



All Saints
Grammar

Annual Report 2022



All Saints Grammar is a great school instilling our traditions, religion, family values and ethics, reinforcing our faith and reiterating what is taught at home



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Message from the Chair of Board of Directors

As the Chair of the Board of Directors, I am overwhelmed with immense pride and profound gratitude for the remarkable journey we have embarked on together. All Saints Grammar has been an integral part of our lives, shaping the minds and hearts of students while partnering with families since its establishment in 1990.

Originally founded by The Greek Orthodox Parish & Community of Belmore and District "All Saints", our school was envisioned as a place where our Hellenic heritage and the values of our Orthodox Christian faith could be introduced and instilled in the next generation of Greek Australians. Over the years, we have evolved into a diverse and inclusive educational institution that warmly welcomes students from various faiths and backgrounds, enriching our community with a tapestry of cultures and perspectives.

We have faced unprecedented challenges in recent times, most notably the global Covid-19 pandemic. However, All Saints Grammar has emerged from this crisis stronger and better. This achievement is a testament to the unwavering spirit and resilience of our entire community - students, parents, staff, and the wider network of support. I would like to extend my heartfelt appreciation

to the exceptional leadership shown by our dedicated teachers who have demonstrated extraordinary commitment throughout these trying times. Their tireless efforts to execute online learning and ensure the continuity of education have been truly commendable. Together, they have gone above and beyond to provide our students with a nurturing and enriching environment, even in the face of adversity.

As we moved into 2022, we were delighted to welcome back our face-to-face school events. Open Days returned, and our Taverna Night stands as a shining example of the vibrant sense of community that thrives within All Saints Grammar. Over 900 people from our school community came together, fostering bonds of friendship and celebration.

Moreover, in 2022, we unveiled our five-year strategic plan-a roadmap that will guide us towards a future of sustained success. This plan has been thoughtfully crafted to align with our mission and values, ensuring that we continue to provide the highest standards of education, aligned with our founding objectives, while embracing innovation and adaptability.

The Board of Directors shares a commitment to the longevity of All Saints Grammar. We are dedicated to supporting our community, nurturing our students, and creating an environment where each individual can thrive and achieve their full potential. Together, we will overcome any challenges that come our way and continue to build upon the solid foundation that has been laid over the past three decades.

I would like to express my deepest gratitude to, Mrs Lillis, our Head of School, the Leadership team, and every member of the All Saints Grammar community for their support and dedication. It is your collective efforts, resilience, and passion for excellence that have brought us this far, and it is together that we will continue to forge ahead, inspiring the hearts and minds of the next generation.

Mr Ulysses Ntombos
Chair of the Board of Directors





Welcome

A message from the Head of School



As we reflect upon the year 2022, we are filled with a profound sense of gratitude and pride. Throughout the year, we witnessed students' dedication to being the best version of themselves. They embraced the opportunities for learning and personal development with enthusiasm and determination. Their hard work and persistence paid off, and we are immensely proud of the accomplishments achieved.

As we move forward, let us carry the lessons learned from 2022 with us. Embrace the challenges that lie ahead, for they are the stepping stones to personal growth and success. Hold on to the values that have guided us thus far—faith, excellence, and respect—as they will continue to be our guiding light in all that we do.

In 2022, our primary objective was the successful launch of our new Strategic Improvement Plan for 2022-2026: Cherish the Past, Nourish the Present, Enrich the Future. This comprehensive plan is designed to propel our school forward by honoring and learning from our rich history, while actively nurturing the current educational environment, and strategically investing in initiatives that will enhance the future growth and success of our school.

To the parents and families who have supported us throughout 2022, we extend our heartfelt appreciation. Your unwavering encouragement and dedication have been instrumental in our collective achievements. We are grateful for the trust you have placed in us and for being an integral part of our school community.

I would like to express my deepest gratitude to the entire team of educators who have played a pivotal role in shaping our students' lives. Your passion, dedication, and tireless efforts have made a lasting impact on each and every student. Your commitment to their education and well-being is truly commendable. To Father Dimitrios Papaikonomou I thank you for your spiritual guidance and unwavering support of the All Saints Grammar community.

To the school's Leadership Team, Mr Jaime Rodriguez, Deputy Head of School and Head of Secondary and Mr Thomas Psomas, Head of Wellbeing and Head of Primary. Your work to ensure students get the best possible outcomes is tireless and much appreciated. I would like to acknowledge your loyalty, your outstanding leadership, and your commitment to educational excellence for students at All Saints Grammar.

We would like to extend our heartfelt appreciation to Mr. Psomas for his exceptional commitment to leadership and teaching during his many years of service as the Head of Primary. His dedication, passion, and unwavering support have made a significant impact on the students, staff, and community at All Saints Grammar. While we will miss his leadership in this role, we are grateful that he will continue to contribute his expertise and passion for teaching at the Primary Campus.

