



**Catholic Schools**  
DIOCESE OF MAITLAND-NEWCASTLE

# 2025

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



### All Saints College

16 Grant Street, MAITLAND 2320

Principal: Anthony McCudden

Web: <http://www.maitlandasc.catholic.edu.au>

## About this report

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All Saints College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

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

## Message from key groups in our community

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### Principal's Message

The 2025 school year has been a time of change and growth for the community of All Saints' College. Change came in the form of new leadership, with the year starting with Co-Principals before the retirement of Mr Brian Lacey at the end of Term 2. Change also came in the form of a decision to stay as a two-campus College and to continue to operate as a Junior and Senior Campus school. This decision will enable us to grow in student numbers, with the potential of an 8-stream enrolment across Years 7 to 10 and increased capacity in our Senior school into the future.

The continued commitment of our staff and students has helped to make 2025 such a rewarding and successful year for our school community. As the year progressed many wonderful success stories and achievements came to light. The exceptional talents and abilities of our students continue to amaze us and give us so much to celebrate as a school community. The willingness of our students to commit themselves to activities inside and outside of the classroom and to always give their best means that growth and achievement are part of everyday life at the College. School retreats and camps, swimming and athletics carnivals, excursions, our All Saints' Day celebrations, and the many sporting events, co-curricular activities and community days all added to the excitement and enjoyment of high school life.

### Parent Body Message

Towards the end of 2022, the College moved from the Parents and Friends Association to the more collaborative Parent Engagement Group (PEG) model, introduced in 2023. With support from the PEG Chair and the Parent's Federation, the College adopted the FACE (Family and Community Engagement) model in 2024. FACE meetings, co-chaired by a nominated parent and the College Principal, were held monthly.

The FACE group collaborates with the College Executive, staff, and the Chisholm Regional Pastoral Council to strengthen connections with parents and carers. It provides insights on the College's Catholic identity, learning programs, and wellbeing.

In 2025, key discussions included the decision to maintain a two-campus model, the implementation of a PB4L model to support student wellbeing, Faith Formation days for Year 10, and immersion opportunities available at the college.

## **Student Body Message**

The Student Leadership team here at All Saints' College strived to achieve strong community driven action inspired by our new vision and mission statement; Seek, Serve, Learn and Connect.

As students we seek to foster a learning environment where faith and knowledge grow together. Our 2025 Harmony Day showcased the unique and diverse range of students in our community who were celebrated and embraced in cultural dress.

As leaders we were called to serve the community through generosity and dedication guided by faith and love. Our team has demonstrated this through our Project Compassion initiative raising \$4500 towards Caritas and shaving heads in solidarity of those impacted by cancer at our "World's Greatest Shave", raising over \$24000.

Our team connected with a diverse range of students, families and those in our wider school community in order to build a community of respect, inclusion and care. This was achieved through various community days including our sports carnivals, participation in ANZAC day marches and our book week celebration showcasing the unique creativity of those in our College.

Finally, our team learnt alongside our peers, embracing their creativity and excellence in diverse areas of the College. We strived to continue fostering an environment where every student felt valued and empowered to share their unique talents.

## School Features

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### Junior Campus

Catholic education in Maitland began in 1838 when lay teachers at St John's Boys School educated local boys. Initially located in a Hunter Street cottage, the school moved to Free Church Street in 1874. Marist Brothers began teaching at St John's in 1898, traveling from Sacred Heart College, Campbell's Hill. Renamed Marist Brothers' High School, it was staffed solely by brothers until the 1960s when the first lay teacher was hired. The primary section closed in 1970, and in 1971, Years 11 and 12 became co-educational.

### Senior Campus

In 1867, eight Dominican Sisters arrived in Maitland from Ireland, responding to Bishop Murray's request to establish a school for poor families. That year, they opened St Mary's Campus Dominican School, one of the first girls' secondary schools in NSW outside Sydney. St Mary's remained a girls' school until 1991.

