



All Saints
Grammar

Annual Report 2020



I like the Greek culture and Faith. The teachers are very caring, and I feel the school offers its students a great start with good values.

ASG Parent



Contents

Message from the Chair of Board of Directors	2
Message from the Head of School	4
Message from the All Saints Parents Association	6
Message from the School Captains	8
About All Saints Grammar	10
Student Outcomes	12
Summary of Results	13
Workforce Composition	14
Teacher Qualifications	14
Professional Learning	15
Student Attendance	16
Post-School Destinations	17
School Determined Improvement Targets	18
School Policies	19
School Determined Priority Areas For Improvement	20
Achievements Against 2020 Priority Areas	21
Parent, Student and Teacher Satisfaction	22
Summary of Financial Information	24
Appendix	25



Message from the Chair of Board of Directors

I feel proud and honoured to have been given the opportunity to lead the All Saints Board of Directors. In this role, the directors have the privilege to serve the All Saints Parish Community and our educational institution, All Saints Grammar School.

I congratulate the parents and staff of our School for their continuous endeavours in making a significant impact on the lives of so many young people. Your efforts have inspired so many of our community leaders to support the cause of education with an emphasis on preserving our Hellenic tradition. The motto 'Stomen Kalos' speaks volumes about the spirit that distinguishes our School and inspires the new generations of our young to learn and preserve the lessons from our heritage.

All Saints Grammar is a school that has at its core the values to support and nourish every aspect of our students' development. The continuous investment, quality and high levels of motivation of our staff have resulted in our School being able to offer excellence in education to all students.

Our School is committed to the education of the whole person. In addition, it is encouraging to know that our teaching and learning philosophy, establish our School with a strong reputation as an institution offering a world class education.

I would like to acknowledge my Board of Directors who, as volunteers, have been generous with their time, energy, passion, commitment and hard work for the betterment of our School. Our commitment is to continue to support the growth and wellbeing of our children.

As President of the All Saints Board of Directors, I thank our community for the support they give us on a continuous basis.

It is our aim to be invested in the success of every student at All Saints Grammar and together with families, and dedicated staff, in the spirit of partnership, share in the responsibility to continue to carve a path where our present and future generations can partake in the teaching and learning supported by our proud Hellenic tradition.

I commend and congratulate our School on another year of excellent achievement and hard work.

Mr Steve Rafeletos
Chair of the Board of Directors





Message from the Head of School



This Annual Report is a reflection of the efforts and achievements of our School in 2020.

Our Annual Speech Day celebration is an especially important day in the School calendar. This year, the achievements of our students were celebrated by our parents and family members at our very first virtual Speech Day. We were proud to be able to share these achievements and express our gratitude for the contributions of all members of our All Saints Grammar community in making this School an extraordinary place to study, work and be together.

The year 2020 was plagued with significant challenges for all of us. United, we have overcome the challenges of lockdown, online remote learning and the numerous restrictions imposed on us to keep our school community safe. As a School, we achieved great things under the circumstances. Our committed staff worked tirelessly throughout the year to ensure our students' wellbeing and learning needs were met to the highest standards. We have marvelled at our students' resilience, perseverance and courage. Our parents continued to support us by offering kind words of support, encouragement and appreciation towards our School and staff. This was most encouraging and uplifting and provided us with much needed strength. Valuable lessons have come from this experience. We learned that the heights of success are limitless when we work together. We have

learned that we are a resilient and courageous community. These lessons put us in good stead for the challenges the future may bring.

As a united team, we worked with the belief that persistent hard work could help us to overcome these challenges. It makes me proud to say that the strong partnership between our School, staff, students and parents ensured that we all continued to make great progress and had a productive and rewarding year. We look forward to continuing this learning with you in 2021 and beyond. I encourage each of you to continue to stand firm in your commitment to our values of faith, excellence and respect and always do what you know in your heart of hearts is right!

The work and achievements of our Chaplains, Father Kyrillos and Father Chris, our Board of Directors and Leadership Team, our Academic and Wellbeing Leaders, our teachers, our support staff, our student leaders, our parents and families and, most importantly, our students, ensures that this community stands well. We all worked together to make this happen. For this reason, our Annual Speech Day celebration recognises the outstanding achievements of individuals as well as acknowledges and thanks the All Saints Grammar community for their extraordinary contribution to making our School an outstanding place to work and to learn.



Our students again made us proud in 2020, upholding our character values in their commitment to scholarship, learning, sport, the arts and co-curricular activities. Each and every student is to be commended for what they have achieved in 2020.

To our 2020 School Captains; Michaela Margianakakos and John Vardakis at our Primary Campus and Zoe-Vasilia Fountotos and Peter Politis at the Secondary Campus; as well as the whole student leadership team - thank you for undertaking your respective roles with maturity and enthusiasm. You have made us enormously proud.

Our congratulations to our incoming Primary School Captains Dionisi Theodoropoulos and Christina Hiotis, Secondary School Captains Silvie Tsekouras and Deena Tzimoulas and all the student leaders. We know that you will be fine role models and ambassadors for our community and wear your badge with honour.

I know that there may be some students who are moving on to other schools for their secondary education. We wish you the very best of luck as you embark on the next chapter of your young lives. Know that you will always be a part of the All Saints Grammar family. The formative years you have spent at our School will shape your future growth and we are proud of that.

To those of you continuing on at All Saints Grammar, we look forward to welcoming you next year at the Secondary Campus. An exciting journey of learning and growth awaits you.

To our parents and families (who are often the unsung heroes of celebrations such as this); thank you for the part you play in forming and developing

our School community and for the love and care you show our students. As always, we are honoured and grateful that you have entrusted us to share in the stewardship of your children and their education.