On behalf of the school community, we warmly welcome Mrs. Aristeia Synesios as the new Head of Primary, commencing in 2023. We are excited to have Mrs. Synesios join our team, bringing with her a wealth of knowledge and experience. Her leadership, dedication, and innovative approach will undoubtedly contribute to the continued growth and success of our Primary Campus. We wish Mrs Synesios all the best in her new role and look forward to the positive impact she will have on our students and community.

We extend our heartfelt gratitude to our 2022 School Captains. Primary School Captains, Eleni Dounis and Nicholas Koutsouklakis, our Secondary Captains Olga Athanasatos and George Gregory and the entire student leadership team,

for their remarkable leadership and unwavering enthusiasm. Their maturity and dedication in their respective roles have been truly commendable, and they have made us immensely proud. Your commitment and passion have left a lasting impact, and we are grateful for your outstanding contributions. Thank you for representing our school with distinction.

Congratulations to our elected 2023 Student Leaders Jacob Boursianis and Kayla Tzimoulas from Primary and Spyros Paleothodoros and Katerina Vrahnos of Year 12. I know that you will excel in your new roles. The skills you acquire on this journey will instil lifelong values and prepare you for a future beyond the school gates.

On behalf of the Board of Directors and the entire School community, I extend my deepest gratitude. As we conclude this annual report, we look forward to the future with optimism and excitement, knowing that we have a strong foundation and a united community ready to embrace new opportunities and overcome any obstacles that may come our way. Thank you for your continued trust, partnership, and commitment to the success of our school.

Mrs Elfa Lillis
Head of School



Message from the All Saints Parents Association

In 2022, The All Saints Parents Association (ASPA) had a renewed sense of energy and enthusiasm following the pandemic restrictions from previous years. Full of energy and eager to re-engage with the All Saints Grammar community again, ASPA supported the community through various events.

We started off the year with our annual fundraising events, celebrating Easter and holding Mother's Day and Father's Day stalls. During these events, our students had the wonderful opportunity to purchase thoughtful gifts for their parents, grandparents, and godparents. In June we also supported the Parish with the All Saints Day Fair helping at various stalls. We embarked on a fundraising cookie drive, where students from both Primary and Secondary, sold cookies to

help raise funds. Thank you again to all the families that supported this initiative.

In November 2022, our successful Taverna Night returned. Held outdoors at the Secondary Campus, families came together to celebrate our Greek heritage through song, dance and great food. We were blown away by the community support this year, with over 900 people attending to celebrate. A big thank you to all the families that sponsored the event and to all the volunteers that helped make it a huge success.

A special thank you to the committee members in 2022, 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.

Our 2022 Committee members include 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 Patricia Ullman, Mrs Penny Mavrommatis, Mrs Tonia Kotsonis-Carillo, and Mrs Tonia Bourdoulis.

The All Saints Parents Association (ASPA) was created to provide our families with an 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 the school's 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 each child's education and their school environment which is the primary purpose of the association.





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 a globalised and unpredictable future.

Character Values:

Deliberately engaging with parents and the 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.

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.

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, state of the art Food Technology rooms 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 cultural 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 2022 totalled 535. There were 256 students enrolled in Primary and 279 in Secondary.





