



***ALL SAINTS CATHOLIC BOYS COLLEGE,
LIVERPOOL***

Annual School Report to the Community 2008



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ABOUT THIS REPORT

All Saints Catholic Boys College, Liverpool is registered and accredited by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Sydney, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school 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 to the school community during the year, and the achievements arising from the implementation of the school's Annual Development Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO, Sydney. This Report has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has in place appropriate processes to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. The Report will be available on the school's website by 30 June 2009 following its submission to the Board of Studies.

The contents of this Report will be discussed at Parent Information evenings.

Further information about the school or this Report may be obtained by contacting the College on (02) 9602 4555 or by visiting the website at www.ascbc.nsw.edu.au.

PRINCIPAL: Tim Logue

DATE: 16 March, 2009

MESSAGE FROM KEY SCHOOL BODIES

Principal's Message

All Saints Catholic Boys College Liverpool is founded on the Patrician Brothers tradition, which encourages the school community to see Christ in every person and in so doing respond to the needs of those in our community. During 2008 the College celebrated the Bicentenary of the founding of the Patrician Brothers and World Youth Day 2008 (WYD2008). The students responded to these events in a wonderful way with great support from parents and teachers.

This report reflects the educational environment at All Saints Catholic Boys College during 2008.

School Council Message

All Saints Catholic Boys College is a member of the Liverpool Catholic Schools Council. A Parent Advisory Group was formed during 2007 to work in partnership with the College Principal and Executive and is kept up to date with the initiatives taking place in all areas of College life. The committee provides an opportunity for parental involvement.

Student Representative's Message

At All Saints Catholic Boys College the students have strong representation through the student leadership program which includes College Captains, the Student Representative Council (SRC) and the Sports House Captains. These groups meet regularly and have responsibility for the fortnightly College Assembly.

SCHOOL FEATURES

The College is located in the centre of Liverpool business district, adjacent to All Saints Parish Church, All Saints Catholic Girls College and All Saints Catholic Primary School. All Saints Catholic Boys College is a Catholic systemic high school catering for classes in Years 7-10. The current enrolment at All Saints is six hundred and ten students with forty four teachers and fifteen non-teaching staff members. Students come from a variety of ethnic backgrounds, with 78% having English as a Second Language (ESL).

College Development Initiatives

In 2008 College development continued to focus on several key areas:

- implementation of a Literacy project targeting specific Literacy skills of students
- focus on implementing strategies to improve the School Certificate (SC) results
- tracking of student results in *National Assessment Program in Literacy and Numeracy* (NAPLAN)
- roll out of Laptops in Year 9

- refurbishment of staff area and the installation of a synthetic playing field.

The enrichment programme continues with great interest and success for the students engaging in the areas of robotics, solar cars and animation.

During 2008 the targeted literacy programme to improve the literacy skills of our students continued, and was reviewed and consolidated. Students were identified through data from English Language and Literacy Assessment (ELLA), Secondary Numeracy Assessment Program (SNAP) and Torch testing from both primary and secondary tests, and now linked with data from NAPLAN. This programme has been well supported by Special Education and ESL teachers with many hours of teacher aide support in the classrooms. The evaluation of this programme has indicated some very positive results.

2008 saw a consolidation and improvement of many new teaching programmes in Mathematics, English and Human Society and its Environment (HSIE) reflecting the specific needs of boys' education in key areas of literacy, lesson variety and appropriate teaching strategies to engage the boys in their learning.

Year 9 students received a Laptop under the Federal Government initiative and teachers and students are embracing the technology to support both teaching and learning.

An extensive range of opportunities to learn outside the classroom included activities across all Key Learning Areas (KLAs) including Reflection Days (Religious Education), Parliament Excursion / Cronulla Coastal Excursion (HSIE), Taronga Park Zoo (Science) and Human Movement Camp, Physical Development, Health, Physical Education (PDHPE). This learning was enhanced by the many well-supported co-curricular activities:

- public speaking, debating
- Creative and Performing Arts Evening
- chess, choir, band
- leadership opportunities
- Metropolitan Catholic Schools Sports Competition.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

All Saints Catholic Boys College, Liverpool follows the Archdiocesan Religious Education Curriculum *Faithful to God: Faithful to People* and uses the student texts, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, George Cardinal Pell.

Inspired by the charism of the Patrician Brothers, 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.