I must also thank the School's leadership team: Mr Jaime Rodriguez, Deputy Head of School and Head of Secondary; Mr Thomas Psomas, Head of Student Wellbeing and Head of Primary; and, Mr Jonathan Saurine, our Head of Academic Innovation. We are grateful for your leadership, support and professionalism in ensuring we stand well and remain that way.

To all my colleagues, your commitment to our School and students is extraordinary. Teachers play such an important role in the lives of young people and I thank you for going the extra mile, for nurturing the hearts and minds of our students and for making a real difference.

To the staff who will not be with us in 2021, we thank you for your dedication and support throughout your tenure. Whether your time with us was long or short your contributions were invaluable. Today we farewell Mr Saurine, Miss Cross and Mrs Gammie and thank them for their valuable contributions and service to our community. We wish them the best of luck in all their future endeavours.

A deeply felt thank you also to the All Saints Parents Association (ASPA), for their tremendous support even throughout COVID, in the organisation of fundraising initiatives for our community. This commitment is a critical aspect of what it means for us to stand well as a community. We are so grateful for your support and contributions that are so vital to the success of our School.

To the Very Reverend Father Kyrillos and Father Chris, whose wisdom, care and spiritual guidance form the bedrock of building a proud and passionate community that stands well. We all thank you for being with us and ensuring that we are always striving to be better versions of ourselves.

To our Chair Mr Steve Rafeletos and the Board of Directors who work to sustain our prosperity and success as a School, I offer you our sincerest appreciation and heartfelt gratitude for your commitment to excellence in the governance of our School and also for your support and leadership.

Here today, we are proud and bonded in the knowledge that we stand well. We have seen the pillars of faith, excellence and respect lived in the actions and achievements of both individuals and the numerous teams and groups that work together to make this such an extraordinary school!

Once again, I congratulate and thank you all for your accomplishments, successes and contributions. I challenge each and every one of you with the ongoing stewardship of what it means to have an All Saints Grammar education.

With Gods' grace and will, we look forward to our future, as a community secure in the knowledge that we are doing what is right!

Thank you and God bless you.

Mrs Elfa Lillis
Head of School



Message from the All Saints Parents Association

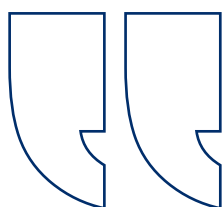
Following a successful year in which we raised significant funds to support the establishment of the Primary Campus playground, the All Saints Parents Association (ASPA) were excited to continue our progress in 2020 with numerous events that would continue to foster the community spirit and help fundraise to enhance our children's education and their School environment.

Not long after the school year commenced our planned activities were put on hold due to the world-wide pandemic caused by COVID-19, which impacted many countries including Australia. This had a significant effect on the community as well as limiting our ability to execute events. It was not until later in the year where restrictions were beginning to ease that we were able to re-engage with the community on a limited scale. This included organising the Father's Day Stall at the Primary Campus where children could purchase gifts for their fathers, grandfathers, uncles or godfathers, and also establishing a Christmas Stall for parents to purchase wreaths and personalised goods to celebrate the festive season following an unprecedented year.

We are excited about the coming year 2021, where we will be able to re-establish our fundraising and community building activities, further engaging with our ASG families in a COVID-safe environment. We cannot wait to organise our Easter & Mother's Day stalls, support the school in more fundraising ideas, and also to hold our Taverna Night that will showcase performances by our talented students.

A big thank you to the parent community for their resilience and support throughout 2020. We look forward to reconnecting with our ASG community at future events. In addition, a special thank you to our committee members for their commitment and efforts in 2020 – Mr Chris Papademetriou, Ms Helen Karavitis, Mrs Pat Ullman, Mrs Penny Mavrommatis, Mrs Essy Kaloudis, Mrs Eleni Gerassis, Mrs Dion Terzis, Mrs Alexia Karavitis, Mrs Vicky Katholos, Mrs Jenny Bourel, Mrs Nectaria Tsaridis and Mrs Larni Kardoulis.

ASPA



A big thank you to the parent community for their resilience and support throughout 2020.





Message from the **School Captains**

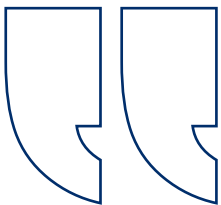


We wish to acknowledge His Eminence, Archbishop Makarios, Reverend Fathers, Head of School Mrs Elfa Lillis, Deputy Head of School and Head of Secondary Mr Jaime Rodriguez, Head of Academic Innovation Mr Jonathan Saurine, Head of Wellbeing Mr Thomas Psomas, teachers, parents and students as we come to the end of our education at All Saints Grammar.

Our high school journey has come to an end. Some of us have been here from Kindergarten and others joined our community more recently. Nevertheless, every single person in our grade is an integral member of our family. The years that we have shared together have shaped who we are as people; our characters and identities. During our final days at All Saints Grammar, we reflect on everything we have learned over the years and we are curious and excited to step into the next chapter of our lives. For some of us, that means university, others TAFE and for some, straight into the workforce.

No matter what each of us chooses to do and to be, we are certain that we will all do great things in life. This year has been an especially difficult one because of the COVID-19 pandemic and online learning. We are very proud to say that our grade has pushed through these difficult times and proved that we can rise to the challenges we may encounter. This will ultimately hold us all in good stead for our future endeavours and proves that the resilience to adversity that the School has instilled in us will carry through beyond our school days. We are sure that this has been a life lesson for all of us and we believe that it is fair to say that every single Year 12 student deserves a pat on the back.

We would also like to acknowledge the hard work that our teachers put in to helping us during the tough period of online learning that was as difficult for them as it was for us. We are truly grateful for your support and dedication. It has not gone unnoticed, not only this year, but also the past six years. Our teachers have become our 'family' away



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from home and it is through their actions that we are able to value the importance of continually improving our efforts and ourselves. As Aristotle once said, "Those who educate children well are more to be honoured than they who produce them; for these only gave them life, those the art of living well." To teach us well is a special gift that you possess and one that the student body values greatly.

