to inform their teaching to build on and improve our NAPLAN results. Differentiation has been at the core of each KLA's planning for learning. Numeracy and literacy programs were established to improve student attainment of literacy outcomes. A number of data points are now used to inform classes including CogAT, Progressive Achievement Tests (PAT) and reading comprehension tests.

The school has offered an array of extra curricula opportunities for students in 2018. Students attended LitFEST, Giddy USA, Women in STEM and competed in the Science and Engineering Challenge, Tournament of the Minds, Debating and Bill Turner Trophy Cup to name a few. Our participation and successes is due not only to the efforts of the students but also, in no small part, to the dedication of staff in providing these opportunities to enhance student learning.

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 Peter's Campus has a dedicated group of Parents and Carers who meet on the third Tuesday of every month. The role of the P&F is to work in partnership with the school, teachers, staff and the Maitland Regional Pastoral Council. We actively foster relationships by providing opportunities for parents, carers and Parish perspective.

2018 began with the traditional welcoming of our Year 7 parents and students at the P&F hosted Welcome BBQ. Throughout the year the P&F contributed in the discussions involving the SEASONS program for parents and students, a program which provided an opportunity for parents and their children to reflect on the experience of separation in the family or the death of a loved one. Parents and children were encouraged to share their perspectives and to explore ideas and strategies that might help them to support each other through the changes happening in their family.

In the redesign of our College uniform a committee was developed including staff, parents and P&F representatives. During 2018 the P&F were involved in the continued discussion around our continuum of learning from Years 7-12.

St Peter's Campus P&F provided financial support to the purchase of our new lockers and other equipment for various KLAs. The group continued to support the Skoolbag app which provides a valuable channel of communication between school and home.

The St Peter's Campus P&F will continue to run community building activities for interested parents and will ensure that the most in need in the community are supported.

Student Body

During 2018, the Student Representative Council (SRC) continued to provide an important link between the student body and staff in the school community. It consists of two elected members from each year, plus the four Year 10 School Leaders. This panel of twelve met three to four times each term to plan, discuss issues and introduce new ideas. Topical issues included uniform, amenities, technology and playground procedures and activities. SRC input into these and other matters was a vital part of the community involvement of this group. The SRC represented all student stakeholders.

Throughout this year the SRC supported a number of fundraising activities, including the support for Bandanna Day, Beanie Day, Big Breakfast, Buy a Bale, Camp Quality and various school projects which saw new hutches in the mainyard in Term 4 and lockers for the Year 7 students in Term 3.

One major fundraising event for the SRC was the support of the Mark Hughes Foundation during Term 2. Mark Hughes was a guest speaker for our Year 7 students addressing them on the impact that brain cancer has had on many people's lives including his own personal story of being directly affected by brain cancer. To support this foundation, the SRC organised Beanie Day where all students were encouraged to wear a beanie on the day and provide a gold coin donation.

Term Three saw another major SRC fundraiser- the school Trivia night which sees students from all year levels participate in a school community event. This night raised much needed funds for our farmers in crisis. The students within the school also participated in the Social Justice Sleep-out and regularly support the fundraising initiatives of the SRC. During the year more than ten thousand dollars was raised by students through feast day celebrations, raffles, special focus and mission days and collections. The SRC were a highly motivated and mature group of young women and men.

SCHOOL FEATURES

History of the school

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.

In April 1984 the Marist Brothers Order decided to withdraw from Maitland and the school became known as St Peter's High School. A restructuring of the Catholic secondary schools in Maitland under the banner of All Saints' College was undertaken in 1992. The name All Saints was chosen to encompass the three patrons of the existing schools. At the conclusion of 2017, St Joseph's Lochinvar, separated from the College. 2018 saw the restructure of St Peter's and St Mary's Campus into a 7-12 school, All Saints' College.

Location/Drawing Area

All Saints' College, St Peter's Campus is located at 9 Free Church 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.

