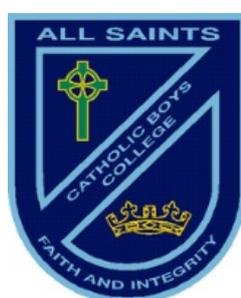


All Saints Catholic Boys College, Liverpool
Annual School Report to the Community

2015



School Contact Details

43 Bigge Street, Liverpool 2170

info@ascbliverpool.catholic.edu.au

<http://www.ascbliverpool.catholic.edu.au>

9602 4555

9601 4852

Principal

Mr Stephen Gough

ABOUT THIS REPORT

All Saints Catholic Boys College is registered by the Board of Studies NSW, and managed by the Catholic Education Office Sydney(CEO), 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 the Catholic Education Office Sydney. This *Report* has been approved by the Catholic Education Office Sydney in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Board of Studies 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 Boys College, Liverpool draws inspiration from the charism of our founders, the Patrician Brothers. Throughout the years the College has strived to deliver quality education, in the Catholic tradition, to young men in the greater Liverpool area.

On 18th August 2014, the Sydney Archdiocesan Catholic Schools Board gave approval to the amalgamation of the Years 7-10 All Saints Catholic Boys' College (ASCBC) and All Saints Catholic Girls' College (ASCGC) schools into one co-educational College to be known as All Saints Catholic College in 2016. The new College will have one Principal, a new leadership structure, some facilities development and a progressive co-educational organisation of learning. Extensive consultation and communication was undertaken, together with detailed planning for the future development of the College.

Parent Body Message

All Saints Catholic Boys College is a member of the Liverpool Catholic Schools' Council. During this year of transition the Parent Advisory Group combined with the Parent Advisory Committee from All Saints Catholic Girls College. This newly formed committee met each term and worked in partnership with the College Principal and Leadership Team. The committee provides a formal opportunity for parent involvement and consultation.

In 2015 the major items that were discussed included: the school delivery of innovative learning opportunities, Year 7 and 9 NAPLAN results and learning growth, CEO funded building and refurbishment program, transition education across the All Saints community of schools.

Student Body Message

As Year 10 student leaders we have been very proud to play our part in supporting the process of amalgamating the Boys and Girls College. We are glad that our traditions like St. Patrick's Day celebrations and MCS sporting involvement will continue to be a feature of the new College into next year. We have appreciated the opportunity to contribute towards the process of developing and aligning the different rules from the Boys and Girls College

We are grateful to the teachers at our school for all that they have done in supporting our learning and development.

All Saints Catholic Boys College is a Catholic systemic Boys College located in Liverpool.

All Saints Catholic Boys College Liverpool has been providing a high quality Catholic education for families in Sydney's south west for the past 61 years. All Saints Boys offers a diverse curriculum that has been tailored to meet the needs of a Year 7 to 10 boys' college. Students are offered a wide range of educational experiences ranging from academic, sporting, and social justice to creative and performing arts. All Saints Boys has a deeply embedded student welfare program which is underpinned by Restorative Justice practices. The focus of the College in recent years has been the integration of eLearning pedagogy into the classroom and the development of a Literacy program across all Key Learning Areas. The Literacy program has contributed to significant individual learning growth of students. The College uses NAPLAN testing data to identify areas of need. There is a strong focus on guiding students to take greater responsibility for their learning through support with personal organisation, revision and study skills. The College uses an Academic Tracking Database to help monitor individual student progress.

All Saints Boys is a member of the Metropolitan Catholic Schools Sporting Association (MCS). Our school is one of eight colleges participating in the South West Catholic Colleges Debating Association (SWCCDA) Competition. The debating season takes place in term 2 each year. The College holds a Creative and Performing Arts evening and competes in the Australian Mathematics, English and Science Competitions. The College supports Caritas Australia, St Vincent de Paul and the Delany Foundation as part of the social justice program.

Students enrolled at the College are drawn from a number of local schools, which include the local Catholic primary feeder schools of All Saints Catholic Primary Liverpool, St Joseph's Catholic Primary Moorebank, St Christopher's Catholic Primary Holsworthy and St Francis Xavier's Catholic Primary Lurnea. Students attending this College come from a variety of cultural backgrounds and nationalities.

This year has seen the introduction of a modern refurbished Library and outdoor learning space. The refurbishment of a state-of-the-art Library learning facility follows on from the recent addition of three new Science lab classrooms and a well-equipped modern Gymnasium.