During 2008 there were two significant events for our College community. The Patrician Brothers Bicentenary and WYD2008 both provided a specific focus for liturgical and communal celebrations. The Bicentenary celebrations commenced on St Patrick's Day with a Mass attended by over five thousand people from the various Patrician linked communities. This was a celebration rich in symbolism and ritual that truly captured the essence of the Patrician Brothers and the legacy of St Patrick. The main celebrant was Bishop David Cremin. The Bicentenary Concert at Acer Arena Homebush further captured the Patrician story through song and dance performed by students representing each of the five Patrician linked schools.

WYD2008 saw over forty students and staff from the College involved in the various events during the week long celebration in July, including sleeping under the stars at Randwick Racecourse and the final Mass with Pope Benedict XVI. During the months leading up to July the World Youth Day Cross and Icon visited the College and this event was attended by All Saints Senior and Girls Colleges as well as students and teachers from our main feeder primary schools

The retreat program commenced early in the year with a Leadership Retreat for the SRC students. Years 7 to 10 enjoyed Reflection Days at the Don Bosco Youth Centre St Marys. These were facilitated by the Catholic Youth Services Team (CYS) and the Pastoral Care teachers of each year group. The reflection days were prepared by the CYS team in consultation with the Religious Education Coordinator (REC) and relevant Year Coordinator.

The College Outreach Program and Social Justice Group continued as a focus for the College with each year group responsible for coordinating the fundraising in support of various Catholic charity groups during the year.

The College continues to strengthen its links with parents and the parish community and is very appreciative of the support given by both. In particular we look forward to further developing the strong connections that were formed through the Patrician Bicentenary and WYD2008 initiatives, in the coming school year.

SCHOOL CURRICULUM

All Saints Catholic Boys College follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Education Office. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the *Sydney Catholic Schools, Towards 2010 Strategic Leadership and Management Plan*, in particular: *Key Area 2* (Students and their Learning) and *Key Area 3* (Pedagogy). Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum. The school offers nineteen Board of Studies mandated and approved SC courses. SC electives include Commerce, Drama, Engineering, Food Technology, Graphics, Information and Software Technology, Italian, Metal (Industrial Technology), Music, Timber (Industrial Technology) and Visual Arts. The number of students in each of these electives varies according to resources and interest.

Particular features of the school's curriculum include:

- Learning Support Programs
- Work Education Programs
- Whole school approach to literacy and numeracy.

Particular features of the school's co-curricular program include: Debating, Public Speaking, Duke of Edinburgh, Gifted and Talented Enrichment and a strong emphasis on Sport. Additional to the formal curriculum, is the school's involvement in community service activities which include: Social Justice, St Vincent de Paul, Caritas Project Compassion and Patrician charities.

STUDENT PERFORMANCE IN TESTS

National Assessment Program in Literacy and Numeracy

Students in Year 7 and Year 9 sat the NAPLAN for the first time in May this year. NAPLAN supersedes the previous state-based SNAP and ELLA. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The table provided shows the percentages of students who achieved particular skill bands and who achieved at or above minimum standards. Student results are reported in six skill bands. Year 7 results are reported across bands 4 to 9 and Year 9 results are reported across bands 5 to 10. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

The school results shown are compared to students nationally. Further information regarding school performance in NAPLAN against New South Wales trends has been provided in the school newsletter

dated 22 September and is available on the school website at <http://www.ascbc.nsw.edu.au> and from the school administration office.

NAPLAN 2008: % in bands		Year 7 ^A			Year 9 ^B		
		Band 9	Bands 7, 8, 9	Bands 5, 6, 7, 8, 9	Band 10	Bands 8, 9, 10	Bands 6, 7, 8, 9, 10
Reading	School ¹	2%	47%	97%	3%	51%	98%
	National ²	8%	53%	94%	6%	46%	93%
Writing	School ¹	5%	47%	98%	6%	42%	94%
	National ²	9%	52%	92%	8%	43%	87%
Spelling	School ¹	15%	73%	98%	7%	60%	95%
	National ²	8%	56%	92%	6%	48%	90%
Grammar and Punctuation	School ¹	4%	47%	96%	5%	39%	91%
	National ²	7%	49%	92%	5%	42%	90%
Numeracy	School ¹	15%	64%	99%	13%	58%	98%
	National ²	12%	55%	95%	8%	47%	94%

Notes:
^A Year 7: Highest band = band 9; Lowest band = band 4; Bands 5-9 represent the % of students at or above minimum standards
^B Year 9: Highest band = band 10; Lowest band = band 5; Bands 6-10 represent the % of students at or above the minimum standards
¹ Source: SMART data analysis package
² Source: NAPLAN Summary Report 2008 (www.naplan.edu.au)

The results show that students have performed well in 2008. This is largely due to the effectiveness of the school's Literacy and Numeracy programs. Additionally, teachers at the school believe that motivation levels have improved through the increased use of interactive whiteboards. Students appear to be more engaged with the lesson content and are willing to practise their new found skills using this technology. The percentage of students achieving minimum standards has followed previous state-based trends in the ELLA and SNAP and is indicative of the focus placed on individualised student learning programs and intervention strategies adopted at the school.