The St Peter's Campus school community 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
- St Joseph's, Dungog

Catholic Identity and Mission

Catholic Imagination and Spirituality

St Peter's Campus, as part of All Saints' College, began in 1991 and is a Catholic school which, through liturgy and various spiritual experiences, seeks to stress the importance of tradition and identity in a Christian community.

Prayer is a vital and visible part of school life, as is the creation of Sacred Spaces in each Tutor Group. It is also evident through the participation of the community in a variety of liturgical experiences.

Our 2018 liturgical theme was hope and a future focusing on a Year of Youth. This theme comes from the ancient text recorded in the Book of Jeremiah. Jeremiah recognised the importance of connection and a relationship with God. "For I know the plans I have for you... to give you hope and a future" – Jeremiah 29:11. It is in our students that we place our hope and future. Through this, students were encouraged to be community minded and in the present consider the impacts for the future being mindful of their developing relationship with God and each other.

Family, Parish and Diocesan evangelising and catechesis

The St Peter's school community has students who belong to the parishes of Maitland, East Maitland, Rutherford, Kurri Kurri, Beresfield and Raymond Terrace. There are a number of staff and students actively involved in the life of their parishes in various ministries. The lives of our Parish Priests are very busy. Wherever possible we involve priests in the school through committees, retreats, Year 10 rite of passage mass, Awards Night, Eucharistic celebrations and liturgies. We are thankful for their involvement, their time and commitment to the continuing development of our faith within our school. In 2018 the St Peter's community was able to celebrate the Eucharist together for St Peter's Feast Day and Year group masses.

Christian Discipleship

The Development of spirituality is seen as a priority in nurturing the whole person. Throughout the year there are a variety of opportunities presented both for staff and students. Once a fortnight our College Assistance Principal Faith and Mission engages many interested staff in a voluntary Sabbath Moments, a common time of reflective prayer. This time allows for possible formation and reflection and is well received. It helps to nurture staff spirituality. Prayer was also used throughout the year in times of tragedy and illness. The staff value praying together especially in times of struggle.

During the year students were given the opportunity to be involved in a number of Eucharistic celebrations allowing our faith and our Catholic traditions to be a visible sign within our community. These celebrations have taken the form of formal whole school occasions – Opening School Mass and St Peter's Feast Day, as well as Year masses which are celebrated in a less formal situation. St Peter's Campus also has a Year 10 retreat each year which is very well attended and from which the outcomes are highly valued by students and staff.

Religious Education and Curriculum

Professional development of staff was again seen as a continued priority in 2018. The Secondary Religious Studies and Spirituality Consultant Anne Heaney used her skills and expertise to guide and assist the Religious Studies Faculty.

St Peter's Campus follows the mandatory Maitland-Newcastle Diocesan K-12 Religious Syllabus. As a 7-10 Catholic Campus we follow Stage 4 and 5 programmes of the Syllabus. The same unit of work is studied at the same time by all classes in each year. During the course of the year, students from Years 7 and 9 were part of a Religious Studies incursion. Year 9 also participated in a musical and dramatic performance titled "Building Bridges". Teachers in Stages 4 and 5 have access to the Religious Studies resources for each unit and this assists the teaching and learning during the year.

Initiatives Promoting Respect and Responsibility

Students in 2018 continued to reach out and generously support a number of worthwhile causes including CARITAS, Marist Solidarity, Catholic Mission and St Vincent de Paul. The Feast of St Peter's was celebrated with a Mass and celebrations that contributed to the year's fundraising.

Our Social Justice Awareness Day and sleep-out was an opportunity offered to students to participate in a special occasion that brought awareness to the chosen theme for the year- Youth Disadvantage. Students slept rough on the grounds of the school and participated in a liturgy and talk. For the Awareness Day all students experienced talks reflecting the issues surrounding Youth Disadvantage.

Within the wider community our students were involved in the Catholic Schools Week Mass, Mission Week and the Project Compassion Launch at Sacred Heart Cathedral, Hamilton.