### All Saints' College Formation

In 1992, Maitland's Catholic secondary schools restructured under All Saints' College. St Peter's Campus and St Joseph's Lochinvar catered to Years 7–10, while St Mary's Campus served Years 11 and 12. After St Joseph's Lochinvar separated in 2017, St Peter's and St Mary's consolidated a Years 7–12 curriculum. In 2020, the College was officially registered as a single school with NESAs.

Senior Campus: 16 Grant Street, Maitland NSW Junior Campus: 9 Free Church Street, Maitland NSW

The College serves students from the Maitland, East Maitland, Rutherford, Kurri Kurri, Beresfield, and Raymond Terrace parishes. Its primary feeder schools include St John the Baptist (Maitland), St Joseph's (East Maitland), St Paul's (Rutherford), Holy Spirit (Kurri Kurri), and St Joseph's (Dungog).

### College Identity & Faith

All Saints' College acknowledges the Wonnarua people, custodians of the land along the Hunter River floodplains. Prayer is central to student and staff gatherings, with liturgies held regularly. Classrooms feature Sacred Spaces reflecting the Church's liturgical seasons.

Students actively participate in diocesan liturgies and programs, including Catholic Schools Week Mass, Project Compassion, Mission Week Mass, the Ecumenical Way of the Cross,

and the Diocesan Leaders Program. The College financially supports a Youth Ministry worker and encourages student and staff involvement in parish 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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
564	627	93	1191

\* 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.

## Student Attendance Rates

The average student attendance rate for 2025 was 87.29%. 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
87.85	86.68	86.41	85.17	87.51	90.14

## Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carer are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

**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).

<b>Senior secondary outcomes 2025</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	41 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	96.4 %

**Post School Destinations**

Each year the College collects destination data relating to the Year 12 student cohort.

The College provides students with advice and support about post school options. Our dedicated Careers Advisor assists students in achieving their post school goals.

Some students commenced apprenticeship in Years 10-12, while many gained early entry offers to university in their chosen courses.

## Staffing Profile

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### Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	188
Number of full time teaching staff	99
Number of part time teaching staff	30
Number of non-teaching staff	59

### Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at All Saints College in 2025:

Conditional Teachers	6
Provisional Teachers	1
Proficient Teachers	117

## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

In 2025, All Saints College, Maitland continued to participate in the mission of Catholic education within the Diocese of Maitland-Newcastle, working in partnership with the Bishop, parish, and families to provide quality education grounded in a living Catholic tradition. Guided by the Jubilee Year of Hope and the diocesan theme, \*One Call, One Mission – Pilgrims of Hope\*, the College fostered a strong sense of belonging within a vibrant and inclusive faith community.

At the heart of College life is Jesus Christ, whose teachings shape our identity and purpose. Inspired by the Beatitudes, students were encouraged to recognise their call to holiness through humility, mercy, and compassion. This formation supports students to live with integrity, seek justice, and bring hope to the world, reflecting the mission of Catholic education to form faith-filled individuals.

The faith life of the College was expressed through daily prayer, liturgical celebrations, and strong engagement with the Chisholm Parish. Regular Parish Masses and shared staff liturgies strengthened connections across the faith community, affirming that faith is lived, communal, and ongoing.

The College remained committed to excellence in learning, fostering reflective and engaged learners. Formation experiences, including retreats and formation days, supported students to connect faith with life, think critically, and pursue truth with purpose.

A commitment to service and justice was evident through initiatives such as Project Compassion, Socktober, and the St Vincent de Paul Winter Appeal. These opportunities enabled students to respond to the needs of others with compassion and generosity.

Whole-school liturgies and events, including Holy Week, Catholic Schools Week, NAIDOC Week, and All Saints Day, strengthened community and celebrated the diversity and identity of the College.

Through these experiences, All Saints College continued to form young people who are called to connect, seek, learn, and serve, contributing to a more just and hope-filled world.

## Curriculum, Learning and Teaching

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### Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools in the Diocese.

The Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

Our focus area for 2025 has been to implement a consistent approach to literacy instruction and provide quality feedback which includes student voice, across Years 7-12. We have been focused on sentence structure for much of Semester 1 and shifted to looking at both quality feedback using student voice for Semester 2. Furthermore, staff have been examining their own data and looking at feedback from students about how to improve their practice as we are all lifelong learners.

Some of the highlights include:

- A student case management approach has been implemented 2025.
- An examination of the data available – semester grades, NAPLAN, HSC, PAT M & R, CoGAT.
- A Literacy Action Team working on resources for sentence construction in Semester 1.
- A Learning Action Team which has surveyed students around their engagement with their learning during Semester 2.
- Students selected for the Virtual Academy demonstrating their capacity for abstract thinking and problem solving.
- A successful Tournament of the Minds experience with a number of teams performing extremely well.
- Significant growth in some areas demonstrated by NAPLAN data.
- Selection for PISA testing for select Year 9 and 10 students.
- Numerous students selected for consideration in HSC showcases (practical subjects).

## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

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

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

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at All Saints College for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	71%	62%
	Reading	74%	69%
	Writing	69%	64%
	Spelling	77%	72%
	Numeracy	74%	69%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	60%	56%
	Reading	71%	65%
	Writing	60%	61%
	Spelling	72%	72%
	Numeracy	74%	66%

### Higher School Certificate (HSC) Diocese

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

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

The Year 12 Class of 2025 are acknowledged for their results which shows an improvement against state averages in many subjects where 146 students sat the HSC examinations. These students have also been a part of the College while it has been in transition for their whole secondary schooling.

### HSC Highlights 2025

- Dux of the College with an ATAR of 97.85
- 1 All Rounder and 1 Top Achiever

- 3 students were nominated in practical subjects
- 4 students received an ATAR of 90+
- 10 students achieved 1st in Diocese in a subject.

2025 saw success for our HSC cohort with nominations for Encore, OnStage and Callback.

There were 16 Distinguished Achievers who were placed on the State Merit Listing across various subjects such as:

- Biology
- Drama
- French Beginners
- English Standard
- VET Construction
- Mathematics Advanced
- Music 1
- Aboriginal Studies
- Studies of Religion1
- VET Hospitality
- Visual Art

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2023		2024		2025	
	School	State	School	State	School	State
Aboriginal Studies	20 %	38 %	100 %	37 %	67 %	14 %
Ancient History	15 %	33 %	33 %	37 %	54 %	14 %
Construction Exam	67 %	44 %	100 %	47 %	80 %	18 %
Drama	75 %	60 %	100 %	62 %	100 %	25 %
English Extension 1	100 %	94 %	100 %	96 %	100 %	95 %
English Extension 2	100 %	86 %	75 %	87 %	100 %	88 %
French Beginners	50 %	43 %	18 %	44 %	100 %	18 %
History Extension	78 %	85 %	100 %	86 %	100 %	87 %
Society and Culture	50 %	45 %	42 %	45 %	67 %	19 %
Music 1	86 %	69 %	100 %	68 %	75 %	29 %

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The College's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The College is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

### Behaviour Management and Student Discipline Policy

The College's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the College. The College does not permit or condone the use of corporal punishment by any College personnel or non-College individuals, including parents, as a means of discipline in the College. Further information about this and other related policies may be obtained from the College's website.

### Anti-Bullying Policy

The College implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the College and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

The 2024 Partners in Learning Parent Survey for All Saints' College, Maitland shows a largely positive parent perspective. Responses from 82 parents highlight a supportive, welcoming community where families feel valued, communication is clear, and staff are approachable.

Parents report strong involvement in their children's learning at home, encouraging effort, discussing schoolwork, and celebrating success. This effective home-school partnership supports positive student outcomes.

The school is recognised for providing a safe and positive environment, with most parents indicating their children feel safe both at school and while travelling to and from it. This reflects a strong emphasis on wellbeing and care.