In addition, on behalf of the student body we would like to express our sincere thank you to the Head of School, Mrs Lillis and the Head of Secondary, Mr Rodriguez. They have displayed a strong belief in the structures of the teaching and learning programs that have shaped the School and displayed patience and resilience when dealing with the pandemic. Furthermore, we would also like to express a heartfelt thank you to our parish Priests for their spiritual words of wisdom. Father Kyrillos, unfortunately, our interactions with you were limited due to the timing of your appointment and the restrictions placed on the community during the pandemic. We thank you for supporting our Church through these perilous times and we are certain that next year you will become an integral part of our community.

Finally, most importantly, we would like to thank our parents who have supported us throughout the years and especially this year. Being a parent can be somewhat tricky I imagine. Along with our teachers, our parents have played a significant role in shaping the people we are today. Their dedication and positive influence on our time as adolescents is deeply valued by all students. The dedication to our development in becoming better people has never waived and for this, we are all eternally grateful.

We would like to conclude with American writer Mark Twain who once said:

"Anyone who stops learning is old, whether twenty or eighty. Anyone who keeps learning stays young. The greatest thing you can do is keep your mind young."

God Bless you all.

Zoe-Vasilia Fountotos and Peter Politis
Year 12 School Captains 2020



About All Saints Grammar

All Saints Grammar is a co-educational Greek Orthodox School catering for students from PreKinder to Year 12. The school operates under the auspices of the Greek Orthodox Archdiocese of Australia. Our pillars are Faith, Excellence and Respect, which guide our teaching and learning on a daily basis. This vibrant, well-established school was founded in 1990.

With a focus on identifying, nourishing and developing students' strengths, our school aims to promote a growth-mindset in every person, so that as a result of a positive mindset, everyone can actively and meaningfully engage in the learning opportunities deliberately designed for them so that they can become responsible, ethical individuals who appreciate learning and understand their place in the broader society.

At the core of our holistic educational philosophy is the aim to help every student become a better person and a better learner. This philosophy is driven by a focus on the following four domains:

Intellectual Rigour:

Deliberately designing students' access to robust and relevant learning experiences to equip them with the skills needed for the demands of globalised and unpredictable future.

Character Values:

Deliberately engaging with parents and broader community to instil in students core ethical values so that they can develop as individuals with a clear sense of social responsibility, ready to contribute to the betterment of their world.

Emotional Balance:

Deliberately fostering opportunities for students to develop a strong sense of their ability to engage with and overcome challenges with confidence, with a positive and self-reflective mindset.

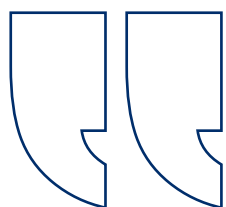
Cultural, Social, Spiritual Connection:

Deliberately creating opportunities for students to learn the value of connectedness in providing them with a sense of belonging which enhances the development of their personal identity.

This philosophy is implemented in various ways across our three campuses.

The Reggio Emilia Philosophy inspires the program in PreKinder. This innovative program for early childhood education emphasises communication, social skills, early numeracy and literacy, gross and fine motor skills and scientific concepts.

The Primary Campus places tremendous emphasis on the individual needs of the developing child and provides for the necessary social and educational skills that lead to a well-adjusted and well-prepared future citizen. In the Primary Campus our Learning Support Staff work with the students either in the main classroom, small group withdrawal or on an individual basis. In the middle years of schooling which incorporate Years 5 and 6, the program is designed to provide independence and responsibility as well as engage students in their learning and develop greater self-discipline. The curriculum in these years has been sequenced to ensure easy transfer from Primary to Secondary without loss of momentum or focus.



With a focus on identifying, nourishing and developing students' strengths, our school aims to promote a growth-mindset in every person...

The Secondary Campus situated on heritage grounds in Belmore South, has wonderful facilities catering to the needs of our students. These include Science Laboratories, fully equipped and functioning Library with computer access for all students, Visual Arts workshop, a Digital Media room, Design and Technology rooms, Food Technology and Music and Drama classrooms along with a Canteen and beautiful open spaces provide a culture which stimulates and engenders learning.

At the Secondary Campus, emphasis is placed on preparing our students for tertiary education or for the workforce. With this emphasis in mind, the school offers an academically challenging curriculum to prepare students for their choice of study path or the skills to enter the adult workforce.

All Saints Grammar is a school which encourages and nurtures success, and promotes a caring and safe environment that allows the students to remain focused and on task. This is achieved with the assistance of a dedicated, experienced and friendly teaching staff whose prime goal is to establish each child's learning and personal potential.

As a comprehensive school following the requirements of the NESA, All Saints Grammar welcomes students from all ethnic and religious backgrounds who wish to be educated and prepared for their future aspirations within a Greek Orthodox ethos and environment.

