



**All Saints**  
Grammar

**Annual Report 2021**



*I love the school philosophy, caring staff and quality of education.*

**ASG Parent**



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# Message from the Chair of Board of Directors

**It gives me great pleasure to present the 2021 Chairman's report. It is a report built from a deep sense of pride and gratitude for all that has been accomplished in 2021.**

Our School continues to grow, achieve great things and provide an excellent education for our students. As the Chairman of the Board of Directors it is encouraging to see how the students continue to excel in academic, religious, sporting and social domains.

As previous years, the year started with great enthusiasm and excitement. No one could have predicted the challenges ahead of us. Implications of Covid-19 have seen us move rapidly into a new era. In 2021, each staff member at All Saints demonstrated true professionalism as they faced the enormous task of adapting to teaching and learning in a world where educational norms as we know them were changing. Together our staff transformed learning almost overnight. They ensured that every student was provided with meaningful learning experiences that facilitated their continued growth whilst also supporting their wellbeing.

We are truly fortunate at All Saints Grammar to have teachers who are committed, approachable and dedicated to teaching our students. They contribute substantially to the ongoing excellent achievements we see every day at the School. I thank you for your work with online learning as classes battled the pandemic.

Despite the recent challenges posed by the Pandemic, the Board of Directors face the future with a great deal of optimism. In 2021 we have been focused on growth, setting strategic direction and continuing to act on the promise to value staff, parents and students voices.

To the parents, who must be acknowledged for their remarkable efforts in balancing students schooling and family responsibilities throughout 2021. Parents and carers have been the best partners we could have asked for in supporting our students.

To our School Executive expertly led by our Head of School Mrs Lillis, with the able support of Mr Rodriguez and Mr Psomas, the Board would like to take the opportunity to thank you for your dedication and commitment throughout

the year with your vision and passion to guide us towards a brighter future.

My report will not be complete without acknowledging the work of the board who each committed hours of service. I cannot thank them enough for their support and look forward to working together again as we strive to become better as a School and a Community.

**Mr Steven Rafeletos**

Chair of the Board of Directors





# Message from the Head of School



## **This Annual Report reflects the efforts and achievements of our School in 2021.**

We thank God, our teachers and staff, as we celebrate the achievements of our students, and share our gratitude for the contributions of all members of our All Saints Grammar community in making this school and extraordinary place to study, work and be together.

This year has been most challenging with the many restrictions that were imposed on all of us. We were tasked with making wise decisions that reflected and balanced our own needs with the needs of others, the community and the greater good. Our community certainly rose to the challenges of 2021, led by our shared values.

Most importantly our students showed amazing resilience, perseverance and grit. Students were asked to demonstrate this time and time again and the maturity shown is possibly beyond your years. You were able to use this experience as an opportunity to learn, to use it to your advantage and continue to grow. Each and every one of you actively continued to work through

the numerous obstacles that came at all of us. Your teachers and your school continued to provide what you needed in a new form, responding to the new normal.

The endless commitment and accomplishments 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, must be acknowledged.

The Very Reverend Kyrillos Zisis, will be leaving the All Saints Parish in 2022 to return to his native Victoria to serve at St Eustathios, South Melbourne. Your 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 we are always striving to be better versions of ourselves. We thank you for your work and achievements over the years and wish you well.

Our students again made us proud in 2021, upholding our character values in their commitment to scholarship, learning, sport, the arts and co-curricular endeavours. Every student is to be commended for what they have achieved in 2021.

To our 2021 School Captains: Silvie Tsekouras and Deena Tzimoulas of Year 12 and at our Primary Campus, Kristina Hiotis and Dionisi Theodoropoulos, together with the entire student leadership team, we 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, Eleni Dounis and Nicholas Koutsouklakis, our Secondary Captains Olga Athanasatos and George Gregory and the entire student leadership team. We know that you will be fine role models and ambassadors for our community and wear your badge with honour.

To those students commencing their Secondary education, an exciting journey of learning and growth awaits you. The formative years you have spent at our School will shape your future growth and we are proud of that.

To our parents and families, often the unsung heroes, 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 and Mr Thomas Psomas, Head of Student Wellbeing and Head of Primary. 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.

**Mrs Elfa Lillis**

Head of School





# Message from the All Saints Parents Association

**As restrictions started to ease following the impact of the pandemic in 2020, the All Saints Parent Association (ASPA) started the year eager to once again engage with our ASG families and recommence fundraising events.**

We supported the community through our Easter Stall selling Easter candles and Easter gifts to our school and church community, followed by supporting the Mother's Day stall where our primary students were thrilled with the opportunity to purchase gifts for their Mothers, Grandmothers, Godmothers and Aunties.

