

All Saints Catholic Senior College, Casula
Annual School Report to the Community

2018



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Principal

Mr David Forrester

ABOUT THIS REPORT

All Saints Catholic Senior College is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This *Report* has been approved by Sydney Catholic Schools in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Principal's Message

All Saints Catholic Senior College has been serving the Liverpool community for over thirty-years and has gained a reputation for academic excellence and a well-rounded education. Quality outcomes on the Higher School Certificate (HSC) for students of all abilities is always a priority. We are proudly part of the All Saints Liverpool Catholic Parish, that is open to all who share our beliefs.

The College has a wide range of social justice programmes and has gained strong sporting results in Macarthur Independent Sports Association. Our students participated in a range of other extra-curricular activities during the year including The Mock Trial Competition, Debating and Public Speaking.

We have a Parents Advisory Committee that meets regularly and embraces the sense of partnership between family and school. In addition, we have strong links to the Liverpool Parish. Our College Chaplain leads a celebration of Mass every Thursday morning for staff and students.

Parent Body Message

Our daughter just completed her senior years at All Saints Senior College and she has had such a wonderfully happy time there. It has been our first experience of the school and we have been impressed.

The whole concept of a Senior College was appealing. The College is very warm and welcoming and has a very dedicated, caring and professional group of staff, geared towards guiding the students successfully through their final years of schooling. The campus is inviting and set out to give the students a taste of independence and a sense of being treated as the young adults they are becoming.

The atmosphere created by the College has been one of inclusion and encouragement, not just in an academic sense, but also one steeped in social justice and our Christian faith. Being involved in events such as Community Day has showcased the air of collegiality that exists. The All Saints Combined Social Nights hosted by the College, in collaboration with the Liverpool Parish youth ministry, are another example of the community feeling fostered and the opportunities to further the faith development of the students. We truly are blessed to have such a great school to send our children to.

Student Body Message

As 2018 draws to a close, this period provides an opportunity for us, as incoming Year 12 students, to look back on the twelve years behind us and to the final year that lies ahead. Undoubtedly, the All Saints Community has left a mark on us unlike any other. I can confidently say that in no other college will you find such a cohesive environment between staff and students, or a campus that fosters personal development as much as it does for cognitive growth.

To the exemplary staff who will guide us on this last leg of our schooling years, and on behalf of All Saints' graduates past, present and future, we thank you for your hard work, dedication and unrivalled passion for helping students grow and prosper. I assure that their unaccounted time to marking and providing feedback will not be unnoticed, and the graduates of 2019 will leave stronger than ever. Best wishes to our most recent graduates - may their future be brighter than ever, and may they show the world the gifts that All Saints' is blessed with. As we '*Strive for Excellence*' in this, our final year, may we be enlightened that through unity and diligence, no obstacle is beyond our ability.

SECTION TWO: SCHOOL FEATURES

All Saints Catholic Senior College is a Catholic systemic Co-educational College located in Casula.

The College was founded in 1987 as a result of a dire need the All Saints Liverpool Parish faced in providing a senior school education. Thus, with All Saints Primary School and All Saints Catholic College (7-10), the Parish provides a quality Catholic education from Kindergarten to Year 12.

Around 5-10 percent of enrolments come from other secondary schools in and around the greater Liverpool area. Students come from a wide range of backgrounds and nationalities.

The Parent Advisory Committee (PAC) is the main parent consultative body at the College and meets once a term. All parents are invited to attend meetings. Pastoral Care and Wellbeing initiatives at the College are a high priority and internal and representative sports are offered on Tuesday afternoons.

The Fr Delaney Learning Centre, in recent years, has begun to take on an increasingly important role in learning and its impact to grow, particularly in the areas of study skills, time management and information literacy. Effective technology usage is a feature of the College with a one-to-one laptop technology program.

The facilities are state-of-the-art and well maintained and further improvements are scheduled in the next few years.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 11 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 260 | 230 | 342 | 490 |

* Language Background Other than English

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools](#) website.