Teaching practices are viewed positively, with clear expectations around effort, behaviour, and engagement. Parents note that the school encourages responsibility and supports students to achieve their best.

While there is scope to further strengthen communication and inclusivity, the overall findings reflect a positive culture and a solid foundation for continued improvement and stronger family partnerships.

### Student satisfaction

The 2024 student survey for All Saints' College Maitland reflects a generally positive school environment, with strong results in teaching quality, behaviour, and academic performance. Students report respectful relationships and a positive learning climate, with effective learning time, teacher-student relationships, and classroom expectations meeting or exceeding system norms. Achievement in Mathematics and Science is particularly strong.

Students show good effort and value their education, with many experiencing both high skill and challenge. Wellbeing indicators, including self-esteem, are also broadly positive, suggesting many students feel confident.

Opportunities for growth include improving student engagement, particularly motivation, homework completion, and participation in extracurricular activities. Wellbeing remains a focus, with higher anxiety and lower perceptions of safety indicating a need for continued support. Strengthening student aspirations and sense of belonging will further enhance outcomes.

Overall, the results highlight a strong learning environment with clear opportunities to build engagement and wellbeing.

### **Teacher satisfaction**

The 2024 Focus on Learning Teacher Survey for All Saints' College, Maitland shows a positive and committed teaching community, with 53 staff contributing. Teachers report a strong classroom learning culture, with clear expectations, high standards, and effective feedback supporting student progress. Staff set challenging goals, monitor achievement, and design engaging, relevant lessons to improve outcomes.

Collaboration is a key strength, with teachers regularly sharing strategies, discussing student progress, and working together to enhance practice. This supports professional growth and consistency across the school.

Assessment and data use are well embedded, enabling teachers to identify student needs, adjust instruction, and provide targeted feedback. Diverse teaching strategies and effective use of technology further enhance engagement.

Teachers also demonstrate a strong commitment to inclusion, supporting students with diverse needs and promoting success for all.

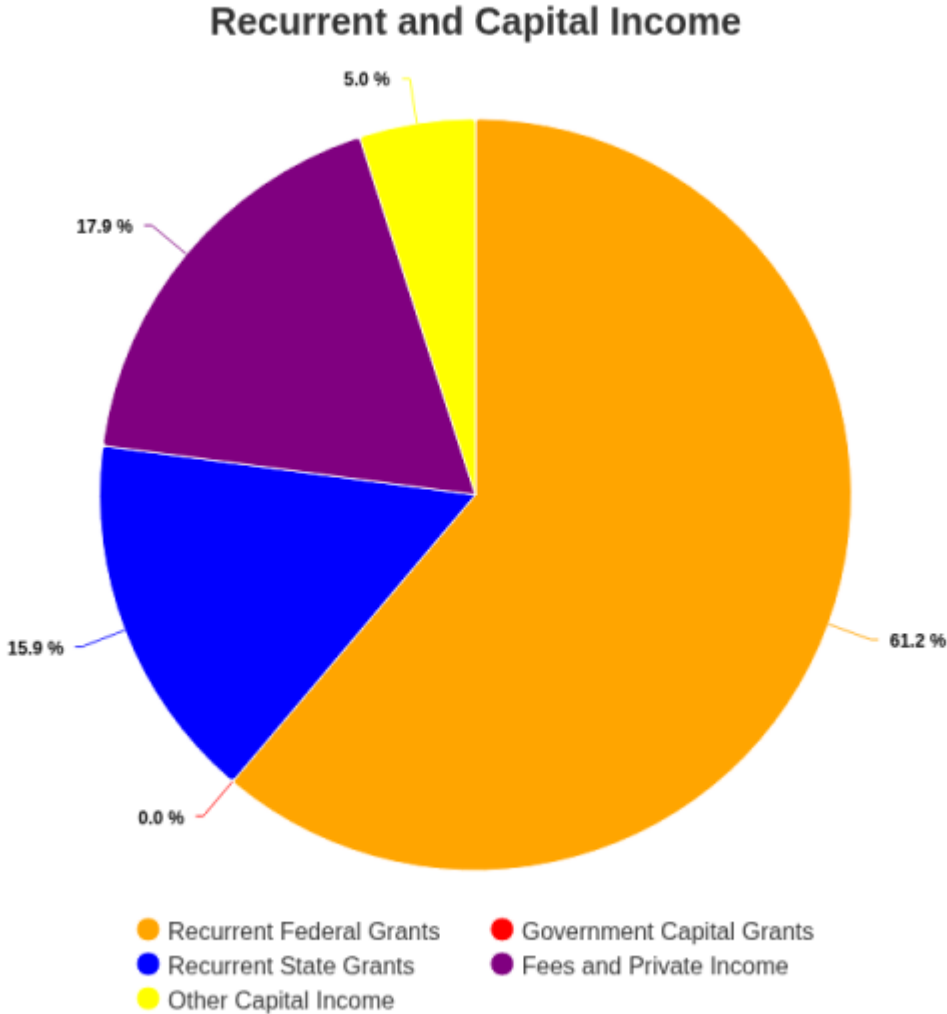
While opportunities exist to strengthen leadership feedback and parent engagement, the results reflect a collaborative, reflective, and student-focused staff with a strong foundation for ongoing improvement.