Following a second lockdown, any events scheduled for Term 3 were placed on hold. The pandemic pushed us to think outside the box and once we were able to recommence activities later in Term 4 we held our first ever on-line Christmas stall, promoting bespoke Christmas gifts celebrating our Greek heritage to our school & parish families.

We look forward to 2022, where we will be able to hold events involving our school community to further strengthen the bond between our school and families.

A special thank you to the committee members, who without their unwavering support none of this would be possible, and especially to the families of ASG who without their support our events wouldn't be successful.

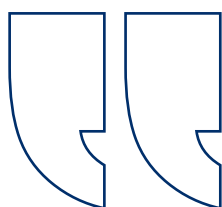
#### **2021 Committee members**

Mr Chris Papademetriou, Ms Helen Karavitis, Mrs Essy Kaloudis, Mrs Dion Terzis, Mrs Alexia Karavitis, Mrs Larni Kardoulis, Mrs Vicky Katholos, Mrs Eleni Gerassis, Mrs Pat Ullman, Mrs Penny Mavrommatis.

was created to provide our families with the opportunity to be actively engaged in their children's education and schooling experience.

Our members work closely with the School's Leadership Team and actively participate in special projects and events to raise funds and awareness of our mission; to foster a love of learning and to help each student reach their full potential. The funds raised from our events contribute to improving the children's education and their school environment which is the primary purpose of the association.

All Saints Parents Association (ASPA)



*A special thank you to committee members and ASG families for their unwavering support.*







# Message from the **School Captains**



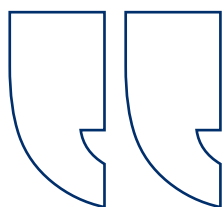
**Some of us started our journey at All Saints from Kindergarten and others joined our community more recently. Nevertheless, every single student is an integral member of our family. The years that we have spent together have shaped who we are as people, our characters and identity.**

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 School has pushed through these difficult times and proved that we are capable of rising to challenges we encounter. This will ultimately hold all of us in good stead for our future endeavours and proves that the adversity the school has instilled in us will carry through beyond our schooling life. I am sure that this has been a life lesson for all of us that, more than anything, has shaped our perceptions. I believe that it is fair to say, that every single student deserves a pat on the back.



We would like to acknowledge the hard work that our teachers have put into helping us during this tough period, through the 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. Our teachers have become our 'family' away from home and through their actions that we are able to value the importance of continually improving our efforts and ourselves. 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." It 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



*The adversity the school has instilled in us will carry through beyond our schooling life.*

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. Thank you for your spiritual guidance over the years and we wish you well as you return home to Victoria to serve at St Eustathios, South Melbourne. The All Saints Community will be forever grateful for your contribution.

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 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."

**Silvie Tsekours and Deena Tzimoulas**  
Year 12 School Captains 2021



# 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.

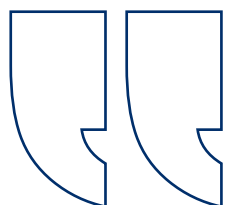
## Cultural, Social, Spiritual Connection:

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.



*Our students grow into confident and articulate individuals of strong moral character, who are inquisitive and courages, ready to contribute positively and responsibly in a globalised world.*

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.

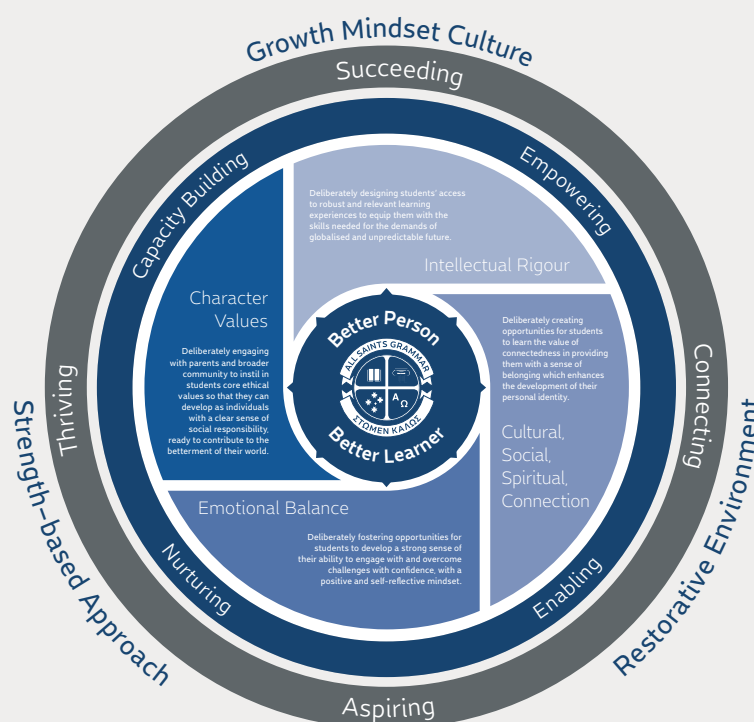
Student numbers K-12 in 2021 totalled 540. There were 264 students enrolled in Primary and 276 in Secondary.