Student Profile

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

LBOTE*	SWD*	Indigenous
40	56	41

*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 7	207
Year 8	209
Year 9	206
Year 10	204
Year 11	0
Year 12	0
Total	826

Student Attendance - 7 to 12 - PDF

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

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
92	91	91	89	0	0	91

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](#).

Pastoral Care and Wellbeing

Student Welfare Policy

The Student Wellbeing dimension at All Saints' College St Peter's Campus 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.

In 2018 we continued the implementation of the Positive Behaviour Support model of care. The Positive Behaviour Support (PBS) Respect matrix is the foundation of student interaction. Our student behaviour management process has also been refined to support all student management matters in the Pastoral sense and in matters of discipline.

We have continued with the emphasis on building students who are equipped to engage in the wider community as informed and educated individuals. St Peter's Campus has included programs such as Brainstorm productions 'Cyberia', Verbal Combat on cyberbullying, the peer support program which assists the transition of Year 6 to Year 7 students, school visits from our Police Liaison Officer, girl talk, boys group and Seasons for Growth.

Discipline Policy

St Peter's Campus Behaviour Management practice is closely linked to Pastoral Care in so far as each seeks to promote respectful, secure and healthy environments in which students can grow and mature. In 2018 the behaviour management system continues to be based on Restorative Practice and Restorative Justice principles within the framework of Positive Behaviour Support. A collaborative approach was used to manage the behaviour of students who commit a serious breach or a number of minor breaches of the (PBS) Respect Matrix. Each week, the Assistant Principals, Leaders of Learning, School Counsellor, Careers Advisor, Learning Support Coordinator and the Pastoral Support workers met to discuss student progress and develop strategies to guide students.

Staff endeavoured to help student learn from their mistakes and to reconcile and resolve problems with others. Proactive contact with parents by staff, in the early stages of a recognised problem, was encouraged. The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

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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 Peters 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 Peter's Campus has developed procedures and policies that support students with special needs across Years 7-10. Special Provisions, in accordance with the NESA guidelines, are provided for students in Year 10 undertaking the Record of School Achievement (RoSA).

A strong Learning Support Faculty within the school seeks to ensure that the learning needs of all students are met throughout the academic year.

School Improvement

School Improvement Plan

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

- Whole College Spirituality opportunities
- 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 Ed Policy for the identification of gifted students
- 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 marketing opportunities
- Embedding of educational management and compliance practices - PD, NESA and COSI
- Development of risk management processes – WHS Committee/processes/CSO accreditation
- Develop and deliver a College Masterplan

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<ul style="list-style-type: none"> - Whole College Staff spirituality Day- Term 4 - Small Staff retreats offered - Analysis of CSO data for Religious Literacy testing - College liturgies and masses - Year 11 Community Service program 	<ul style="list-style-type: none"> - Continued retreats and more opportunities for staff to come together and pray - Closer links with the RST staff in transition from Stage 5 to 6 including targeted PD - Develop closer links with the College community include Parish mass, St Vincent de Paul, Fr Riley and food van - Use external assessment data to develop whole college writing focus
<ul style="list-style-type: none"> - Implementation of feedback strategies and a common language around feedback - Implementation of the Gifted Education Policy including students in the Virtual Academy and clustered classes - Development of a whole College PP&D plan - Focus on a 7-12 continuum through programming and assessment - Refinement of new College Executive roles - Professional development for Leaders of Learning and Wellbeing teams to build capacity - Formation of middle leaders through Growth Coaching - Head of Campus attendance at the Marist Pilgrimage 	<ul style="list-style-type: none"> - Cluster Year 8 classes for Gifted Education and identify twice exceptionality in students - Use data to inform direction and strategies to improve student outcomes - Investigate research-based practices to improve academic and wellbeing for boys in the College - Evaluation of the Leadership Structure - Expand leadership opportunities across the College
<ul style="list-style-type: none"> - New Teachers Accredited - MyPad implemented for use by all staff - Continued marketing for the College Open Night - COSI completed by set faculties - WHS committee formed and met regularly regarding safety, compliance and evacuation/lockdown - Beginnings for a College Masterplan 	<ul style="list-style-type: none"> - Embed middle leadership collaboration - Continued formation and wellbeing strategies - Support network for the Executive - Develop strategies for the Accreditation process - Continued WHS meetings/planning - Continued development of Masterplan