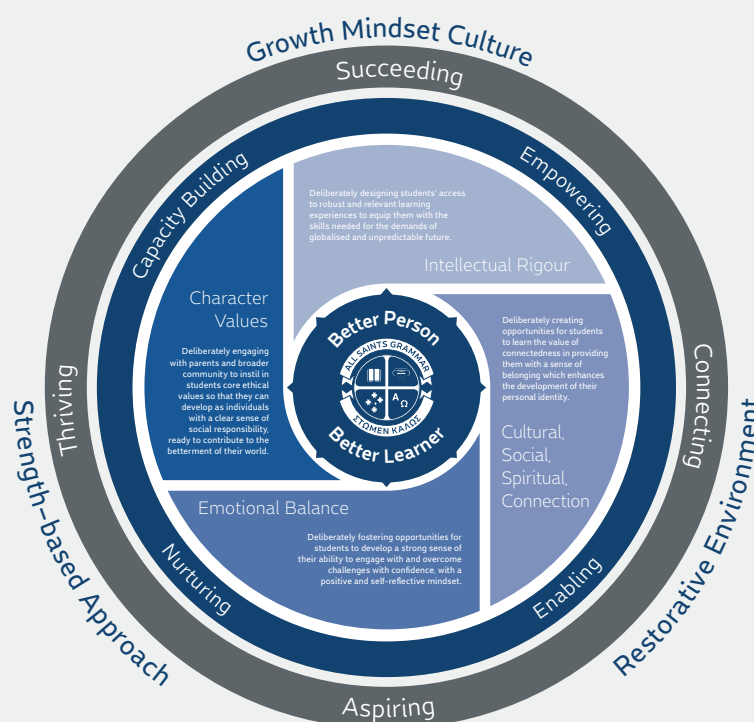
Student numbers K-12 in 2020 totalled 558. There were 286 students enrolled in Primary and 272 in Secondary.

Initiatives Promoting Respect

The School consolidated its review of our School Philosophy by publishing a clear representation of what we stand for. Through engaging all teachers, Middle Leaders, and students in workshop discussions about the implications of our Philosophy, this initiative was intended to clarify and guide the implementation of the School's vision and mission into our daily operation.

At the heart of this process we have placed the intention to ensure that every student at our school is supported to become a Better Person and a Better Learner. Our mission as educators is guided by that goal and our daily practice informed by a strategy that will help us achieve that goal.

Our revised School Philosophy is best captured in the image below:



Through our Pastoral Care program, Homeroom mentors and students explored practical ways in which the Better Person, Better Learner can be realised in our work at school and beyond. The four domains of practical action are becoming part of the daily discourse we encourage our staff and students to engage with.

In addition, our Student Leadership organisation and process was revised to better capture the concepts and attributes of our School Philosophy. Student Leadership opportunities are designed to engage students in enhancing their understanding and experience of character development, service, commitment, and resilience; skills with which to face their academic and social challenges, at School and beyond.



Student Outcomes

Senior Secondary Outcomes

In 2020, the 35 students in the Year 12 cohort participated in the Higher School Certificate (HSC) or vocational/trade training, with outcomes represented by the table below:

Year 12	Qualification/Certificate	Percentage Of Students
2020	HSC	100

HSC Results

In 2020 there were 35 students sitting for the NSW HSC across 26 courses.

Year 12 2020 cohort:

- 26 students received UAC offers (including 1 international student)

Year 12 2020 courses:

- Board developed courses at school (internal) – 25
- Board developed courses at another school/ RTO (external) – 4
- Board endorsed courses at school (internal) – 1
- Board endorsed courses at another school/ RTO (external) – 1

NAPLAN Results 2020

Due to the global COVID-19 pandemic NAPLAN assessments were cancelled nationally in 2020. The most recent information relates to 2019 and are available on My School (<https://www.myschool.edu.au>).



Summary of Results

Outstanding Academic Achievers



Zoe-Vasilina Fountotos:
97.4
BAND 6
2 Unit English Advanced,
2 Unit Modern History

2019 Accelerated Learning:

2 Unit Classical Greek Continuers,
1 Unit Classical Greek Extension,
2 Unit Modern Greek Continuers
– 4th in State,
1 Unit Modern Greek Extension
– 2nd in State



Mia Crnogorac:
91.1
BAND 6
2 Unit Legal Studies,
2 Unit Modern History
BAND 5
2 Unit English Advanced

Distinguished Academic Achievers



Chengyu Li:
87.05
BAND 6
2 Unit Mathematics Advanced
BAND 5
2 Unit Chinese and Literature
2 Unit Economics
2 Unit English EAL/D



Demi Karounis:
87
BAND 5
2 Unit English Advanced,
2 Unit Legal Studies,
2 Unit Modern History,
2 Unit PDHPE,
1 Unit Studies of Religion 1



Thomas Koutavas:
86.25
BAND 6
2 Unit Mathematics Extension 2



Eleni Grouva:
85
BAND 6
2 Unit Modern Greek Continuers,
1 Unit Modern Greek Extension
– 3rd in State
BAND 5
2 Unit Mathematics Advanced



Nadine Zeritis:
84
BAND 5
2 Unit Biology,
2 Unit Economics,
2 Unit English Advanced,
2 Unit PDHPE



Chrysovalantou Saroukos:
83.85
BAND 6
2 Unit Modern Greek Continuers,
2 Unit Visual Arts
BAND 5
2 Unit PDHPE



Tifani Papadimitriou:
80.35
BAND 5
2 Unit Business Studies,
2 Unit English Advanced,
2 Unit Mathematics Standard 2,
2 Unit Modern History,
2 Unit Modern Greek Continuers

Special Mentions



Stamatia Stathakopoulou:
BAND 6
2 Unit Modern Greek Continuers



Victoria Kyriakides:
Year 11 Accelerated Learning:
BAND 6
2 Unit Modern Greek Continuers,
1 Unit Modern Greek Extension



Gina Zhang:
Year 11 Accelerated Learning:
BAND 6
2 Unit Music 2



Workforce Composition

All teachers are speakers of English. Our Greek and other language teachers are native speakers of their respective language.

The average teacher attendance rate across 190 working days in 2020 was 97.02%.

Across 2020, one teacher took maternity leave. The School employed 35 female teachers and 20 male teachers in 2020.

No Aboriginal and Torres Strait Islander teachers were employed throughout the year.