School Certificate

Students in Year 10 sat for the SC examination in November this year. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

	School Certificate: % of students in bands 4, 5, 6					
	2006		2007		2008	
	School	State	School	State	School	State
English Literacy	73%	72%	70%	73%	78%	76%
Mathematics	46%	41%	51%	46%	49%	49%
Science	61%	63%	66%	67%	69%	65%
Australian History	53%	53%	56%	61%	57%	51%
Australian Geography	61%	67%	66%	72%	66%	66%

As can be seen from the table the percentages of students in the top three bands in all subjects are pleasing as compared with State figures. A number of initiatives have impacted on these results including the implementation of a range of teaching strategies to improve student understanding of SC examination questions. The percentage of students exceeding state standards is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years.

Targets

The following targets have been set by the school for 2009. The targets indicate the percentage of students attaining performance bands 4, 5 and 6 for selected subjects for each examination shown.

School Certificate	
Subject	Target
English Literacy	79%
Mathematics	50%
Science	70%
Australian History	58%
Australian Geography	67%

As the initiatives for improving SC results become more embedded in the curriculum delivery it is expected that further improvement in results will occur.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences.

The school held four whole staff days in 2008. The content of these days was as follows: Integration of Information and Communications Technology (ICT) into Classroom (term 2), Combined All Saints

Schools' Curriculum Development Day (term 3), Staff Spirituality Day (term 3) and School Review and Improvement (SRI) (term 4). Faculty meetings are held every week.

In a system of schools costs incurred for professional development activities can be expended from a variety of sources. These sources include the Federal Government, the CEO and the College. The school's average expenditure per teacher in 2008 on these activities was \$1,613.00. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

Teacher Standards

The following table sets out the number of teachers on this staff 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	43
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge	0

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2008 was 94.76%. This figure does not include teachers on planned leave. The teacher retention rate from 2007 to 2008 was 100%.

STUDENT ATTENDANCE RATE

The average student attendance rate during 2008 was 94%. School attendance is always high apart for some non-attendance during the winter months due to illness.

POST SCHOOL DESTINATIONS

91% of students in the 2008 Year 10 cohort continued onto senior secondary schools. 5% of the cohort continued onto TAFE courses, or obtained apprenticeships and the remainder were undecided at the time of contact.

SCHOOL POLICIES

Enrolment Policy

The school follows the Archdiocesan Enrolment Policy. The policy has been developed in the context of government and system requirements. Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority for enrolment is given in a specified order as outlined in the full policy document, however special consideration may be given to individual cases. All parents are provided with an enrolment package that includes CEO and school policy statements. Enrolment 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.

All applications for enrolments before the official closing date are reviewed with equal consideration in keeping with the Archdiocesan Enrolment Policy.

The full text of enrolment policies may be accessed via:

- Archdiocesan Enrolment Policy
- Archdiocesan Policy on the Enrolment of Students with Special Needs
- The school web-site www.ascbc.nsw.edu.au
- School Administration Office.

There were no changes made to enrolment procedures in 2008.

Student Welfare Policy

The student welfare policy is based on the Archdiocesan Pastoral Care document: *Pastoral Care Guidelines for Catholic Schools (2003)* which can be accessed from the CEO public website. In this document, the dimensions and features of pastoral care are described, as well as approaches to policy formulation, review and implementation. This document is the key reference point for the school's Pastoral Care policy. Related documents include: *Countering Harassment of Different Kinds, Dealing with Illegal Substances in Schools, Dealing with Prohibited Weapons in Schools, Dealing with Prohibited Weapons in Schools, Strategies for Dealing with Cyberbullying, Disability Standards 2005, Management of Students with Challenging Behaviours: Guidelines for Primary/Secondary Schools (2007)*.