Academic Achievements

Students have achieved academic success both in and out of the classroom. Extra-curricular opportunities that students have undertaken have involved;

- Tournament of the Minds (state finals)
- Science and Engineering challenge – 2nd in state
- Build me a future – 1st place in the Hunter

- Diocesan Debating and Public Speaking
- Bi-annual Musical – with dinner and a show
- Music on the Green
- St Peter’s annual Arts Exhibition (10 year anniversary)
- St Peter’s Got Talent
- ICAS Competitions
- Gifted students #Litfest244

Cultural achievements

In 2018, the CAPA faculty has achieved and improved the learning opportunities through various curricular and extra-curricular activities. Professional Learning experiences have allowed staff to enrich the learning of students and progress towards more innovative areas of assessing and pedagogy.

Creative and Performing Arts programmes are supported by and reflected in the various extracurricular activities. St Peter’s Campus offers include the Annual Art Exhibition, Music on the Grass, St Peter’s Got Talent and the NAIDOC WEEK community mural.

In 2018 the CAPA subjects offered, provided the opportunity for students to gain experience within their particular field; DioSounds, Oklahoma, Indonesian Food Experiences as well as Maitland Regional Art Gallery Exhibitions all enhanced student experiences.

Sporting achievements

St Peter’s sporting teams achieved some great results this year. The athleticism and skills of results across all sports have been excellent. Not only did our students display the physical attributes needed to be competitive in the sports but they also displayed exceptional sportsmanship and integrity at all times.

The three major competitions Swimming, Cross Country and Athletics saw quite a few of our students go through to NSWCCC level. Boys and Girls U’16 Rugby League Sides made it through to their respective state finals. The Junior Girls Netball Team took out both the Diocesan Championships and their grade in the CCC Championships. The Berg Shield Cricket Team took out the State Catholic Schools Competition and the 7-10 Boys Football side made the last 16 of the NSW Championships.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	63.60%	56.00%	14.10%	16.70%
	Writing	32.30%	35.70%	37.40%	32.00%
	Spelling	57.80%	58.70%	14.10%	16.80%
	Grammar	51.80%	58.50%	19.60%	17.50%
	Numeracy	64.00%	57.80%	11.20%	14.70%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	50.50%	51.00%	16.80%	18.50%
	Writing	32.00%	31.50%	42.00%	41.20%
	Spelling	44.80%	51.80%	23.40%	21.50%
	Grammar	52.70%	49.10%	26.90%	20.80%
	Numeracy	58.40%	55.50%	10.40%	14.80%

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.

Not applicable - 7 - 10 campus

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 0

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.	62
II. Teachers at Highly Accomplished/Lead	0

Workforce Composition

Number of Staff	
Total teaching staff	62
Total non-teaching staff	31
Grand total	93
Percentage of teachers who are indigenous	0

Teacher Attendance

96%

Teacher Retention

97%

Professional Learning Undertaken

During 2018, all teaching staff participated in a full day of Compass training, PP&D and wellbeing/spirituality days. The majority of staff in an individual or small group capacity undertook further professional development in an array of areas including; Gifted Education, Feedback, Association Days, Differentiated Assessment, NAPLAN etc. Staff also participated in mandatory WH&S training for anaphylaxis, asthma, chemical safety and Ongoing modules.

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

Community feedback was provided to the parent body through P&F Meetings. Strong links are readily evident with the parents, Parish, and the wider community. It is clearly evident that parents are genuine and welcomed partners of St Peter's Campus. Practices and policies embrace and support their role in the school's mission.