2020 School Staff	Percentage of All Saints Grammar Staff
Teaching Staff	66.3%
Full-time equivalent Teaching Staff	70.2%
Non-Teaching Staff	33.7%
Full-time equivalent Non-Teaching Staff	29.8%

Teacher Qualifications

In accordance with the NSW Educational Standards Authority (NESA) guidelines, all teachers of the NESA curriculum at All Saints Grammar School have teaching qualifications from a higher education institution within Australia or recognised within the National Office of Overseas Skills recognition guidelines.

The table below indicates the proportion of teachers holding post-graduate

qualifications as per the Australian Qualifications Framework, in addition to a teaching qualification:

Qualifications	Percentage of All Saints Grammar Teachers
Teaching qualification(s)	98%
+ Postgraduate qualification(s)	27%
+ Additional to Year 12 AQF qualification(s)	100%

Qualification Category of All Saints Grammar School teachers (including part-time teachers):

Category (as defined by The Institute of Teachers Act 2004)	No of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office or Overseas Skills Recognition (AEI-NOOSR) guidelines	54
Teachers who have Bachelor Degree from a higher education institution within Australia or as recognised within the AEI-NOOSR guidelines but lack formal Teacher education qualifications	1

Only teachers who teach the NESA courses are included in the above table.

Professional Learning

Staff are encouraged and supported to explore their professional knowledge through subject specific associations and by participating in local, interstate, and international conferences. These experiences allow teachers to reflect upon their learning and teaching programs with increased motivation and knowledge.

In 2020 many of the planned professional development opportunities secured were either cancelled or postponed. Those that were offered in a virtual mode or with COVID safe parameters were undertaken.

The school invests heavily in professional development for staff. A full breakdown is available in the Appendix in this Report.





Student Attendance

Student attendance is recorded according to the requirements of the Education Act. Average student attendance for 2020 has been calculated as follows:

Year Level	Attendance Rate %
Kindergarten	95
Year 1	95
Year 2	96
Year 3	93
Year 4	94
Year 5	94
Year 6	96
Year 7	93
Year 8	93
Year 9	94
Year 10	91
Year 11	90
Year 12	94
Whole School	94
Indigenous Students	99
Non-Indigenous Students	94



All absences are recorded electronically as either an explained or an unexplained absence. If a student is suspected of truanting, then the parent is contacted immediately. Parents are asked to discuss this truanting with their child. The Head of Campus will also discuss this with the student on his/her return to school. A student who regularly truants may jeopardise his/her enrolment. An afternoon detention is issued to all students who truant.

Students who arrive late to school are required to go to the School Office and obtain a late note. All late attendance is recorded. Students who regularly arrive late may be required to make up this time after school.

Parents are required to contact the School in writing to advise that students will be absent for an extended period of time due to travel. The last day of attendance at school and the date of return are to be included in the note. It is the student's responsibility to ensure that assessments missed are covered either before departure or upon their return.

Managing School Attendance

The School's Student Attendance Policy outlines Procedures and Guidelines for K-12 and was last updated in 2019. The policy is available on the School's website.

At the start of each academic year, Wellbeing Facilitators go through the procedure for attendance and absences, as does the Head of Campus at assemblies throughout the year.

An SMS is sent to parents of students who are absent. The School follows up where an SMS response or written

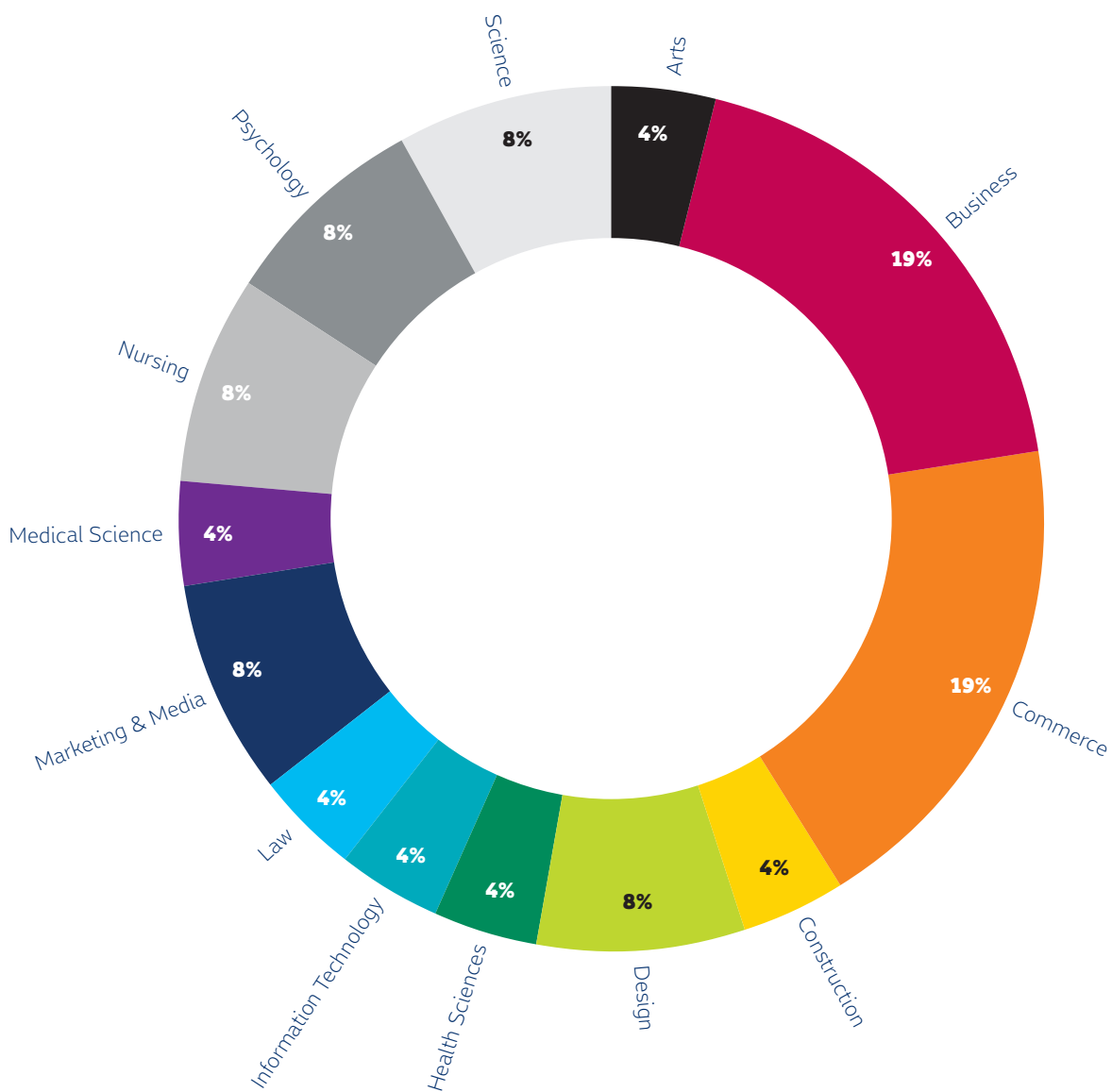
explanation of absence is not received from the parents. If a note or message is not received within three days, the Wellbeing Facilitators telephone parents for an explanation.