The All Saints Grammar Difference: **Better Person Better Learner**

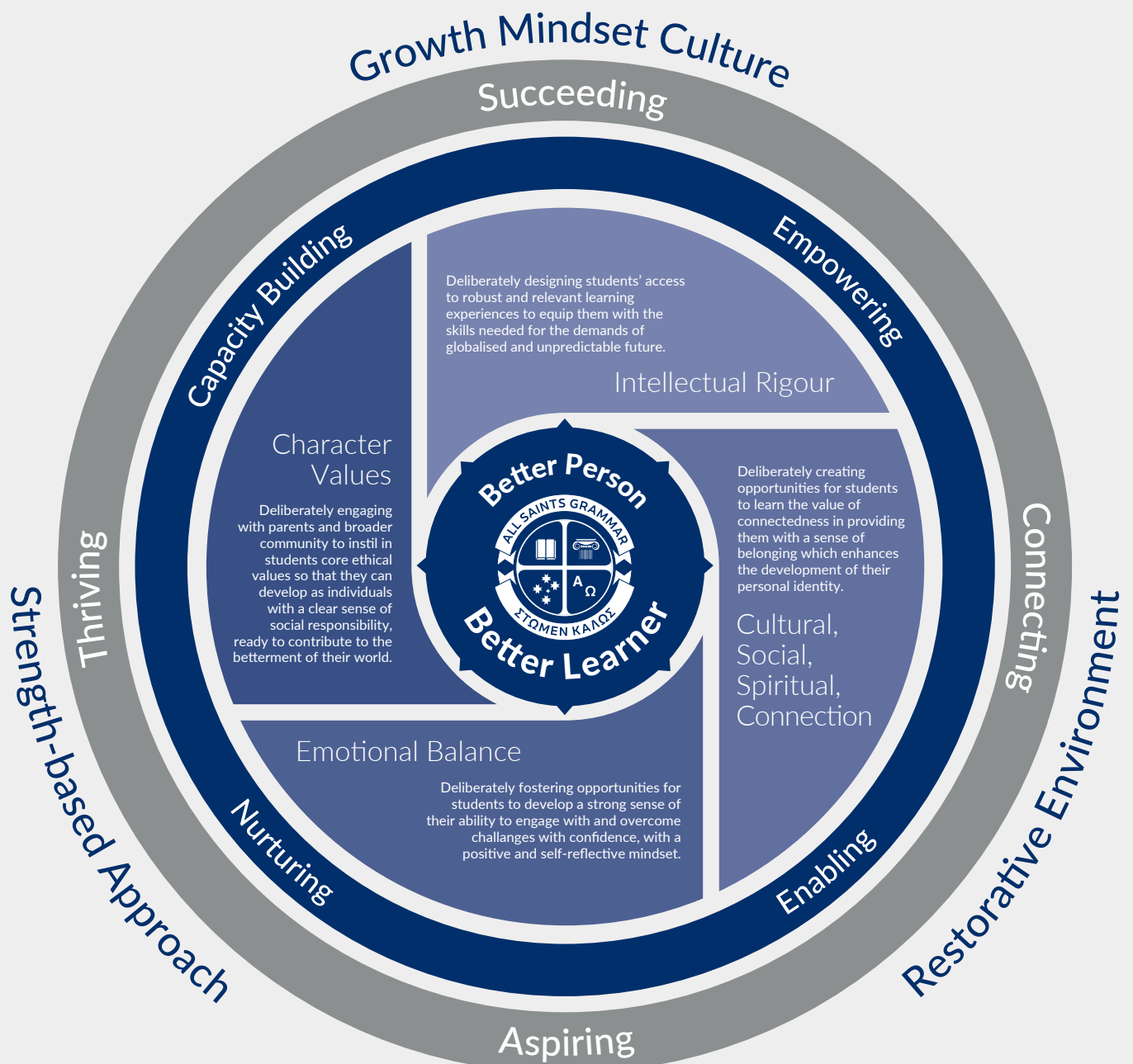
Initiatives Promoting Respect

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 diagram to the right:

Through our Wellbeing 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.





Mission Statement

All Saints Grammar is a co-educational school founded in 1990 by the Greek Orthodox Parish and Community of All Saints Belmore.

We are committed to providing a holistic educational experience to students and staff of our school, informed by the principles of our Orthodox Faith and the rich learning tradition of our Hellenic heritage.

We are a school community that fosters an appreciation of the fullness of an ethical life, in an environment that is intellectually rigorous and nurturing, where every person can be the better version of themselves.

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

Vision Statement

To provide educational excellence that fosters integrity, compassion, courage, respect, and a sense of purpose to become the best version of who we can be. Let Us Stand Well!







