

All Saints Catholic Girls College, Liverpool

Annual School Report to the Community

2015



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Principal

Mr Stephen Gough

ABOUT THIS REPORT

All Saints Catholic Girls 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 Girls College, Liverpool draws inspiration from the charism of our founders, the Sisters of Charity. Throughout the years the College has strived to deliver quality education, in the Catholic tradition, to young women 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 Girls' College (ASCGC) and All Saints Catholic Boys' College (ASCBC) 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 Girls 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 Boys 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 merging both the Girls and Boys College. We are glad that our traditions like Charity Day celebrations and SCC 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 and award systems for the new 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 Girls College is a Catholic systemic Girls College located in Liverpool.

The College draws most of its students from the immediate local area including the suburbs and parishes of Liverpool, Casula, Holsworthy and Moorebank.

Our school was established in 1878 by The Sisters of Charity and was originally called St Mary's High School. It remained under the Sisters' jurisdiction until 1985. In 1998, the school name was changed to All Saints Catholic Girls College Liverpool. The traditions and history of the Sisters of Charity remain an integral part of the spiritual life of the College. We endeavour to inspire our girls with the life and teachings of Mary Aikenhead. The joy has been in leading an educational community and in working with committed and dedicated teachers who are able to share in the lives of so many vibrant and intelligent young women. The educational and pastoral work of the school is transformational in these young women's lives and in all the fun we have along the way.

Although the Sisters of Charity are no longer part of the administration of the school, they are invited to many of our school events. Their presence at such events is both welcomed and valued. At All Saints we value and try to live out the meaning of our motto *Love and Truth*. We are called to lead each other through love to truth.

Parents were involved in a number of College activities including Carnivals, Open Day, Masses, Parent and Teacher Interviews, Parent Information Nights, and the Parent Advisory Council.

Students participated in a wide variety of co-curricular activities including:

- Debating and Public Speaking
- Model United Nations Assembly
- Fundraising for charity
- Choir, band, Goodjarga ensemble and dance
- Night of the Notables
- A Combined College production - *Charlie and the Chocolate Factory*
- Evangelisation activities
- Mathematics Challenge Day
- Mind on Maths
- Year 5 Curriculum Day
- Reading at the All Saints Catholic Primary School
- Indigenous Day Redfern
- Basketball Championships

- Reflection Days
- National Sorry Day
- Refugee Week
- Aeroskools Competitions.

Throughout this year the College has worked in close partnership with All Saints Catholic Boys 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
505	0	435	505

* 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 93.11%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	94.84%
Year 8	91.26%
Year 9	92.83%
Year 10	93.50%

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
46	18	64

* This number includes 26 full-time teachers and 20 part-time teachers.

Percentage of staff who are Indigenous	1%
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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.

- The College has a particularly vibrant liturgical life including Masses, class prayer and liturgies for days of special religious significance. Student participation in preparation of liturgies is a significant feature.
- Student and staff spirituality continued to be a focus. Staff participated in a workshop on the identity of our College and its relationship to the *Archbishop's Charter for Catholic Schools*. All students participated in reflection days and Year 10 in a retreat.
- Students continued to be engaged in social justice activities with large numbers of Years 9 and 10 students actively involved. The students raised money for Project Compassion, breast cancer research and St Vincent de Paul. Some Year 10 students assisted in local nursing homes, served food in a soup kitchen and Vinnie's Brekky Van.
- The staff from all the All Saints schools on the Liverpool site have combined forces to provide a Breakfast Club for those in our All Saints community who are less fortunate.
- Key Learning Area (KLA) teams worked to integrate Catholic values across all teaching programs using the Catholic Education Office (CEO), Sydney document *Sense of the Sacred*.

The true test of the Catholic life of All Saints is the quality of relationships that exist within the context of its educational nature. A student social justice group responds to contemporary issues through discussion and action. All Saints is a community of people giving ample opportunity for each member the opportunity to “act justly, love tenderly and walk humbly with our God” throughout each school day. Life at school is real life for All Saints Catholic Girls College students and those adults employed to care for them.

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	29.00

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 sixteen Board of Studies (BOS) mandated courses including Religion, Catholic Studies. Elective courses offered included: Commerce, Drama, Food Technology, Music, Physical Activities and Sports Studies (PASS), Textiles Technology, Visual Arts, International Media Studies (Board Endorsed Course) and Industrial Technology Multimedia. Italian was the language offered in Year 8. The number of students in each elective course varies according to resources and interest.