## 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 2021, there were 35 students in the Year 12 cohort. All 35 students 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
2021	HSC	100

## HSC Results

In 2021 there were 35 students sitting for the NSW HSC across 29 courses.

Year 12 2021 cohort:

- 28 students received UAC offers (including 2 international students)

Year 12 2021 courses:

- Board developed courses at school (internal) – 25
- Board developed courses at another school/ RTO (external) – 3
- Board endorsed courses at another school/ RTO (external) – 1



# Summary of Results

## Outstanding Academic Achievers



**Gina Zhang: 98.1**

**BAND 6**

2 Unit English Advanced  
1 Unit English Extension  
2 Unit Mathematics Advanced

**BAND 5**

2 Unit Chemistry  
2 Unit Physics

**2020 Accelerated Learning:**

**BAND 6**

2 Unit Music 2



**Abbigayle Bottonakis-Borg: 94.35**

**BAND 6**

2 Unit Biology  
2 Unit English Advanced  
2 Unit PDHPE

**BAND 5**

2 Unit Mathematics Advanced  
1 Unit Mathematics Extension 1



**Deena Tzimoulas: 93.95**

**BAND 6**

2 Unit Business Studies  
2 Unit Economics  
2 Unit English Advanced  
1 Unit English Extension 1

**BAND 5**

2 Unit Legal Studies



**Zoey Sampsonis: 93.35**

**BAND 6**

1 Unit English Extension 1  
2 Unit Legal Studies

**BAND 5**

2 Unit Ancient History  
2 Unit Business Studies  
2 Unit English Advanced  
1 Unit English Extension 2



**Petroula Boulougouris: 91.25**

**BAND 6**

2 Unit Legal Studies  
2 Unit Mathematics Advanced

**BAND 5**

2 Unit English Standard  
1 Unit Studies of Religion 1  
1 Unit Mathematics Extension 1  
2 Unit Modern Greek  
Continuers



**Elizabeth Parzakonis: 90.05**

**BAND 6**

2 Unit English Advanced  
1 Unit English Extension  
2 Unit Modern History  
1 Unit History Extension  
2 Unit Visual Arts

## Distinguished Academic Achievers



**Victoria Kyriakides: 89**

**BAND 5**

2 Unit Economics  
2 Unit English Advanced  
2 Unit Mathematics  
Standard 2

2 Unit Modern History

**2020 Accelerated Learning:**

**BAND 6**

2 Unit Modern Greek  
Continuers  
1 Unit Modern Greek  
Extension



**Kleopatra Papadopoulos: 86.6**

**BAND 5**

2 Unit Business Studies  
2 Unit English Standard  
2 Unit Mathematics  
Standard 2  
2 Unit PDHPE



**Victoria Hatziergatis: 85**

**BAND 6**

2 Unit English Advanced, 1  
Unit English Extension 1  
2 Unit PDHPE



**Jonathon Englezos: 82.25**

**BAND 5**

2 Unit English Advanced  
Mathematics Extension 1  
Mathematics Extension 2



**Katrina Alexiou: 80.75**

**BAND 5**

2 Unit Business Studies  
2 Unit English Standard  
1 Unit Studies of Religion



**James Dimou: 80.55**

**BAND 5**

2 Unit Business Studies  
2 English Standard  
2 Unit Modern History  
1 Unit History Extension  
2 Unit PDPHE



**Faye Savva: 80.55**

**BAND 5**

2 Unit Business Studies  
2 English Advanced  
2 Unit Legal Studies  
2 Unit Mathematics Standard 2  
2 Unit Music 1

## Special Mentions



**Alexandros Bardas:**

**BAND 6**

2 Unit Modern Greek  
Continuers



**Samantha Gianoudis:**

**BAND 6**

2 Unit Music 1



**Macrina Stivaktas:**

**BAND 6**

1 Unit History Extension



**Junmiao Xing:**

**BAND 6**

Mathematics Extension 2



**Mingjie Yang:**

**BAND 6**

Mathematics Extension 2





# Workforce Composition

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

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

The average teacher attendance rate across 190 working days in 2021 was 97.02%.