Student Attendance Rates

The average student attendance rate for 2018 was 92.54%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | |
|--------------------------------|--------|
| Year 11 | 91.80% |
| Year 12 | 93.27% |

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 Sydney Catholic Schools or designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

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. Year 12 2018 | |
|--|------|
| % of students undertaking vocational training or training in a trade during the senior years of schooling. | 39% |
| % of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification. | 100% |

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

| Destination Data | University | TAFE / Other institutions | Workforce entry | Destination not reported |
|--------------------------------|------------|---------------------------|-----------------|--------------------------|
| Year 12, 2018 Graduating Class | 69% | 9% | 19% | 3% |

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2018:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 46 | 13 | 59 |

* This number includes 36 full-time teachers and 10 part-time teachers.

| | |
|--|----|
| Percentage of staff who are Indigenous | 0% |
|--|----|

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 Sydney Catholic Schools. 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.

The College held the equivalent of five staff development days this year with areas of focus as follows:

| | |
|---------------|---|
| Term 1 | Engagement in the classroom, Professional Growth in Action (PGiA) |
| Term 2 | Addressing the needs of English as an Additional Language/Dialect (EALD) students |
| Term 3 | Explicit Programming Improvement |
| Term 4 | Staff Spirituality: Bishop Anthony Randazzo Partners in Christ, Faith, Hope and Love. |

Professional Learning was mapped for the year to provide staff with a clear line of sight for College and personal improvement goals. Each of the staff development days were registered professional development opportunities that were linked to the professional standards.

Teacher Standards

The following table sets out the number of teachers who fall into each of the four Australian Teaching Standards categories as accredited by the NSW Education Standards Authority (NESA):

| Australian Teaching Standards | | Number of Teachers |
|-------------------------------|---|--------------------|
| 1 | Provisional or conditionally classified teacher | 0 |
| 2 | Proficient teacher | 46 |
| 3 | Highly Accomplished teacher | 0 |
| 4 | Lead teacher | 0 |

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

The *Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

Quality Religious Education (RE) is of paramount importance at the College. Staffing and timetabling of RE classes are carefully considered. We make every effort to encourage new and beginning staff to commence their RE qualifications.

Liturgy is prioritised on the College calendar including: the Opening College Mass, Ash Wednesday, Community Day, the Feast of the Assumption, the Year 12 Graduation Mass, All Saints Day and End of Year Advent Mass. In addition, an optional community Mass for staff and students is celebrated every Thursday morning. Staff also have the additional opportunity to engage in their own Mass at the start and conclusion of each year. All Masses are presided by our College Chaplain, Fr. Tom Stevens, and frequently concelebrated by the priests of the Liverpool parish. In all liturgies, active involvement of staff and students is encouraged in the planning and ministerial roles, including lectors, musicians and Ministers of the Eucharist.

Prayer life is rich with weekly Community Prayer held on Tuesday mornings in the College Chapel, which staff and students are optionally invited to attend. Prayer is a priority in all student gatherings (including daily homeroom and Year Assemblies), in all staff meetings (including Morning Briefing, Faculty and Staff meetings) and the Angelus is prayed daily. Reconciliation can be accessed by students any time by appointment, but most especially during recess in the Season of Lent.

The College Retreat Programme provides opportunities for staff and students to explore their spirituality. The Senior Retreat Programme includes an overnight component for Year 11 based on the theme, "Anchored in Hope". Students participate in a Retreat Mass and the opportunity for students to attend sacramental Reconciliation is made available. Staff Spirituality Days challenge staff members to view their teaching in the light of the Gospel.

We pride ourselves on our strong relationship with the All Saints Liverpool Parish community and clergy.

The College follows the NSW Education Standards Authority (NESA) Teaching & Educational Standards (BOSTES) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools (SCS). The Sydney Catholic Schools 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.