In 2018, the pastoral programs that were offered, including the SEASONS program, were conducted to suit the needs of our students and parents. These programs were well attended. In addition, parents were invited to, and attended in good numbers, the ICT support "Parents in Touch" nights conducted by the Learning Technologies Coordinator. This involvement helped to empower parents in their child's learning and use of ICT.

Orientation practices for parents, the range of quality meetings for parents, the newsletter and website, and the genuineness of positive relationships with parents affirm this partnership. The school has a range of programs and involvement that links it with the broader community. Our school enrolment has continued to be strong with waiting lists in all year groups for the beginning of the 2019 school year.

Student Satisfaction

Based on the Marist charism which has, as a part of the Strategic Plan of the school and been a significant focus across all aspects of life at All Saints' College, St Peter's Campus in recent years, 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 with the Student Representative Council, who meet regularly to discuss issues and provide feedback to the school Executive. Minutes are published and the responses to their questions or suggestions are provided by the Executive team. Students indicate a high satisfaction with the school and the experiences that are provided.

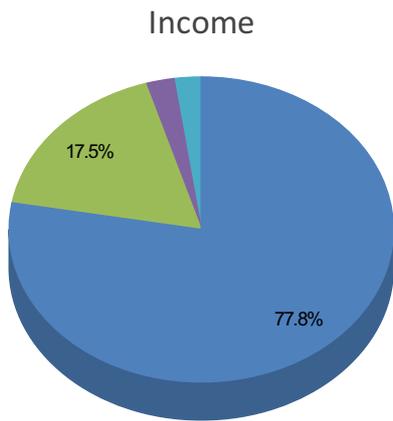
Each year, All Saints' College, St Peter's Campus has a Year 10 Retreat which is very well attended. In 2018 200 students attended four venues along with 14 staff and 12 adults who volunteered their time to be involved in this program. All involved with the retreat spoke highly of their journey in faith and the experience they shared. A good indicator of satisfaction is the overall student average attendance which is above 90%.

Staff Satisfaction

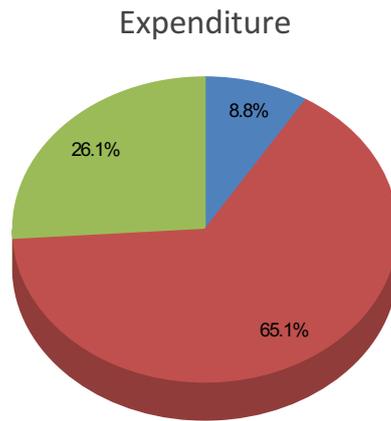
The 2018 Annual Review, relating to our School Improvement Plan, indicated that the staff feel All Saints' College, St Peter's has:

- a strong commitment to the nature and purpose of Catholic schools
- an enhanced sense of community and belonging for school staff
- a contemporary and high quality teaching and learning environment
- supportive partnerships that provide for consultation and engagement with parents and families

The areas of excellence for 2018 noted by staff were curriculum differentiation, developing literacy and numeracy initiatives across faculties and data driven curriculum delivery. St Peter's Campus Sabbath Moments, a voluntary prayer gathering held on one day each fortnight, special prayer gatherings for the sick and the Marist Footsteps program were also noted by staff. The St Peter's Campus staff spirituality day was a highlight on the staff calendar in 2018.



- Commonwealth Recurrent Grants (77.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.5%)
- Fees and Private Income (2.4%)
- Other Capital Income (2.3%)



- Capital Expenditure (8.8%)
- Salaries and Related Expenses (65.1%)
- Non-Salary Expenses (26.1%)

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	\$10,448,522
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,353,795
Fees and Private Income ⁴	\$322,531
Other Capital Income ⁵	\$306,644
Total Income	\$13,431,492

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,248,950
Salaries and Related Expenses ⁷	\$9,243,316
Non-Salary Expenses ⁸	\$3,699,191
Total Expenditure	\$12,942,507

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 Peters Campus

MAITLAND

Phone: 4933 6933

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