Across 2021, one teacher took maternity leave. The School employed 35 female teachers and 20 male teachers in 2021.

2021 School Staff	Percentage of All Saints Grammar Staff
Teaching Staff	66.7%
Full-time equivalent Teaching Staff	73.9%
Non-Teaching Staff	33.3%
Full-time equivalent Non-Teaching Staff	26.1%

# 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)	24%
+ 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 of Overseas Skills Recognition (AEI-NOOSR) guidelines	56
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.

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





# Student Attendance

Student attendance is recorded according to the requirements of the Education Act. Average student attendance for 2021 has been calculated as follows:

Year Level	Attendance Rate %
Kindergarten	91
Year 1	94
Year 2	95
Year 3	96
Year 4	96
Year 5	95
Year 6	94
Year 7	94
Year 8	95
Year 9	94
Year 10	92
Year 11	92
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.

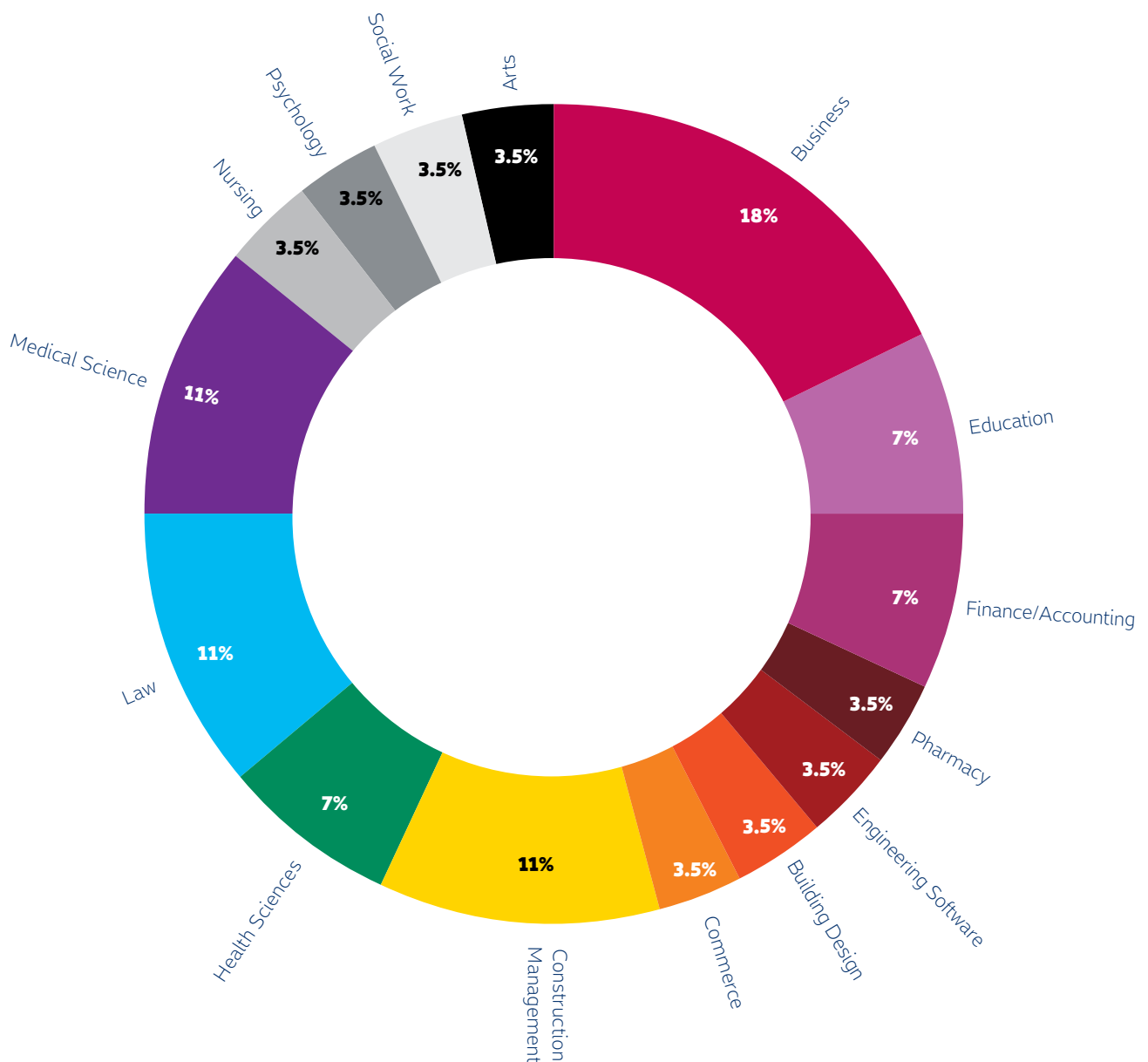
If there is a regular pattern of absence, then the Wellbeing Facilitator or the Head of Campus may phone parents to discuss this pattern. A 'Letter of Absenteeism' may also be sent. In many instances, either the Wellbeing Facilitator or the Head of Campus will discuss the absences with the student and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