Throughout this year the College has worked in close partnership with All Saints Catholic Girls College in preparation for the amalgamation and formation of a new combined co-educational College.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 10. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
0	494	434	494

* Language Background Other than English

Enrolment Policy

The Archdiocese of Sydney has established an *Enrolment Policy for Systemic Catholic Schools*. The Catholic Education Office Sydney monitors 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 [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 92.98%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	94.63%
Year 8	91.73%
Year 9	93.36%
Year 10	92.19%

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 Executive Director of Catholic Schools or designated Catholic Education Office Sydney 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

Student Post School Destinations

Each year the College collects destination data relating to the Year 10 student cohort.

Over 93% of the 2015 Year 10 students will attend All Saints Catholic Senior College at Casula. The remainder of students either attend other schools to complete their Higher School Certificate (HSC) or move to TAFE and/or employment. This year has seen the introduction of St. Joseph's Trade Training College which offers individual TVET courses, and complements student patterns of study while they attend All Saints Catholic Senior College, Casula.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
44	18	62

* This number includes 32 full-time teachers and 12 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 the Catholic Education Office Sydney. 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 developments days this year with areas of focus as follows:

Term 1	Curriculum programming and class preparation
Term 2	Educational Vision for the new College
Term 3	Staff Spirituality Day
Term 4	Curriculum sequencing and First Aid

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	45
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	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.

Inspired by the charism of the Patrician Brothers who were founded by Bishop Daniel Delany, All Saints Catholic Boys College is proud to celebrate its Catholic identity and its Patrician heritage. The Breastplate Prayer of St Patrick is integral to the daily prayer life of our College and aims to foster in each individual an experience of the real presence of Christ in their lives by proclaiming that Christ is everywhere and in everyone. The Breastplate Prayer is recited over the public address system every Tuesday and Friday morning. The College sacred symbols, reflecting our Patrician origins, are prominently displayed at the entrance to the College office and are used throughout the year during various liturgical celebrations, College assemblies and other events. Similarly, Year 7 students are presented with a small Celtic cross during the Opening College Mass, and they are encouraged to pin this on their uniform.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 8	24.86

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

The College follows the Board of Studies 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 Education Office Sydney. The curriculum and the teaching and learning processes are informed by the document *How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy)*. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The College offers all Board of Studies (BOS) mandated and approved courses across Years 7-10. Year 9 and 10 (stage 5) electives include: Commerce, Drama, Italian, Physical Activity and Sports Studies, Engineering Technology, Food Technology, Graphics Technology, Information and Software Technology, Industrial Technology - Metal, Industrial Technology – Timber, Multi-Media, Visual Arts and Music. The number of students in each of these electives varies according to resources and level of student interest. The one hundred hours mandatory BOS Language Other Than English (LOTE) requirement is met by the teaching of Italian to all students in Year 8.

Particular features of the school's curriculum include:

- Learning support programs (Including Special Needs, Literacy, Numeracy and Reading Intervention Programs).
- Continued staff development in order to meet the needs of English as a Second Language Learners (EAL/D) learners.
- A 'Selective Class' in each year group, which aims to group students in a specific learning environment to extend their academic needs. The College has a whole school approach to addressing any identified student weaknesses in both literacy and numeracy.
- The College places a strong emphasis on fostering respectful and caring working relationships, which combined with high expectations, enables our students to reach their academic potential and equips them for life beyond high school.

SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

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

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

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	33.66%	28.79%	18.81%	19.23%
	Reading	22.00%	28.99%	22.00%	15.56%
	Writing	9.90%	15.87%	42.57%	29.70%
	Spelling	33.66%	31.23%	20.79%	16.48%
	Numeracy	29.00%	26.07%	22.00%	16.70%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	13.01%	17.11%	31.71%	29.53%
	Reading	17.07%	21.59%	26.02%	23.32%
	Writing	4.88%	13.65%	49.59%	39.92%
	Spelling	28.46%	24.11%	21.14%	22.58%
	Numeracy	29.75%	24.42%	13.22%	17.60%

In 2015 the number of students issued with a RoSA	0
---	---

Student Welfare Policy

Quality Pastoral Care is central to the mission and philosophy of All Saints Catholic Boys College and our approach reflects closely the vision and mission of the Catholic Church. Whilst the College exists to prepare students academically and provide the best possible education, it is also seen that the College has a vital role to play in the development of the whole person, especially in their social, emotional, moral, artistic and spiritual growth.

The Pastoral Care Policy is student-centred and proactive, and student wellbeing is central to all decisions and processes. The focus on student well-being is reflected in the philosophical framework for student care within the school which is guided by gospel values and the Patrician charism. Nurturing effective relationships with all members of the school community is a feature of the pastoral approach of the College. The College Leadership Team updated 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 College Student Code of Behaviour employs a student management model founded on the principles of 'Restorative Justice' in that human relationships are integral to College life. There is acceptance by all members of our College community that *young people may make mistakes* and from time to time *they will breach College procedures and expectations*. We instil in our students an acceptance that people and relationships are harmed or affected by their actions and mistakes.