# Financial Statement

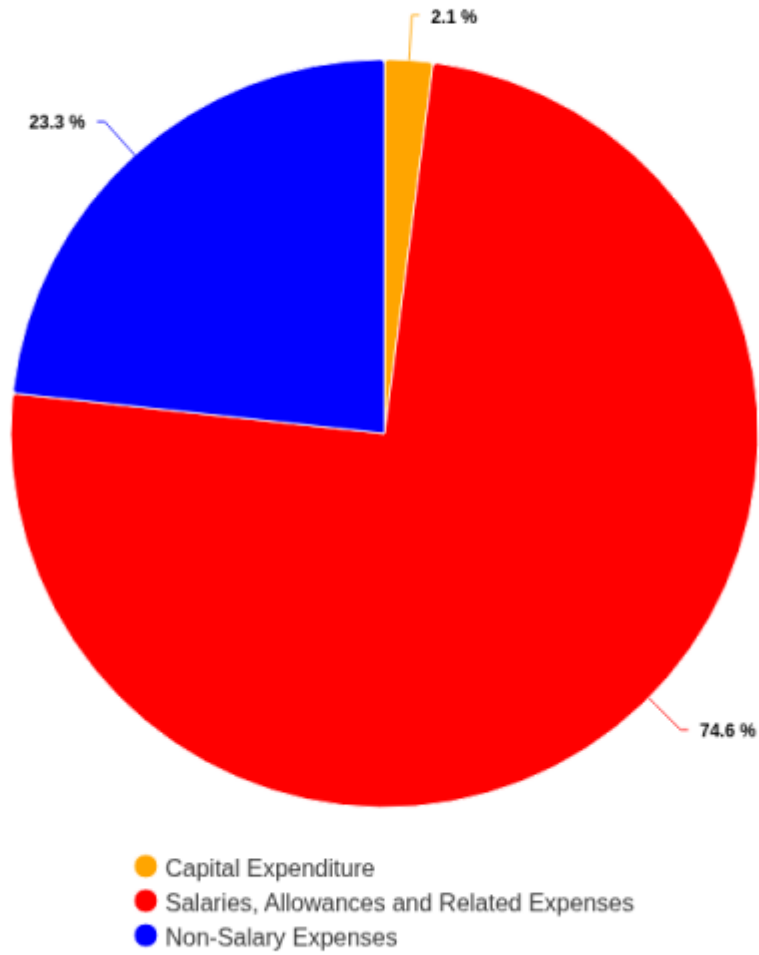
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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2025 year is detailed below:



## Recurrent and Capital Expenditure



END OF 2025 REPORT