# Post-School Destinations

In 2021, 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.

University placements were made from some of the top Universities in Australia including; University of Sydney, University of New South Wales, Macquarie University, Western Sydney University, University of Technology Sydney, University of Wollongong and University of Newcastle.

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
- Grievance and Disputes Policy
- Parent Code of Conduct
- Privacy 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 2021 Priority Areas

## Area: Teaching and Learning

**The Schools priority area of Improvement in 2021 continues to focus on Teaching and Learning with an emphasis on the implementation of the four domains of our philosophy – Intellectual Rigour, Emotional Balance, Character Development, Cultural, Social and Spiritual connections, in our teaching practice.**

In 2020, 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 2021, 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 7 May 2021, closing on 11 June 2021. The survey received 108 responses.

## Details

Of the 108 responses received, the year group with the highest number of respondents were Year 7 parents, at 28.7%.

Year 11 and 12 parents represented just 6.5% and 7.4% of respondents respectively.

On a scale of 0-10, 25% of parents responded with a '10' as their likelihood of recommending All Saints Grammar to a friend or colleague.



## School marketing and communications

- 91% of respondents rated their satisfaction with communications from All Saints Grammar as adequate or higher – a marked improvement from 84% in the previous survey.

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

- *"Love the school philosophy, caring staff and quality of education"*
- *"Great sense of community, we feel safe having our children around like-minded people... early intervention on certain areas has always been noticed"*
- *"I love the All Saints community. It's why we decided to bring our children to this school"*
- *"I love how the school has a good family community feel. Has the best interest for the school child and for the family in times of need. Very caring"*
- *"Enjoy the school spirit, culture and community. Our children love it and are thriving"*
- *Detailed comments highlighted an environment of caring and nurturing education.*
- *"I can see despite all the challenges the teachers really work hard to support their children to enjoy learning and the school to provide useful experiences"*
- *"I am happy with the teachers' commitment and overall care for my children"*
- *"I feel very confident in the school's processes and procedures in all aspects that I've witnessed and experienced"*
- *"I can see my children are progressing. I know they are being challenged enough and they enjoy their time at school.*
- *They have good connections with peers and any issues are dealt with care and discipline"*

- *"I find the teachers go above what's expected of them, there is a family feel to the school and there is a level of professionalism most times"*
- *"You have some incredible staff, but it appears you have a high turnover of staff. This makes it concerning"*
- *"We always lose great teachers after a short period of time"*

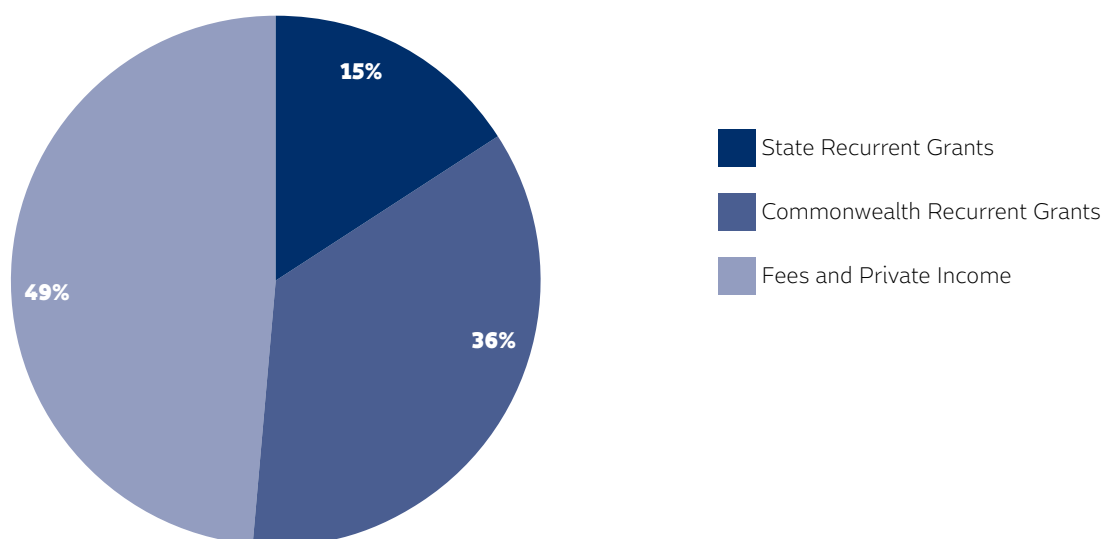
## Parent quotes regarding All Saints Grammar communications