The following NSW Education Standards Authority (NESA) Developed Courses are provided:

Studies of Religion

- Studies of Religion I - 1 unit
- Studies of Religion II - 2 unit

English

- English Standard
- English Advanced
- English Extension 1
- English Extension 2
- English As A Second Language (Year 12)
- English As An Additional Language or Dialect (Year 11)
- English Studies (Year 11)

Mathematics

- Mathematics General 1 (Year 12)
- Mathematics General 2 (Year 12)

- Mathematics Standard (Year 11)
- Mathematics
- Mathematics Extension 1

Science

- Biology
- Chemistry
- Physics
- Senior Science (Year 12)
- Investigating Science (Year 11)

Human Society and Its Environment (HSIE)

- Ancient History
- Business Studies
- Economics
- History Extension
- Legal Studies
- Modern History
- Society and Culture

Personal Development, Health and Physical Education (PDHPE)

- Community and Family Studies
- Personal Development, Health and Physical Education

Creative and Performing Arts

- Drama
- Music 1
- Visual Arts

Technology

- Design and Technology
- Engineering Studies
- Food Technology
- Industrial Technology
- Information Processes and Technology

Languages

- Italian Beginners
- Italian Continuers (Year 11)

Vocational Education and Training

- Business Services
- Construction
- Information and Digital Technology
- Retail Services

The following Endorsed Course is provided:

- Catholic Studies - 1 unit

The following Board Endorsed Courses are provided:

- English Studies (Year 12)

- Exploring Early Childhood - 1 unit

- Exploring Early Childhood - 2 unit

- Sport, Lifestyle and Recreation Studies - 1 unit

- Visual Design - 1 unit

- Work Studies - 2 unit

Higher School Certificate

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

| Higher School Certificate | <i>Percentage of students in top 2 bands (Bands 5 and 6)</i> | | | | | |
|---------------------------|--|-------|--------|-------|--------|-------|
| | 2016 | | 2017 | | 2018 | |
| | School | State | School | State | School | State |
| Studies of Religion I | 48% | 49% | 49% | 50% | 27% | 37% |
| English (Standard) | 16% | 13% | 28% | 16% | 29% | 15% |
| English (Advanced) | 65% | 61% | 64% | 64% | 53% | 63% |
| Mathematics General 2 BDC | 17% | 25% | 18% | 26% | 23% | 27% |
| Mathematics | 50% | 52% | 51% | 54% | 38% | 52% |
| Design and Technology | 63% | 40% | 82% | 43% | 80% | 47% |
| English Extension 1 | 100% | 94% | 100% | 94% | 100% | 38% |
| English Extension 2 | 100% | 79% | 100% | 78% | 100% | 17% |
| History Extension | 0% | 0% | 100% | 80% | 100% | 24% |
| IDT Web & Software | 0% | 14% | 50% | 22% | 50% | 26% |
| Italian Beginners | 50% | 35% | 31% | 35% | 64% | 41% |
| Music 1 | 40% | 62% | 57% | 66% | 75% | 65% |
| Society and Culture | 78% | 48% | 70% | 48% | 87% | 47% |

The 2018 HSC cohort performed to expectations with the top Australian Tertiary Entrance Rank (ATAR) being 97.1. Other significant performances included: Fifth in state for IDT, first in Sydney Catholic Schools for Engineering Studies and three students nominated for Music Encore. Further highlights include the following subjects attaining 100% of students in Bands 4, 5 or 6 or E3, E4 for Extension subjects : ESL, Society and Culture, Music 1, IDT, Retail Services, Extension I and II English and History Extension. DeCourcy data shows that the school performed near expectations overall.

| | |
|---|---|
| In 2018 the number of students issued with a RoSA without finishing the HSC | 6 |
|---|---|

Student Welfare Policy

The Student Wellbeing and Pastoral Care Policy sets clear guidelines around the consistent and fair treatment of students at the College. It includes the College's student management processes when it is considered that a student is acting outside of the values espoused at the College. In addition, the policy outlines and describes the processes to support students who are at various levels of risk in terms of their personal or academic wellbeing.

The Student Wellbeing and Pastoral Care Policy outlines the rights and responsibilities of students and the role of the Homeroom teacher and Year Coordinator in managing the welfare of students during their time at the College.

No changes were made to this policy this year.

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

Discipline Policy

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.

The aim of the College's Behaviour Management Guidelines is to assist the young adults in our care to grow in their own self-discipline and appreciate the benefits of working as a team. The principles that underlie the operation of the policy are those of restorative justice. No changes were made to the policy this year.

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

Anti-Bullying Policy

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Complaints and Grievances Resolution Policy

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was updated and approved in September 2017.