If there is a regular pattern of absence, then the Wellbeing Facilitator or the Head of Campus may phone parents to discuss this pattern. A 'Letter of Absenteeism' may also be sent. In many instances, either the Wellbeing Facilitator or the Head of Campus will discuss the absences with the student and parent concerned.

Post-School Destinations

In 2020, 35 students completed the HSC. Offers for a university placement we received by 100% of the students that applied based on their ATAR scores. Students who did not apply for a university placement, chose to attend a private college, enter a family business or commence a trade.

Fields of study that were chosen are depicted below:





School Policies

Enrolment Policies

At All Saints Grammar, our enrolment procedures are focused on providing guidance to parents wishing to enrol students of all year levels.

To ensure that the Schools' enrolment policies are upheld, enrolment procedures are followed to help maintain a smooth transition into both our Primary and Secondary School.

The Head of School is responsible for all offers of enrolment. Responsibility may be delegated to the Head of Campus if required. The Director of Enrolments is responsible for the management of enrolments in consultation with the Head of School or her delegate.

The main entry points are Pre-Kindergarten (turning three by the end of May in their year of admission); Kindergarten (turning five by the end of May in their year of admission); and Years 5, 7 and 11. However, under certain circumstances and providing places are available, intakes may be accepted in other years.

The full Enrolment Policy is available from the All Saints Grammar School Office.

Other School Policies

All Saints Grammar School has policies, which address all the NESA requirements.

All new staff are required to sign that they have read the policies as part of their induction, and all existing staff sign these respective policies as part of the annual review.

The full text of the School's policies and procedures is available on the School's intranet portal and many policies and procedures are included in the Student Diary, Staff Handbook, School network drives, and the School's website where required.

Parents may obtain policies by asking for copies from the School office.

Policies and procedures are reviewed, updated and added as required to the School's Shared Drives.

All policies and procedures are reviewed annually or developed as part of the School's continuous improvement process.

All actions and processes are based on the principles of procedural fairness. Throughout any investigation, and subsequent actions, care is taken to maintain confidentiality as far as possible. No one is victimised in reporting incidences or for acting as a witness in an investigation. Dishonesty in reporting an incident is viewed seriously and leads to disciplinary action.

Summary of Policies in key areas are available on the website:

- Child Protection Policy 2020
- Student Attendance Policy



School Determined Priority Areas For Improvement

Priority Areas for 2016-2021



Teaching & Learning

A school where holistic, innovative and effective teaching practices inspire student learning.

A school where all students will be provided with the opportunities to achieve their academic, spiritual and social potential becoming independent and dynamic life-long learners.

A school which attracts and retains highly skilled leaders and educators engaging in regular review and ongoing professional development.

Implementation

- A whole of school assessment for learning framework.
- Pursuit of high level teacher performance with evaluation and reflection on teaching practices.
- Ongoing evaluation, modification and strengthening of programs of study for the diverse needs of students.
- Additional assistance for students in need of extra support.
- Greater professional dialogue and collaboration in the planning, programming and evaluation of pedagogical practices.
- Resource sharing to promote a cross-curricula approach to the planning, programming and evaluation of pedagogical practices.
- Promotion and emphasis on the formative aspect of assessment (Of, As, For).
- Enhanced documentation on student progress to boost student feedback.
- Professional development to assist teachers, and encouragement and support for additional studies.
- Promotion of a professional learning culture recognising the need for collaboration, creativity and flexibility.
- Curriculum review to ensure suitability and promote student engagement in learning.
- Processes and practices in all KLAs that support differentiated learning and targeted intervention.
- A whole school approach to formal and informal, evidence-based reporting.
- Promotion of student achievement and academic performance to the school and broader community.
- Innovative approaches for student access and use of ICT.
- Monitoring processes for improvement in wellbeing for learning.
- Active, relevant and supported student leadership programs.
- A strength-based restorative approach to cater for student welfare needs.



Christian Faith

A school where the values of the Greek Orthodox tradition permeate all aspects of school life and beyond.

A school which nurtures student understanding and knowledge of the Orthodox Church and its teachings in order for them to become living examples of the Faith within the wider Australian nation.

A school committed to maintaining, developing and enhancing the teaching of Hellenic language, civilisation and culture.

Implementation

- Active student and staff engagement in a range of practices that enhance their spirituality.
- A curriculum review to ensure that it promotes teaching of Orthodoxy through a whole school approach.
- Support for parents in their role as the prime faith educator of their child.



Governance & Management

A school where accountability, transparency and professional review promote continuous improvement.