- *"Events communication is always good and in a timely manner"*
- *"Upcoming events are communicated well"*
- *"The communication has improved, parents are given more notice and more reminders"*
- *"Specific information is on one source and not the other"*
- *"Details are sometimes not specific enough / dates are incorrect"*
- *"Sometimes Sentral isn't updated with notes or info and letters are quite late so lack of communication and not enough detail on notes also"*
- *"Sentral calendar does not reflect diary"*
- *"Sometimes there is not much notice given or the information is not clear/ accurate"*

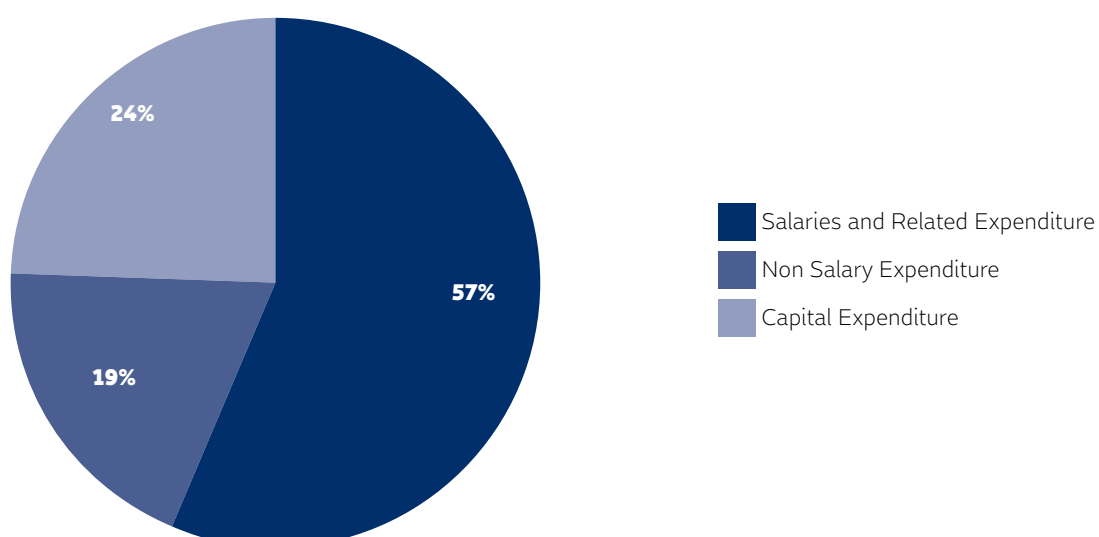


# Summary of Financial Information

## 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
Informa Connect	2
Future Tech Symposium	1
Seven Steps: To Writing Success	4
The Laureate and The Literacy Leader	1
Education Events: Behaviour Support for Children	1
Science Teacher Assoc: Biology Analysis	2
TTA: Autism Awareness	1
Legal Studies Assoc: Preliminary & HSC Legal	1
Words Their Way	4
AIS: Looking Back and Looking Forward	2
Teacher Librarian	2
ETA: explorations in Literature	1
AIS: Vision with Action	1
Edval: Timetable Development	1
Seven Steps	1
AIS: Maths Heads	1
AIS: What's Your Game Plan	1
ACEL	2
Association of Business Administrators	1
Learning Difficulties Coalition	1
Teacher Assistant Course	3
FortiGate Virtual: Fortigate Firewall	2
Edval: Screenshare	1
Edval: Timetable Construction	1
Team Building Day	67
Reviva: CPR Training	60
Child Protection	64



# All Saints Grammar

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