

2020

ANNUAL SCHOOL REPORT

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Together in Christ



All Saints College

16 Grant Street, MAITLAND 2320

Principal: Marc Romano

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www.mn.catholic.edu.au

About this report

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

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

Message from key groups in our community

Principal's Message

As we share our Catholic story at All Saints' College we explore 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, settlements, country town living, hardship and hard work and reward and reconciliation.

Combining more than 175 years of the Marist tradition at St Peter's and 150 years of the Dominican charism at St Mary's is a rich and scholarly story with exciting prospects for the future.

Together, we are superbly resourced with more buildings and facilities currently being planned, we have a long run-up and therefore are better resourced to deliver a broad and modern educational offering more so than most schools in any context. Big city educational delivery in a beautiful country setting.

When we embarked upon the 2020 academic year, little did we know what the next four terms would hold! Who would have thought a global pandemic was on our doorstep and the year would unfold where words such as "Covid-19", "Zoom", "lockdown" and "social distancing" became all too familiar?

At the start of the year we welcomed very excited Year 7 students, and slightly more nervous non-feeder students, who joined Year 11 on our senior campus. Very quickly these students settled into high school life. The College began the year with our Opening College Mass where, as a community of approximately 1500 students and 200 staff, we gathered to pray together and celebrate the year ahead.

It wasn't long before tensions began to rise around Covid19 and by the end of March, school as we knew it took a very different approach. Face to face teaching ceased and online learning commenced. The willingness and adaptability of our teachers to transfer from their traditional teaching styles in a classroom to uploading lessons online and moving to a virtual classroom was extraordinary and instilled confidence in the Executive that our students' learning would consistently remain at the core of our service as educators.

The resilience of our students shone through immediately – engaging in their online learning, committing themselves to their learning and above all supporting each other.

2020 was a year of many firsts for the College, as we navigated a way of continuing to engage with our College community. Our new 2021 Year 11 families participated in a live and interactive Virtual Year 11 Curriculum Information evening, while our 2021 Year 7 families joined a Zoom evening of presentations by the Executive, where they were informed of what

lies ahead for them when they start high school. Other virtual events which occurred throughout 2020 included Parent, Student, Teacher conferences, College Virtual Assemblies and our Graduation Ceremony which was live-streamed to over 1000 viewers throughout Australia, the United Kingdom and the United States of America.

For the majority of this year, our Graduating Class of 2020 have had to suffer a pandemic that has taken so much away from them in their final year of school. They were constantly reminded of cancelled events and challenges ahead. As we anxiously awaited the HSC results, it is with confidence that we know our students were given the opportunities to excel. We had students complete a variety of courses and are very proud of the number of students that performed exceptionally well throughout such a challenging year.

Our future is assured to be exciting as well as innovative. We have the best team to deliver a leadership which will bring the world to the classroom and move the hearts and minds of the new generations of students 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.

The incredible diversity of talent demonstrated in the achievements of our students is testament to the commitment they have to their studies, the dedication of their teachers and the support of their families.

Parent Body Message

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

2020 began with the traditional welcoming of our Year 7 parents and students where the P&F hosted the Welcome BBQ, they also hosted the BBQ for the College Open Night. During COVID the ASC P&F continued to meet via Zoom and continued their support of building relationships with the College.

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.

The ASC 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 Message

2020 proved to be a very disrupted year for our students in all aspects of school life due to COVID-19 and the restrictions that went along with this virus.

While staff and students accepted the challenge of online learning there were some students who found this change difficult for a variety of reasons, unreliable internet, social disconnection, parents were essential workers, and so were present at school each day. Whilst the usual activities of our student body were limited, our students involved themselves wherever they could. This included modified Leadership programs, liturgical celebrations including St Dominic's Feast Day via Zoom, Information evenings, Parent Student Teacher interviews via Zoom and Year 12 Graduation being Livestreamed. Sporting activities were limited to those onsite, cutting out most representative opportunities.

Upon returning to "normal" during the second half of the year the increase in mental health concerns became very apparent. A brief Wellbeing Survey was conducted between every student and a Student Coordinator on the junior campus. The concerns raised were addressed through parent meetings and communications between school, student, and home.

Due to the impact of COVID-19 on our families our fundraising efforts was limited to our Christmas Appeal for St Vincent de Paul. This appeal was also different this year as only monetary donations were being accepted due to restrictions. Students were actively involved within our community through assisting the community in the canteen, cooking BBQs and also in organising Cluster Sports.

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

St Peter's Campus

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

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

St Mary's Campus

In 1867, eight Dominican Sisters arrived at Maitland from Ireland at the request of Bishop Murray to establish a school particularly for poor families. The sisters opened St Mary's 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.

All Saints' College, Maitland

A restructuring of the Catholic secondary schools in Maitland under the banner of All Saints' College was undertaken in 1992. St Peter's 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. In 2020, All Saints' College, Maitland was registered as one school with NESAs.

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

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

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

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

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

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

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

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

Student Profile

Student Enrolment

The College caters for students in Years 7-12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
718	658	80	1376

* 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 procedures. It aims to:

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

Student Attendance Rates

The average student attendance rate for 2020 was 89.22%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90.79	88.53	88.58	86.37	89.81	91.25

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 2018, 96% completed Year 12 in 2020.

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 2020	
% 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.

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	182
Number of full time teaching staff	89
Number of part time teaching staff	36
Number of non-teaching staff	57

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 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Professional Learning

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

Summary of professional learning at this school

Due to COVID-19 restrictions placed upon staff gatherings and using offsite venues, professional learning was limited at ASC during 2020. Staff continued their work on PLT/ PLCs during Terms 1, 3 and 4.