Student Outcomes

Standardised National Literacy and Numeracy Testing

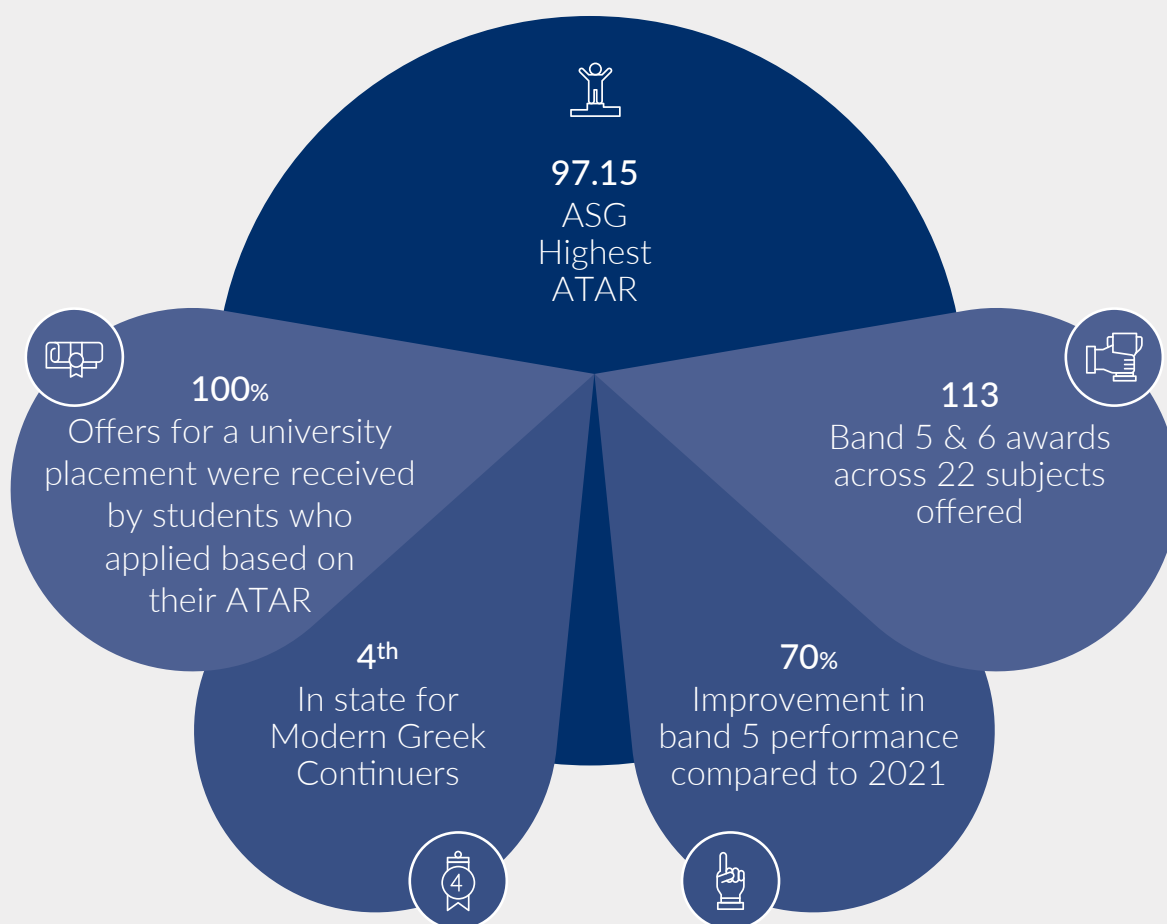
2022 NAPLAN TEST - YEAR 3 AND YEAR 5				
Test Aspect	Percentage of students at or above the national minimum standard			
	Year 3		Year 5	
	School	State-Wide	School	State-Wide
Reading	100	95.5	100	95
Writing	100	96.2	100	92.6
Spelling	100	91.9	100	94.1
Grammar and Punctuation	100	94.1	100	94.9
Numeracy	100	95	100	95.1

2022 NAPLAN TEST - YEAR 7 AND YEAR 9				
Test Aspect	Percentage of students at or above the national minimum standard			
	Year 7		Year 9	
	School	State-Wide	School	State-Wide
Reading	100	94.2	96.4	89.6
Writing	100	90.6	96.5	84.1
Spelling	100	92.9	98.1	91.8
Grammar and Punctuation	97.5	92	98.1	86.5
Numeracy	100	92	100	95

Students at ASG consistently performed above the state-wide National minimum standard.

Student Outcomes Secondary Outcomes

In 2022, there were 45 students in the Year 12 cohort. All 45 students participated in the Higher School Certificate (HSC). Offers for a university placement were received by 100% of the students who applied based on their ATAR scores.





The 2022 graduating class showed extraordinary commitment to the development of the whole individual:

*A Better Person who
becomes a Better Learner*

Summary of Results Outstanding Academic Achievers



Olga-Liana Athanastos: 97.15

BAND 6

2 Unit Ancient History
2 Unit Mathematics Advanced
2 Unit Physics
1 Unit Mathematics Extension 1

BAND 5

2 Unit English Advanced
2 Unit Modern Greek Continuers



Demi Papas: 90.15

BAND 6

2 Unit Legal Studies
2 Unit Modern Greek Continuers

BAND 5

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



Maria Varvaressos: 90.10

BAND 6

2 Unit Modern Greek Continuers

BAND 5

2 Unit English Advanced
2 Unit Legal Studies
2 Unit Modern History
2 Unit PDHPE
1 Unit Modern Greek Extension



Alexander Tzakos: 90.05

BAND 6

2 Unit Mathematics Standard 2

BAND 5

2 Unit Ancient History
2 Unit English Advanced
2 Unit Modern History
2 Unit PDHPE
1 Unit Studies of Religion 1



Summary of Results Distinguished Academic Achievers



Giorgio Vasiliades: 87.70

BAND 6

2 Unit Industrial Technology

BAND 5

2 Unit English Advanced

2 Unit Legal Studies

2 Unit Mathematics Advanced

2 Unit Modern History



William Sklibosios: 87.65

BAND 6

2 Unit Engineering Studies

2 Unit Industrial Technology

2 Unit Mathematics Advanced

BAND 5

2 Unit Design & Technology

2 Unit English Standard



Demetria Koutavas: 87.1

BAND 6

2 Unit Mathematics Standard 2

BAND 5

2 Unit Biology

2 Unit English Advanced

2 Unit Modern Greek Continuers

2 Unit PDHPE



Nghi Gia Dang Tran: 86.25

BAND 6

2 Unit English EAL/D

2 Unit Legal Studies

2 Unit Mathematics Advanced

1 Unit Mathematics Extension 1



George Gregory: 85.4

BAND 6

2 Unit Mathematics Advanced

BAND 5

2 Unit Business Studies

2 Unit English Advanced

2 Unit Physics

1 Unit Mathematics Extension 1



Nicholas Kvantaliani: 84.80

BAND 6

2 Unit Industrial Technology

BAND 5

2 Unit Design & Technology

2 Unit English Standard

2 Unit Mathematics Standard 2



Nicholas Turk: 84.20

BAND 6

2 Unit Legal Studies

BAND 5

2 Unit Ancient History

2 Unit English Standard

2 Unit Mathematics Standard 2



Dion Joannou: 84.00

BAND 6

2 Unit English Advanced

BAND 5

2 Unit Modern Greek Continuers

2 Unit Modern History

Summary of Results Distinguished Academic Achievers



Marcus Haroulis: 80.35
BAND 5
2 Unit English Advanced
2 Unit Legal Studies
2 Unit Mathematics Standard 2
2 Unit Music 1
2 Unit PDHPE



Anthony Atsalis: 80.00
BAND 6
2 Unit Mathematics Advanced
BAND 5
2 Unit Business Studies
2 Unit Design & Technology
2 Unit English Advanced

Summary of Results Special Mentions



Dimokritos Scoullis
BAND 6
2 Unit Mathematics Standard 2
BAND 5
2 Unit English Standard



Ioannis Pyrgakis
BAND 6
2 Unit Modern Greek Continuers
4th in State
BAND 5
1 Unit Modern Greek Extension



Asimina Kotsi
BAND 6
2 Unit Modern Greek Continuers
BAND 5
1 Unit Modern Greek Extension
2 Unit Visual Arts



Summary of Results

SUBJECT	NO OF STUDENTS	BAND 5&6 SCHOOL %	BAND 5&6 STATE %	BAND 3&4 SCHOOL %	BAND 3&4 STATE %	BAND 1&2 SCHOOL %	BAND 1&2 STATE %
Ancient History	6	50	33	33	49	17	16
Biology	4	50	27	50	53	0	20
Business Studies	21	14	35	62	55	24	10
Chemistry	3	0	33	67	51	33	15
Design & Technology	15	33	47	53	49	13	4
Economics	10	0	49	100	43	0	7
Engineering Studies	1	100	30	0	56	0	2
English Standard	22	32	15	45	72	23	12
Advanced English	19	89	67	11	32	0	1
English EAL/D	4	25	19	25	54	50	26
Geography	4	0	42	100	47	0	10
Industrial Technology	6	50	22	33	64	17	13
Legal Studies	9	89	41	0	43	11	15
Mathematics Standard	22	41	29	32	52	27	18
Mathematics Advanced	13	62	49	38	45	0	6
Modern History	12	33	34	67	54	0	11
Music 1	6	100	70	0	28	0	2
Personal Development, Health and Physical Education	17	47	26	35	53	18	20
Physics	4	50	41	50	45	0	13
Studies of Religion 1	5	20	41	60	55	20	1
Visual Arts	6	100	66	0	33	0	0

SUBJECT	NO OF STUDENTS	EXTN 3&4 SCHOOL %	EXTN 3&4 STATE %	EXTN 1&2 SCHOOL %	EXTN 1&2 STATE %
Mathematics Extension 1	4	100	73	0	6

SUBJECT	NO OF STUDENTS	BAND 5&6 SCHOOL %	BAND 5&6 STATE %	BAND 3&4 SCHOOL %	BAND 3&4 STATE %	BAND 2 SCHOOL %	BAND 2 STATE %
Modern Greek Continuers	21	52	76	43	20	5	4

SUBJECT	NO OF STUDENTS	EXTN 4 SCHOOL %	EXTN 4 STATE %	EXTN 3 SCHOOL %	EXTN 3 STATE %
Modern Greek Extension	3	0	35	100	65





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 2022 was 97.02

Across 2022 one teacher took maternity leave. The School employed 33 female teachers and 22 male teachers in 2022

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

2022 SCHOOL STAFF	PERCENTAGE OF ASG STAFF
Teaching Staff	68.2%
Full-time equivalent Teaching Staff	73.8%
Non-Teaching Staff	31.8%
Full-time equivalent Non-Teaching Staff	26.2%