Implementation

- Ongoing compliance and reporting to the highest standards.
- Measurement and evaluation of the Strategic Plan through Annual School Improvement Plans.
- Processes to evaluate regular school review, planning and improvement.
- Development of a learning community sustained by current educational research and analysis of the school's performance.
- Promotion of an ethical working environment with mutual respect and professional relationships.
- Encouraging staff to contribute significantly to the shared leadership of the school.
- Coaching, mentoring and developing existing and future leaders amongst staff.



Parent & Community Engagement

A school where positive collaboration and professional communication unite parents, students and teachers.

A positive and active partnership between the school and the wider community.

Implementation

- Active involvement of parents as partners in their child's learning.
- Clear protocols and practices for parents to engage in communication with the school community.
- Effective reporting to the school community about all aspects of school life.
- Creation of networks with a broad range of external government and non-government organisations and agencies to work collaboratively for the mutual benefit of the school and the wider community.



Capital & Infrastructure

A school where infrastructure development is integral to the innovative school growth, the practice of teaching and learning and administrative support.

Implementation

- A schedule and budget for the purchase and maintenance of resources to develop and improve school infrastructure.
- Maintenance and refurbishment of buildings and facilities.
- Extension of technology and infrastructure in the primary and secondary campuses.
- Acquisition, maintenance and replacement of ICT infrastructure, resources and emerging technology.
- A plan to evaluate the effectiveness of our information management system.

Achievements Against 2020 Priority Areas

Area: Teaching and Learning

Priority: Implementation of School Philosophy through our teaching and learning

The School engaged in a program of professional learning to begin the integration of the various aspects of our School Philosophy into our teachers' classroom practices. Teachers were involved in workshops and discussions about Growth-Mindset and Strength-Based approaches to develop an understanding of how these ways of thinking can effectively underpin our delivery of effective learning.

In addition, and in line with our School Philosophy, all staff participated in professional discussions and professional learning focussing on delivering teaching and learning with a focus on Deep Learning.

Amongst other aspects, Deep Learning increases student engagement in the learning through personalisation and ownership; resonates with spiritual values that link to vast numbers of the population whether secular or religious; builds skills, knowledge, self-confidence, and self-efficacy; and builds new relationships with and between the learner, their family, their community, and their teachers (Fullan, Quinn, McEachen, 2018). All of these characteristics of Deep Learning inform and complement the Formative approaches that guide our School's teaching and learning framework.

The professional learning work we began with our teachers seeks to embed our Philosophy's key four domains, as they can positively impact not only the quality of our teaching, but also enhance the learning growth of our students.

Our School Philosophy which has been at the core of our professional dialogue about improving teaching and learning across our School has been made into a graphic representation. This is available on page 11.





Parent, Student and Teacher Satisfaction

Parent Satisfaction

All Saints Grammar is committed as a school to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to students.

In 2020, parents from all year groups were invited to participate in this survey and provided views on such areas as academic performance, student wellbeing, communications, facilities and more.

Overview

Parents of students enrolled at All Saints Grammar School were invited to complete an online survey to assist the School to understand the overall community sentiment held by the parent community, as well as the School's offering, operation, direction and marketing communications.

The online survey was sent to parents to complete on 6 November 2020, closing on 18 December 2020. The survey received 107 responses.

Details

Of the 107 responses received, the year group with the highest number of respondents were Year 7 parents, at 19.6 percent. Year 11 and 12 parents were the lowest respondents with just 3.74 percent and 4.7 percent of respondents respectively.

On a scale of 0-10, parents reported an average score of 7 regarding their likelihood to recommend All Saints Grammar to a friend or colleague.



School marketing and communications

- 84 percent of respondents rated their satisfaction with All Saints' communications as adequate or higher.
- 49.5 percent reported that the School's communications during the turbulent COVID lockdown period of 2020 as excellent.

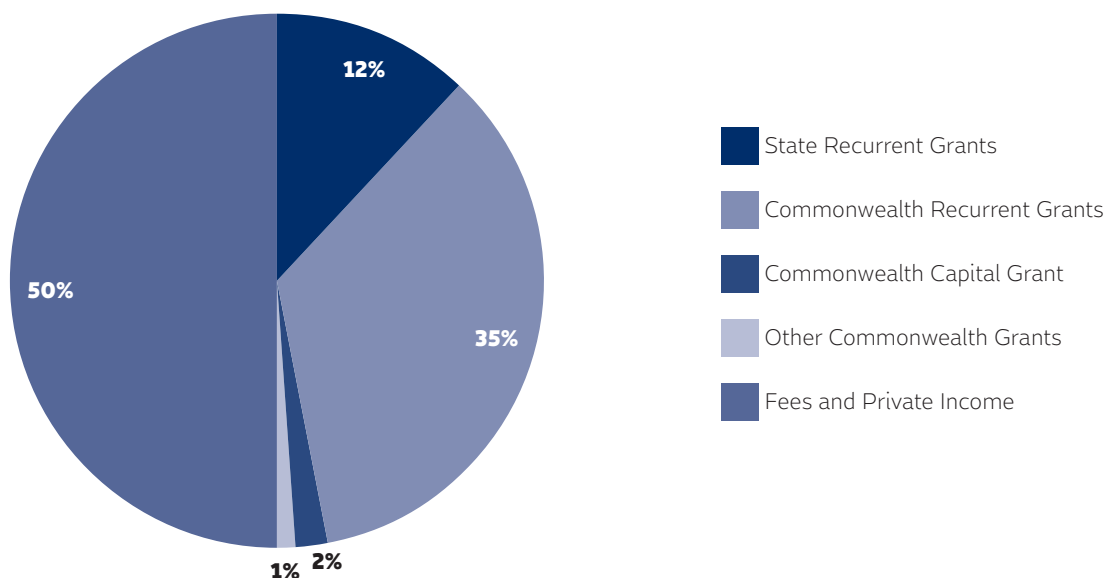
Parent quotes on their overall satisfaction with the All Saints Grammar experience

