

2023



All Saints College

About this report

All Saints College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The 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

Principal's Message

The quote below is often referred to as 'The Man in the Moon' ""

"It is not the critic who counts; not

had over 50

Parent Body Message

Towards the end of 2022 the decision was made to move the Parents and Friends Association meetings to the more collaborative and conversational model of parent participation through the establishment of the new Parent Engagement Group (PEG) a cXY™

This model was agreed to and was established for the start of the 2023 school year. These PEG meetings were co-chaired by a nominated parent, who had experience and knowledge from the former P&F model and the College Principal.

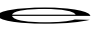
The All GUJbri College Parent Engagement Group is a small

with other student leaders within the diocese and complete service to the community whilst visiting local charities, including A i a Īg Cottage and the Mission to GYUZŷfŷg"

During 2023 the Student Leadership Team were involved in the following UWŷj ħŷg:

- Fundraising for Project Compassion.
- Celebrating International K ca Ybĭg Day.
- Celebrating Harmony Day.
- ANZAC Day Service for the College and Local Maitland Community.
- Legacy Badge program within the school and wider community.
- Mark Hughes Beanies for Brain Cancer Initiative.
- College Fun Activities like Staff vs Student Touch Football.
- Junior Campus Ultimate Frisbee Tournament

We were appreciative of the opportunity to meet regularly with the Leaders from the Junior Campus and discuss initiatives and events that would enhance student life at the College on both campuses and contribute to the broader community. We also used



School Features

Junior Campus

From 1838 lay teachers at St *Michael'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, *Uadleigh* Hill to teach at St *Michael's*

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

Senior 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 *Ann's* Campus Dominican School for boarders and day pupils, which became one of the first *English* secondary schools in NSW outside of Sydney in that same year. St *Ann's* Campus remained a school for girls until 1991.

All *Grange* College, Maitland

A restructuring of the Catholic secondary schools in Maitland under the banner of All *Grange* College was undertaken in 1992. St *Dymphna's* Campus and St *George's* Lochinvar became Years 7-10 schools and St *Ann's* Campus became a school for students in Years 11 and 12.

Since the conclusion of 2017 when St *George's* Lochinvar separated from the College the two campuses of St *Dymphna's* Campus and St *Ann's* Campus has seen the consolidation of a 7-12 continuum for All *Grange* College, Maitland. In 2020, All *Grange* College, Maitland was registered as one school with NESAS.

All *Grange* College, Senior Campus is located at 16 Grant Street, Maitland NSW.

All *Grange* College, Junior 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 *George's* East Maitland, St *Dunstan's* Rutherford, Holy Spirit Kurri Kurri, and St *George's* *St. Ignace's*

All Gungahlin 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 Gungahlin 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.



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Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance

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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 a variety of post school options. We have dedicated careers Advisors on both campuses who assist students in achieving their post-school goals.

For some of our students, a pathway directly into study at university is desired, while for others they move on to further vocational training and/or employment after school. Early entry into university continues to be offered to many students across a range of institutions. There are also a proportionate number of students who commence apprenticeships at the end of, or during, Year 11 or 12 or at the end of Year 10. All GURJ College supports the career aims of all students and seeks to ensure they are best prepared for whatever options they choose when they depart our community.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	177
Number of full time teaching staff	94
Number of part time teaching staff	30
Number of non-teaching staff	53

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 107
- Provisional 69
- Proficient 1887
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 teachers who are currently

Summary of professional learning at this school

Staff participated in the following staff developments days in 2023:

Monday 24 April - Staff Learning Day - @Yufb]b[: cW gí

Friday 25 August - Staff Wellbeing Day - 9b[U[]b['Positive Language and 6Y\Uj]ci fí

Friday 24 November - Staff Formation Day - J]g]cb'and A]gg]cbí

Monday 18 December - D`Ubb]b['and Preparing for Learning and Teaching &\$&(í

Catholic Identity and Mission

Schools 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

All GUJbngj is the proud inheritor of two religious traditions: Dominican at the Senior Campus and Marist at the Junior Campus. Drawing inspiration and wisdom from each provides a firm foundation in support of the overarching Christ centred spirituality at the College.