Students at All Saints Catholic Boys College must accept that there will be consequences for mistakes or harm done to others and that they must gain learning and wisdom from their mistakes. Each student then must be involved in the 'restorative phase' of repairing the harm done to others. At all times students are provided with an opportunity to develop a range of self management strategies to redeem themselves and move forward after consequences have been enforced. Students and teachers work daily in relationships founded on mutual respect, tolerance and understanding. No changes were made to this 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. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in December 2013 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 CEO 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. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in September 2012 and no changes were made to the policy this year.

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

Initiatives Promoting Respect and Responsibility

A number of programs focussing on enhancing respect and responsibility are in operation at the College:

- College Merit Award System, details of which can be found on the College website. This year a large number of students received their Pastoral Awards, Coordinator Awards and Principal Awards. These Awards promote responsible citizenship.
- The College social justice group, comprising mainly Year 9 and 10 students, participated in a number of activities including Breakfast Club, Vinnies Brekky Van, and raising money for charities (Delany Foundation, Caritas, St. Vincent De Paul) In these instances students learn about their responsibility towards those less fortunate than themselves.

- The Peer Support Program continued to offer support for Year 7 students with leadership, provided by Year 10 students.

The College implements the Catholic Education Office Sydney *School Review and Improvement (SRI) Framework* which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

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 *How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools*. 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 2015

The College addressed the following components as part of its 2015 Annual Improvement Plan:

SRI Key Areas and Components:

- Key Area 1 Catholic Life and Religious Education: 1.1 - Vision and Mission

Key Area 3 Pedagogy: 3.1 - Curriculum

Key Area 4 Human Resources: 4.1 - Recruitment, selection and retention of staff

Key Area 5 Resources, Finance and Facilities: 5.2 - Plant and facilities

Key Area 7 Strategic Leadership and Management: 7.2 - Culture of Improvement and Transformation

The implementation of the 2015 Annual Improvement Plan has provided a strategic map for leading the change management process for the transformation towards a new College. This plan focussed on the development of a new educational vision and learning environment while at the same time further enhanced student-learning outcomes.

Priority Key Improvements for 2016

In the foundational year for All Saints Catholic College we will address the following:

- 1.3 Foster the personal and spiritual growth of students, engaging them in the life and mission of the Catholic faith community
- 2.3 Nurture innovation as a key means of enlivening and enriching learning and fostering growth across Sydney Catholic Schools.
- 2.5 Further enhance the provision and support for students with diverse learning needs such as special learning needs and gifted and talented.
- 3.2 Resource and support programs which promote mental health and resilience.
- 5.1 Provide vibrant and innovative learning spaces that enhance learning and teaching.

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

Reports from the members of the Parent Advisory Committee indicate a high degree of parent satisfaction in relation to consistent and open lines of communication and consultation. The very high level of parent attendance at scheduled Information Nights and Parent/Teacher evenings illustrate a strong level of partnership between home and school. During student enrolment interviews and at various parent meetings, a consistent message from parents (both prospective and current) is that they enrol their children at All Saints Catholic Boys College for the following main reasons:

- Catholic culture of the school
- the school values align with their family values
- the policies, rules and standards of the College.

Such a positive level of parent satisfaction is further supported through individual and anecdotal feedback and evidence throughout 2015. Examples of this positive feedback were also gleaned from individual Leadership Team performance appraisals conducted by the CEO.

Student Satisfaction

A 2015 student survey indicated that 97% of all students feel safe, happy and respected at the College. Students reported a strong attachment to the College and the vast majority of students felt that the school is a caring community. Each of the issues that were brought up by students in the survey were addressed by the respective Year Coordinators. In 2015 there was an improvement in student engagement throughout the College, which is supported by the significant reduction of detention rates. A pleasing number of students have expressed great pride in representing their school, especially during sporting competitions.

Teacher Satisfaction

Considering the unique nature of the 2015 school year where the College has been transitioning towards the formation of a new College, anecdotal evidence from teaching and support staff would suggest a positive school climate and sense of school spirit despite this significant change process. The reduced staff daily absence support a reported high level of job satisfaction amongst staff. Individual teachers have expressed how supported they feel through a range of staff professional development opportunities. The high demand for teaching

positions is a testament to the learning culture.

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 2015 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$4,858,585	Capital Expenditure ⁶	\$194,515
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$6,144,085
State Recurrent Grants ³	\$1,528,986	Non-Salary Expenses ⁸	\$1,564,757
Fees and Private Income ⁴	\$1,594,215	Total Expenditure	\$7,903,357
Other Capital Income ⁵	\$157,042		
Total Income	\$8,138,828		

For the 2015 year the All Saints Catholic Boys College received \$70,520 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

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.