Noteworthy features during the past year included:

- The focus on literacy and numeracy has continued with subsequent improvement across all years. Of special note was the continued success of our student writing skills across Years 7 and 9. The other focus point was that no student was below national minimum standard in Year 9 numeracy.
- Analysis of NAPLAN results helped make informed decisions about intervention programs and teaching strategies for improvement and extension.
- The reading and comprehension programs continued to provide support and resulted in significant global improvement. The reading program "Rainbow Reading" for Year 7 and Year 9 students resulted in specific NAPLAN growth for the majority of students in the program.
- The development of teaching and learning resources continued with the use of interactive whiteboards and 1:1 student laptops.
- The College homework program continued to be popular, with many students volunteering to get extra help with work and assignments. This was available two afternoons per week in the College library. Teaching and support staff volunteer their time to offer assistance.
- Differentiation activities for gifted and talented students were incorporated into Key Learning Area (KLA) programs and many external competitions were provided to these students.
- Students in Year 7 participated in a course integrating a variety of subjects and using project based learning strategies.
- Highly able students in Years 9 and 10 were offered a course which extended their skills in thinking, writing and analysis.

- There were opportunities provided for students to be involved in competition style programs including Young Scientist and Global Writing competition.
- Gifted and talented students were given opportunities to participate in Tournament of the Minds and Sparkathon.
- Involvement in the Quicksmart program.

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	30.10%	28.79%	21.36%	19.23%
	Reading	23.30%	28.99%	21.36%	15.56%
	Writing	25.24%	15.87%	24.27%	29.70%
	Spelling	40.78%	31.23%	15.53%	16.48%
	Numeracy	18.63%	26.07%	27.45%	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	17.86%	17.11%	28.57%	29.53%
	Reading	31.25%	21.59%	19.64%	23.32%
	Writing	33.93%	13.65%	15.18%	39.92%
	Spelling	35.71%	24.11%	9.82%	22.58%
	Numeracy	16.07%	24.42%	16.96%	17.60%

In 2015 the number of students issued with a RoSA	0
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Student Welfare Policy

Quality Pastoral Care is central to the mission and philosophy of All Saints Catholic Girls College and our approach reflects closely the vision and mission of the Catholic Church. The Pastoral Care Policy of the College is student-centred and proactive with student wellbeing a core principle of our College principles. The focus on student well-being is reflected in the philosophical framework for student care within the school which is guided by gospel values which were originally expressed by the founders of our College, the Sisters of Charity. 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.

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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 Bronze Awards, Silver Awards and Gold Awards. A significant amount of community service is essential to qualify for the Gold and Silver Award. This promotes responsible citizenship.
- The College social justice group, comprising mainly Year 9 and 10 students, participated in a number of activities including nursing home visits, soup kitchen, Vinnies Brekky Van, Sisters of Charity Street Retreat, and raising money for charities. In these instances students learn about their responsibility towards those less fortunate than themselves.
- The College pastoral care program of one lesson per cycle continued in 2015 and included activities on a variety of issues to do with personal responsibility: anti-bullying (including cyber-bullying), under-age drinking, illegal drugs and safe use of the Internet.
- 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

This year we continued with the Parent Consultative Committee which consists of two parents from each year group. This provides a forum for the parents to be informed of what is happening and to voice their concerns and suggestions at a meeting scheduled once per term. At the end of each year parents are given the opportunity to evaluate the achievements All Saints Catholic Girls College in the form of survey or discussion.

The parents show their satisfaction of the College's performance in pastoral care, religious experience and academic performance by rating it quite highly during the current CEO Parent Survey. Many parents agreed that the College responded well to parent complaints and that the teachers gave good feedback at parent and teacher meetings.

Student Satisfaction

Students were given the opportunity to respond to a variety of questions regarding their satisfaction of their College via a number of methods. Feedback from students included:

Students;

- were very happy about their experience and education at the College.
- were pleased or very pleased with the extra-curricular offerings at the College and most students had participated in at least one activity over their time at the College.
- thought that the community days, for example, Charity Day, multicultural day, and so forth, were an important part of the College and should be retained.
- were positive about the sport options offered at the College.
- were mostly positive about pastoral care and pastoral lessons.
- responded that they used their computers in class, this was mostly for research and word processing. While some students used the computer in class for specific computer skills and online collaboration, a significant number indicated that they had not.
- thought mostly that the pedagogy, student involvement and content of their core courses was good but students indicated that they would like more feedback.

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	\$4,578,304	Capital Expenditure ⁶	\$2,162,172
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$5,566,902
State Recurrent Grants ³	\$1,426,531	Non-Salary Expenses ⁸	\$1,243,634
Fees and Private Income ⁴	\$1,714,211	Total Expenditure	\$8,972,708
Other Capital Income ⁵	\$167,027		
Total Income	\$7,886,073		

For the 2015 year the All Saints Catholic Girls College received \$15,762 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.