Teacher Qualifications

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

The table indicates the proportion of teachers holding post-graduate

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

QUALIFICATIONS	PERCENTAGE OF ASG TEACHERS
Teaching qualification(s)	100%
+ Postgraduate qualification(s)	24%
+ Additional to Year 12 AQF qualification(s)	100%

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

QUALIFICATIONS	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	58
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	0

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 2022 has been calculated as follows:

YEAR LEVEL	ATTENDANCE RATE %
Kindergarten	90%
Year 1	90%
Year 2	93%
Year 3	93%
Year 4	92%
Year 5	88%
Year 6	90%
Year 7	92%
Year 8	91%
Year 9	90%
Year 10	90%
Year 11	89%
Year 12	93%
Whole School	94%
Indigenous Students	99%
Non-Indigenous Students	94%

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.

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 truant may jeopardise his/her enrolment. An afternoon detention is issued to all students who truant.

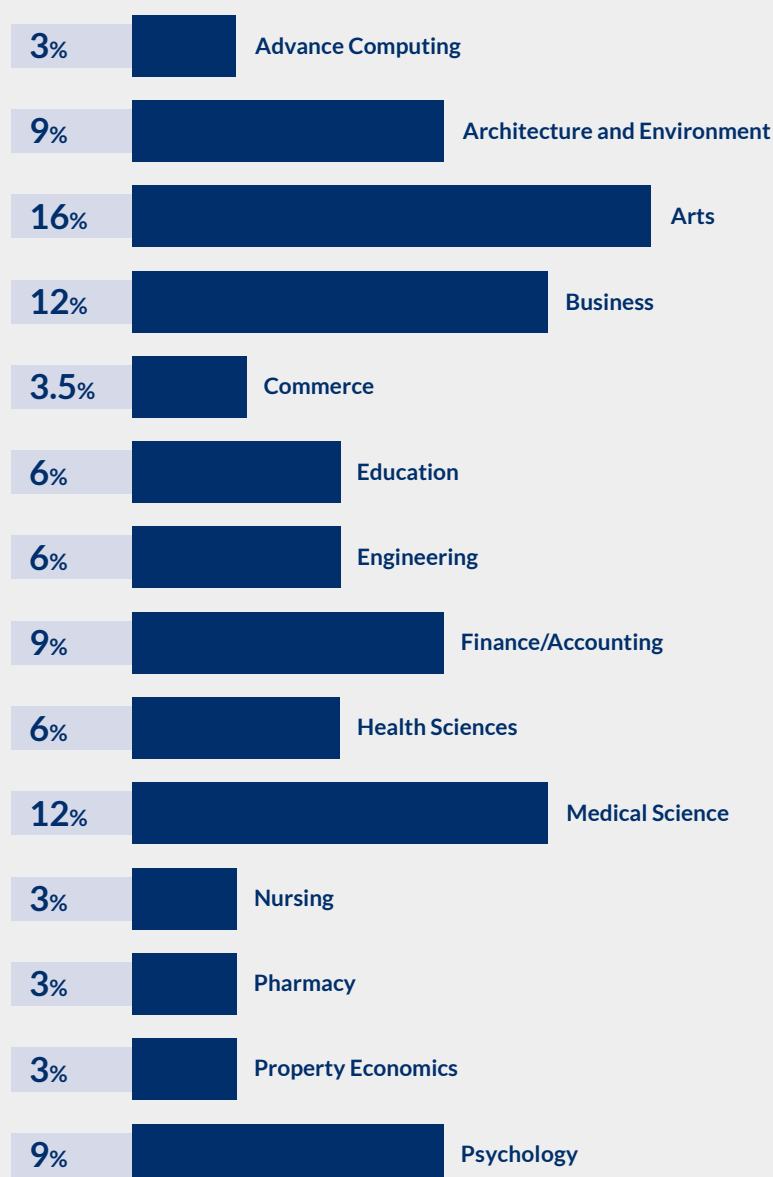
Students who arrive late to school are required to obtain a late note from the school office. All late attendance is recorded. Students who regularly arrive late may be required to make up this time after school.

Parents are required to complete an application for extended leave 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 application. It is the student's responsibility to ensure that assessments missed are completed either before departure or upon their return.

Post - School Destinations

In 2022, there were 45 students in the Year 12 cohort. All 45 students participated in the Higher School Certificate (HSC). Offers for a university placement were received by 100% of the students who 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 offered from some of the top universities in Australia: University of Sydney, University of New South Wales, Macquarie University, Western Sydney University, University of Technology Sydney, University of Wollongong and Australian Catholic University.



*Based on offers from Universities Admissions Centre. All figures are rounded to the nearest percentage.