- *The family feel of the school is real not just during school hours. My children, only at the school for their second year, feel like they've been there for much longer. It takes a village to raise a child and I'm proud to say the school is part of the village.*
- *The close-knit community feel of the place. The fact that most teachers know every kid's name and even the parents are quite polite and nice and friendly which makes the whole experience enjoyable.*
- *I like the Greek culture and Faith. The teachers are very caring, and I feel the school offers its students a great start with good values.*
- *Small school environment, language and religion offered along with church services. Discipline, morals and values are instilled into the children which reinforces what we teach and preach at home. I love my children loving their school and that is more than enough for me.*
- *In some years groups there is a sense of family and happiness among the students. Unfortunately, that is not as common as it should be throughout all the year groups. Most of the teachers I have interacted with are fantastic. They are competent, committed and very hard worked and do their best to deal with any incidents that may occur. There is a sense of community spirit which is great.*
- *We have lost some good teachers in the last year and the interruption has interfered with Year 11/12 studies. My daughter has actually changed subjects as different teachers affect the way you learn and interruptions to senior students isn't ideal.*
- *More focus on educational outcomes required.*
- *Provide more opportunities to challenge children, offer more extension classes.*
- *School was always very honest and up to date with COVID related changes. Classroom teachers were AMAZING – with both online learning and checking in time to time on the children one on one. We were amazed at how well it was handled especially considering the speed that the virus took over.*
- *Great improvement.*
- *We feel more has been communicated this year, but greater detail would be appreciated.*
- *(The school has) have improved the way they communicate with parents; they introduced a new school app for parents and email us as well.*
- *Calendar not updated. Inadequate notice of upcoming events. Errors RE dates and times of events.*
- *We need frequent reminders for events that are relevant to us.*
- *(I read the newsletter) because I would like to be informed as to what's going on in school life and to feel connected to the leaders. I like to feel reassured that they are genuinely involved in student/school life.*

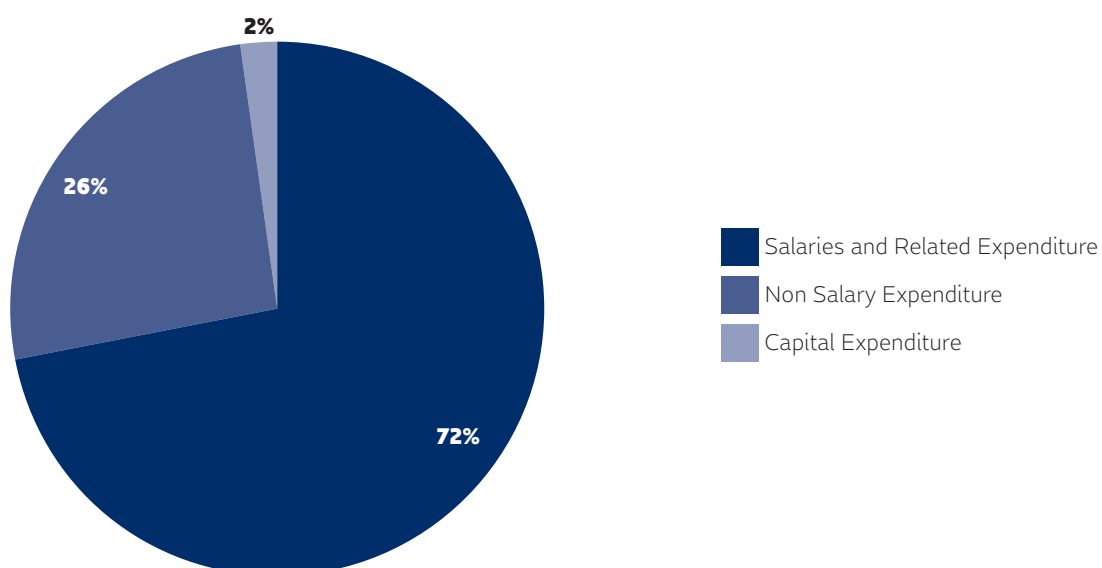


Summary of Financial Information

Income



Expenditure



Appendix

Professional Learning

The following list indicates a breakdown of the activities undertaken.

Description of the Professional Learning Activity	No of Participating Staff
AIS: NSW Reportable Conduct Online	65
Diabetes Assoc	10
Seven Steps: To Writing Success	2
Pearson Academy: Words Their Way: High Impact Word Study	1
AIS: Naplan Training	6
Pearson Academy :Strategies Inclusive Differentiation in Classrooms	1
AIS: Designing a K-12 Wellbeing Scope and Sequence Webinar	3
AIS: Amplify The Impact	2
MultiLit: Phonics and Spelling	1
ETA: Extension 2 Webinar	2
Multilit: InitiaLit Training K-2	1
AIS: ICT Leaders	1
AIS Financial Acumen for Principals and Directors	2
UNSW: Business Administration	2
Speld: Talk for Writing Essentials	2
AIS: Exploring Assessment with the NSW PDHPE Syllabus Years 7-10	2
AIS: Project Based Learning in PDHPE Years 7-10	1
AIS: What is Working Well in Wellbeing?	3
AIS: Crossing Professional Boundaries	1
AIS: NSW Child Protection Legislation Updates	1
Psychwire: Act for Adolescents	2
ACEL: Ron Ritchart Series	1
LDC: Key Strategies for Children and Adolescents on the Autism Spectrum	1
Corwin: Collaborative Expertise	1
Edval: Timetable Essentials	1
Team Building Day	67
St John's First Aid: CPR Training	62
Reviva: Asthma and Anaphylaxis	63
Child Protection	64



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