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

The full text of pastoral care policies may be accessed via:

- Archdiocesan Pastoral Care Policy for Catholic Schools (2003)

- School website www.ascbc.nsw.edu.au
- School Administration Office
- Student diary.

There were no changes made to the school policy during the 2008 school year.

Student Behaviour Management Policy

The school's Discipline Policy is based on the Archdiocesan Pastoral Care document: Pastoral Care Guidelines for Catholic Schools (2003). The policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters.

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of the Student Behaviour Management Policy may be accessed via:

- Archdiocesan Pastoral Care Policy for Catholic Schools (2003)
- School website www.ascbc.nsw.edu.au
- School Administration Office
- Student diary.

There were no changes made to the school policy during the 2008 school year.

Complaints and Grievances Resolution Policy

The school adopts the Archdiocesan *Guidelines for Resolving Concerns and Complaints at Sydney Systemic Catholic Schools (May 2007)*, available on the CEO public website_ in the development of its school policy. The scope of the guidelines encompass children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. Pathways for raising concerns are set out in the information

The full text of Complaints and Grievances Resolution Policies may be accessed via:

- School website www.ascbc.nsw.edu.au

- School Administration Office.

There were no changes made to this policy during the 2008 school year.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Each year, the school develops an Annual Development Plan comprising priority areas for development, performance indicators and strategies. This is drawn from the school's Strategic Management Plan and informed by the SRI Framework. An extensive evaluation process of the priority areas is carried out in collaboration with the school's Regional Consultant.

School priorities in 2008, focused on integration of strategies in numeracy and literacy across the curriculum. This ongoing focus has been well supported by The Learning Centre team and significant improvement has been accomplished. Other priority areas included the Year 9 Laptop rollout which was well supported by the professional development for all teachers. There was notable improvement in the engagement of boys in the classroom as a result of access to individual laptops.

In the 2009 Annual Development Plan the College will identify the following priorities:

- Religious Education
- Pastoral Care
- School climate, learning environment and relationships
- Compliance with legislation and other requirements
- Environmental stewardship, and
- Reporting to the Community.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

During 2008, students were involved in a range of outreach activities, including the active support of Caritas, St Vincent de Paul Winter Appeal, Patrician Brothers Missions and the St Vincent de Paul Christmas Appeal.

Students who have made outstanding contributions to the life of the community were recognised at the Annual Awards night in the presentation of the Community Service Awards. Awards were presented at our fortnightly whole school assemblies, while outstanding citizenship was recognised at the Annual Presentation Assembly.

The Patrician Charism of seeing Christ in every person highlights the importance of respect for self, others and the members of our wider community and is embedded in all College policies.

PARENT, TEACHER AND STUDENT SATISFACTION

During 2008 the school sought the opinion of students, teachers and parents. In general terms there is a high level of satisfaction in areas of academic direction, College policies and a range of College improvements. The Parent/Student/Teacher Evenings have an attendance rate of over 85%. In particular parents and students indicated great satisfaction with the new safe synthetic grass area.

The Parent Advisory Group rated Key Learning Area 6: 6.3 Linkages with the Wider Community as a rating six. Many strengths include Social Justice group and engagement with Patrician Mission and St Vincent de Paul appeals.

FINANCIAL STATEMENT

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Australian Government a financial statement on behalf of the 147 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the Financial Report of the Sydney Catholic Education Office Catholic Education Office is audited annually by Moore Stephens. A summary of the income and expenditure reported for 2008 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions ¹	\$ 115.8	Education & School Support	\$ 141.2
Australian Government ²	\$ 317.8	Total Salary Costs	\$ 438.5
State Government ²	\$ 122.0	CEO Administration & Support ³	\$ 5.3
Government Targeted Grants	\$ 27.5		
Interest and Other	\$ -8.9	Deficit	\$ -10.8
Total Income	\$ 574.2	Total Expenditure	\$ 574.2

Notes

1. Parents' Contributions include Archdiocesan tuition fees of \$53.3 million. School Charges, Building Levy and P and F contributions of \$62.5 million.
2. Income from Australian and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.
3. CEO Administration and Support excludes salaries which are included in total salary costs.

Parents' contributions to this school as reported in this school's Annual Financial Questionnaire for 2008 submitted to the Australian Government Department of Education, Employment and Workplace Relations were:

Source	Amount
Archdiocesan Tuition Fees received	\$ 528,507
School Based Fees	\$ 503,657
Other Income (for example, Parents & Friends, Trading & Building Levy)	\$ 229,324
Total	\$ 1,261,488