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 PreKinder (turning three by the end of May in the year of admission); Kindergarten (turning five by the end of May in the 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 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
www.allsaints.nsw.edu.au

- Child Protection Policy
- Grievance and Disputes Policy
- Student Attendance Policy
- Parent Code of Conduct
- Privacy Policy
- Student Attendance Policy
- ASG Uniform Policy



School Determined Priority Areas of Improvement 2022-2026

KEY AREA	AIM
1. Excellence in Learning and Teaching	Develop an expert team of educators who are committed to their own learning and to improving their students' learning and achievement.
SPECIFIC GOALS	
1.1. To promote engagement with effective research-based learning and teaching frameworks.	1.3. To promote and support the development of rich and relevant teaching programs to promote challenging learning experiences for all students.
1.2. To promote staff engagement in the gathering and interpretation of data to inform the delivery of learning and teaching that responds to students' progress.	1.4. To achieve expertise in excellent classroom practices that promote high growth in student learning.
	1.5. To recruit, retain, value and develop staff as engaged and inspiring professionals.
	1.6. To achieve high standards of teacher expertise on student learning to enhance student performance.
KEY AREA	AIM
2. Student Excellence	Identify and nurture students' potential to grow into confident and articulate individuals of strong moral character, who are inquisitive and courageous, so that they can contribute positively and responsibly to their broader society.
SPECIFIC GOALS	
2.1. To advance a culture in which students, parents and teachers have high expectations that every student will achieve their full potential.	2.3. To broaden the delivery of curricular and cocurricular programs that engage, challenge and enrich students' learning.
2.2. To engage students in outstanding learning experiences and empower them to discover and understand their strengths.	2.4. To cultivate the dispositions of integrity, compassion, courage and respect for others in daily interactions.
	2.5. To enhance each student's spiritual growth by developing a deeper understanding of the values of the Orthodox Faith and the traditions within our Hellenic Heritage.
	2.6. To promote high levels of self-efficacy, self-esteem, self concept, self-regulation, and resilience.
KEY AREA	AIM
3. Pastoral Care and Wellbeing	Cultivate a shared understanding of student wellbeing to support positive relationships and enable students to build social and emotional skills to be respectful, resilient and safe.
SPECIFIC GOALS	
3.1. To implement our Pastoral Care and Wellbeing philosophy, to enable us to care for each of our students by supporting them in becoming not only a better learner but a better person.	3.2. To promote effective partnerships with parents and extended families so that they can become partners in supporting the learning and wellbeing of their children.
	3.3. To establish an additional Special Needs Learning Centre, to cater for the specific learning and social needs of students with special needs, such as autism, cognitive delay, and others, that implements our school's Pastoral Care and Wellbeing underpinnings.

KEY AREA	AIM
4. Faith, Culture, and Language	Promote an understanding of and respect for the value of the Orthodox Faith; instill an appreciation for the richness of the Hellenic heritage; and encourage the study of the Greek language as a set of rigorous and transferable academic skills.

SPECIFIC GOALS
<p>4.1. To inspire members of the community to become active members of the Orthodox Church; grow in their participation and knowledge of the Orthodox Faith.</p> <p>4.2. To promote a deep understanding of the drivers of learning that have shaped a culture of exploration and discovery and how they continue to influence modern disciplines such as Science, Mathematics, and Literature.</p> <p>4.3. To encourage the study of Modern and Classical Greek as academically rigorous courses.</p>

KEY AREA	AIM
5. Learning Environment	Provide a cultural environment that promotes a sense of belonging and appreciation for learning; a digital environment that enhances quality teaching and challenges new learning; a built environment that meets the needs of contemporary learning; and a natural environment that promotes responsibility, respect and stewardship.

SPECIFIC GOALS
<p>5.1. To instill a high level of respect for the School's culture, faith, and heritage as influential drivers in the learning process and the school operation.</p> <p>5.2. To establish a safe, reliable, and up-to-date digital environment that facilitates outstanding teaching and inspires challenging learning.</p> <p>5.3. To develop the physical infrastructure and facilities that are attractive, innovative and functional, and that meet the demands of contemporary learning and teaching.</p> <p>5.4. To improve the natural landscape of the campuses and establish programs and projects that promote sustainability and care for the environment at school and beyond.</p> <p>5.5. To establish the physical infrastructure required to adequately cater for the learning and social needs of students in the Special Learning Needs Centre.</p>

KEY AREA	AIM
6. Sustainable Organisational Leadership	Ensure high standards of educational leadership, financial management, and responsible governance that promotes individual and collective accountability, and builds networks with the broader community to strengthen the organisation's success and future viability.