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, all of which are foundational to life at All GUJbngj College.

As Catholic identity is a keystone for the mission of Catholic educational communities, a clearly defined focus of 2023 was the renewal of the 7c`Y[Ylg` Vision and Mission Statements. Through a process of extensive consultation involving students, parents, staff, and the wider parish communities, the College sought to develop and implement a vision and mission that honours the past, crafting an inspiring future, reinforcing our role as a truly authentic Catholic community, giving witness to Christ in a contemporary k cfX"

Culminating with a Staff Formation Day at the end of Term 4, the entire College community gathered at Kirkton

Curriculum, Learning and Teaching

Secondary Curriculum

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

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

In 2023, our Strategic Planning Goals for the College, in alignment with the Diocesan Strategic plan, addressed Goal 6: To build a cohesive culture that is inclusive of all students, with transparent academic and wellbeing structures that support and inspire their resilience and self-awareness. The chosen priority area was "As a professional learning community, refine the ASC Year 7-12 Continuum of learning with a focus on disciplinary literacy skills and consistent literacy teaching strategies."

As part of our commitment to the ongoing Leading Learning Collaborative, we have also weaved the following parameters into our whole college goals and professional learning:

Term 1: Parameter 4 – Principal as Lead Learner

Term 2: Parameter 13 – Cross Curricular Literacy Connections

Term 3: Parameter 12 – Parental and Community Engagement

Term 4: Parameter 11 – Collaborative Learning

This was supported by CSO "LiFT" professional learning initiatives, namely Beverley Derewianka and Michael McDowell. The literacy sessions were attended by Leaders of Learning from English, HSIE and Science. Together with the Pedagogical Mentor, they used a collaborative inquiry approach to target students in Stage 4 and apply strategies arising as a result of the professional learning. Sharon Hibbert (AP-Learning) and Cynthia Hendriks (PM) attended the "Developing Expert Learners" sessions with Michael McDowell. Elements of this, such as the concepts of surface, deep and transfer learning, as well as "Turn and Talks" has been strategically woven into Leader of Learning meetings throughout 2023. The impact of this work has been captured via student assessment, and student and staff interviews.

This was incorporated into a showcase video for LLC and subsequently shared with the College Leadership team and teaching staff.

Internally, there was a focus to change to utilizing formative assessment practices

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Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high

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

media has on young adults are relentless in creating falsehoods and ideals that cannot be

The strong sense of community is developed in our Year 7 through our Peer Support program and the Year 7 camp, held at Point Wolstoncroft, Lake Macquarie. Over these days form strong bonds with their peers and Pastoral Group teachers and connect with a variety of other students outside of their usual friendship circle.

Formal programs that develop the formation of students and their wellbeing that run at the College are:

- Rock and Water
- Boys Boys

Peer Support Programs

Peer Support training days

NAIDOC Week

Student leadership training days

Feast Days for House Patrons

School Improvement

The College implements the system's 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 Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

Each year, the College develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

In 2023 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 with a 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 2024 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 Word, giving students opportunity of mission within their school life e.g. Sleep Out/Social Justice/ STOC/nursing home visits/ men's shed.

• Empower the leadership team with formation (one meeting per semester focusing on formation, inviting external providers).

• Continue to target staff for PD to support and build teacher capacity.

• Common program pro

i "Refining understanding of Formative Assessment for Stage

Community Satisfaction

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 annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Parents provide feedback to the College through the Parental Engagement Group (PEG) that meets

improvement in workplace improvements. Health & Safety, Supervision and Teamwork were identified as areas of High Engagement in the Performance Overview.

END OF 2023 REPORT