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

Initiatives Promoting Respect and Responsibility

The pastoral approach at All Saints Senior Catholic College, is one around responsibilities of young adults and the mutual respect of others. Students are reminded at Year assemblies, retreats and through social justice activities, community building days and community service projects. The ongoing focus of the College is around keeping students safe on social media and being responsible users of all forms of digital media.

Through our pastoral care program and Student Representative Council initiatives, students model respect and responsibility everyday with all members of the All Saints Catholic Senior College community. Students abide by the culture at the College, that they take responsibility for their own actions.

The College implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The School's Strategic Improvement plan and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: [New Horizons](#)

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document *New Horizons: Inspiring Spirits and Minds*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

Key Improvements Achieved in 2018

A number of key improvements, as identified in the 2018 Annual Improvement Plan, achieved this year are outlined in the following:

- The College was highly successful in providing opportunities for evangelisation with youth through events such as Youth Ministry Nights and the Youth Alpha Pilot. There was a strong presence of the 'Year of Youth' in aspects of College life throughout 2018.
- Teaching Programmes met compliance standards in terms of completion and quality. They demonstrated explicit literacy strategies and a variety of modes of learning.
- Year 11 Reports were changed to reflect changes in assessment as of 2018.
- A number of staff can show evidence of change around engagement from the discussions in staff development days and twilights.
- Data from the student exit survey showed students expressing confidence in ability to manage their own learning and they felt prepared for exams, further study and careers.

Priority Key Improvements for 2019

As the College moves towards being a single K-12 All Saints community in 2020, the College will focus on developing a united dual purpose for a Vision and Mission for All Saints K-12. The College will up-skill all staff and parent communities in implementing the effective use of the ONCE Project, specifically the Compass program. In the way of learning, the College will continue to build teacher capacity to engage students, using differentiation in the classroom. The College intends to extend the use of student evaluation in making meaningful changes to pedagogy and

assessment. Furthermore, the College will look to make effective use of the Innovate Now grant to make links with Western Sydney University and Wollongong University to enhance teaching and learning opportunities. Finally the College will engage in the Sydney Catholic Schools Inquiry & Review process to develop a strategic improvement plan for 2020 to 2022.

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.

Parent Satisfaction

A parent survey examining Catholic Life, communication, academic life and pastoral care was offered to all parents in the community. 100% of parents agreed or strongly agreed that the College expresses Gospel values and that students received a quality religious education. 90% of parents responded that their son/daughter participated well in the religious dimension of the College. 76% of parents reported that parent teacher structures and times met their family's needs. 90% of parents were satisfied with the quality of education their son/daughter received at the College. Finally, 95% of parents felt their son/daughter was supported and safe at school.

Student Satisfaction

The College uses two surveys annually to gauge student satisfaction: The Year 11 Transition Survey and the Year 12 Exit Survey. This means that every student has the chance to provide feedback every year. Student satisfaction is high with 76% of Year 12 students and 85% of Year 11 students stating they were happy or very happy at the College. 77% of Year 12 and 89% of Yr 11 students felt that they were treated as young adults by the staff at the College. The vast majority of Year 11 and 12 students felt that their teachers cared for them a great deal, and this remained consistent in their time at the College.

Teacher Satisfaction

A strong focus at the college in 2018 was a quality PGiA process linked to whole school and personal goals. 88% of staff felt that professional learning opportunities were very useful and that they were able to implement them into the classroom through PGiA processes to provide impact for our students.

SECTION ELEVEN: 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 2018 year is detailed below:

| RECURRENT and CAPITAL INCOME | | RECURRENT and CAPITAL EXPENDITURE | |
|--|--------------|--|--------------|
| Commonwealth Recurrent Grants ¹ | \$NDA | Capital Expenditure ⁶ | \$NDA |
| Government Capital Grants ² | \$NDA | Salaries and Related Expenses ⁷ | \$NDA |
| State Recurrent Grants ³ | \$NDA | Non-Salary Expenses ⁸ | \$NDA |
| Fees and Private Income ⁴ | \$NDA | Total Expenditure | \$NDA |
| Other Capital Income ⁵ | \$NDA | | |
| Total Income | \$NDA | | |

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.