Staff participated in the following staff developments days in 2020:

25 September 2020 - Spirituality Day - One Wild and Precious Life

12 October 2020 - Child Protection Training - Advanced Safeguarding for Educational Services

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 aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(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 St Mary's Campus and Marist at St Peter's Campus.

St Mary's 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 St Peter's 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 St Peter's Campus.

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

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

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO). The CSO's Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

In 2020 our Strategic Planning Goals for the College, in alignment with the Diocesan Strategic plan, addressed the following goals:

Goal 4 – Student Centred

- Data
- Writing

Goal 5 - Building Capacity

- General capabilities
- Formative Assessment

Goal 6 – Adaptive and Innovative

- Data Wall
- Learning Walks

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

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

Learning Walks occurred weekly with all executive and Middle leaders. We broke into 3 groups of 3 to visit classes across all stages and then met afterwards to retell, relate and

reflect and record our learning. Our 'look fors' have been visible Learning Intentions and Success Criteria as well as Formative Assessment.

Our college data wall focus has been implemented to support the whole child with an emphasis on learning (specifically writing), attendance and wellbeing.

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

Student Performance in Tests and Examinations

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

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

NAPLAN testing was cancelled in 2020. This decision was made to assist principals, teachers and school staff focus on student learning during the COVID-19 outbreak.

Historical NAPLAN student performance information can be accessed from the My School website.

Higher School Certificate (HSC) Diocese

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

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

2020 saw success for our HSC cohort with nominations for Art Express, OnStage and InTech and student work also exhibited in Art Express. There were 44 Distinguished Achievers who were placed on the State Merit Listing across the following subjects:

- Studies of Religion 1
- English Advanced
- English Extension 1
- Biology
- Design and Technology
- Food Technology
- Geography
- Industrial Technology
- Mathematics

- Mathematics Standard 2
- Music
- PDHPE
- Science Extension
- French Beginners

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2018		2019		2020	
	School	State	School	State	School	State
Biology	-	-	-	-	19 %	31 %
Chemistry	-	-	-	-	8 %	43 %
Construction Exam	-	-	-	-	100 %	42 %
English (Advanced)	-	-	-	-	51 %	63 %
English (Standard)	-	-	-	-	4 %	12 %
English Extension 1	-	-	-	-	100 %	93 %
English Extension 2	-	-	-	-	100 %	82 %
English Studies Exam	-	-	-	-	0 %	0 %
Industrial Technology	-	-	-	-	16 %	24 %
Info Process & Technology	-	-	-	-	67 %	32 %
Legal Studies	-	-	-	-	53 %	40 %
Mathematics Advanced	-	-	-	-	33 %	53 %
Mathematics Extension 1	-	-	-	-	39 %	75 %
Mathematics Extension 2	-	-	-	-	50 %	84 %
Mathematics Standard 1 ex	-	-	-	-	0 %	16 %
Mathematics Standard 2	-	-	-	-	10 %	25 %
Metal & Engineering Exam	-	-	-	-	50 %	13 %
Modern History	-	-	-	-	20 %	37 %
Physics	-	-	-	-	19 %	41 %
Retail Services Exam	-	-	-	-	50 %	8 %
Studies of Religion I	-	-	-	-	33 %	44 %
Studies of Religion II	-	-	-	-	29 %	44 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2020, the number of students issued with a RoSA was 3.

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 Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2020.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned the CSO [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 at this link.

Complaints Handling Policy

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

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

Initiatives promoting respect and responsibility

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

Initiatives at the senior campus include the STOC program (Service To Our Community). This program has the students perform at least 10 hours of service where they connect to the community in way that fosters relationships through upholding responsibilities and respect.

Initiatives at the junior campus include the Respect Matrix which includes: Respect Myself; Respect Others; Respect the Environment. The Matrix covers all school settings, movement around school, classrooms, grounds and the canteen, sports facilities and when on excursions and incursions.

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

- the Vinnies Winter & Christmas Appeals
- Harmony Day
- National Reconciliation Week
- R U OK Day

School Improvement

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

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

In 2020 the following key improvements were achieved:

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

Priority Key Improvements for Next Year

The key priorities for 2021 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)
- Target staff for PD to support and build – build teacher capacity
- Common program pro forma which embeds Catholic values; making it authentic and integrated into the classroom

Focus on Learning including:

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

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

Community Satisfaction

The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

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. During 2020, due to COVID the College provided parent surveys regarding online learning experiences and parent, teacher, students conferences held via Zoom. The feedback provided around both parent experiences was highly positive and appreciated by the parent community.

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 and SRC 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 school sport, Feast Day celebrations and fundraising days.

Upon returning to "normal" during the second half of the year, the increase in mental health concerns became very apparent. A brief Well-being Survey was conducted between every student and a Student Coordinator on the junior campus. The concerns raised were addressed through parent meetings and communications between school, student, and home.

Teacher satisfaction

As All Saints' College is a school in transition there are many staff engaging with the Learning Continuum being exposed to stages of learning they have not previously had access to. This is increasing some staff satisfaction, building capacity, and creating opportunities for greater staff connections.

Staff engaged in building the College as one community and connecting with all year groups and teachers report positive experiences and a love of the experiences they encounter.

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$16,617,782
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$4,802,347
Fees and Private Income ⁴	\$3,999,304
Interest Subsidy Grants	\$10,102
Other Capital Income ⁵	\$1,166,685
Total Income	\$26,596,220

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$68,423
Salaries and Related Expenses ⁷	\$19,401,142
Non-Salary Expenses ⁸	\$5,406,777
Total Expenditure	\$24,876,342

Notes

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

END OF 2020 REPORT