SPECIFIC GOALS
<p>6.1. To increase enrolments for the school to have a three streams structure from Kindergarten to Year 10.</p> <p>6.2. Establish a School's Master Plan aiming for the completion of Stage 1 to provide a better environment for both teachers and students.</p> <p>6.3. Attaining a strong financial position for the school by the end of this Strategic plan.</p> <p>6.4. To establish an effective plan for the maintenance and refurbishment of existing facilities.</p> <p>6.5. To continuously engage with the parent and broader community to establish processes for feedback and support of the school improvement plan.</p> <p>6.6. To establish appraisal and performance review processes that enable the development of personal and collective accountability.</p>



Achievements Against 2022 Priority Areas

Our focus for 2022 was the launch of our new Strategic Improvement Plan 2022-2026: Cherish the Past, Nourish the Present, Enrich the Future.

Throughout the year, the school put various strategies in place intended to engage our staff on developing a shared understanding of the Six Key Areas for *Improvement* and their alignment with our revised and redrafted School Mission and Vision. (Refer to page 14 for the school's *Mission and Vision statements* and page 30 for the *Six Key Priority Areas*).

With a particular focus on Key Area 1, the school invested time and resources in building teacher capacity. Utilising Fullan and Quinn's (2016) Coherence

Making model, our staff were engaged throughout the year in various school developed professional learning sessions. The learning sessions were designed to establish a clear focus for our Strategic Improvement Plan in line with our School's pedagogical framework. All teams developed a set of strategic improvement goals to focus teachers' practice on the implementation of the holistic education model adopted by our School Philosophy (refer to page 13 for the school's *Philosophy*).



(Fullan and Quinn's (2016) Coherence Making Model 2016)



All Saints Grammar Teaching Framework

At All Saints Grammar we implement a holistic and formative approach to Teaching and Learning.

Effective Teaching & Learning at All Saints Grammar

	Where the learner is going?	Where the learner is now?	How to get the learner there?
Teacher	Clarifying, sharing and understanding learning intentions and success criteria	Engineering effective, discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as resources for one another	
Student		Activating students as owners of their own learning	

(Leahy, Lyon, Thomson, & Wiliam, 2005, in Wiliam, 2011)



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 2022, 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 in August 2022. The survey received 99 responses.

Details

Of the 99 responses received, the year group with the highest number of respondents were Year 3 parents, at 15.2% followed by Kindergarten at 13.1%, Year 5 and Year 8 at 11.1%.

Year 11 and 12 parents represented just 4% and 2% of respondents respectively.

On a scale of 0-10, 29.3% of parents responded with a '10' as their likelihood of recommending All Saints Grammar to a friend or colleague.



Parent Quotes on the overall satisfaction with the All Saints Grammar Experience

"A good Principal who is highly qualified and hard working. Great teachers. Students get along and support each other. A safe and secure school environment"

"The teaching staff are outstanding and we appreciate the schools focus on student wellbeing"

"Great school, and love the community feel and what ASG represents"

"I am very happy and have already had someone change to the school because of this"

"The community, the care, the love my children receive. The one on one learning"

"Great school I'm very happy"

"Caring environment, providing solid education programs with cultural and language elements"

"My children never complain to go to school and always come home happy"

"Love pre-k, amazing integration of academic skills"

"Very good community"

"My daughter has amalgamated well with her teachers and peers and I feel that the schools program and culture are very suitable for families like ours"

"I would recommend the school to friends due to the fact of the extra curricular activities offered and the discipline received. I also appreciate the extra learning support offered"

"My kids are happy at ASG"

"Happy with the curriculum and the staff at the school. Always friendly and welcoming"

"Our family has had multiple children go through the school and all have been positive experiences with the children being beautiful young adults with great friendship groups"

"I have always recommended PK to my families and friends. The educators like Mrs Vithoulka has made so much difference in our children's lives. Also my child's current teacher is lovely but overall we think communication can be much better"

"My child is happy at the school and it has a good curriculum"

"Not just the academic side and how much he has learnt so far, he is so happy to go to school each day. His confidence has progressed, he's built wonderful relationships with his teachers and peers and it feels like you a part of a family"

"I am very happy with the education my child is receiving. The staff are professional and dedicated and always put the children's interests first. The curriculum is great and aspects of the Greek culture are also incorporated into the daily routine at ASG"

"At times I don't feel all parents share the same values and morals as others"

"Discipline, respect, care and high level of education provided to my child"

Parents quotes regarding All Saints Grammar communications

"Brilliant school and well organized"

"Extremely happy with communication"

"Communication has been great when I've needed it"

"It's pretty reliable"

"More time before event needed"

"I get all communications on time"

"Sentral is great all comms come through and Jacobs teacher has been great relaying comms to the class"

"Daily updates and pictures are great"

"Some things are communicated well others are communicated late"

"Everything has been communicated promptly and teachers are readily available to contact should a question arise"

"I appreciate reminders which are always communicated through Sentral/ email"

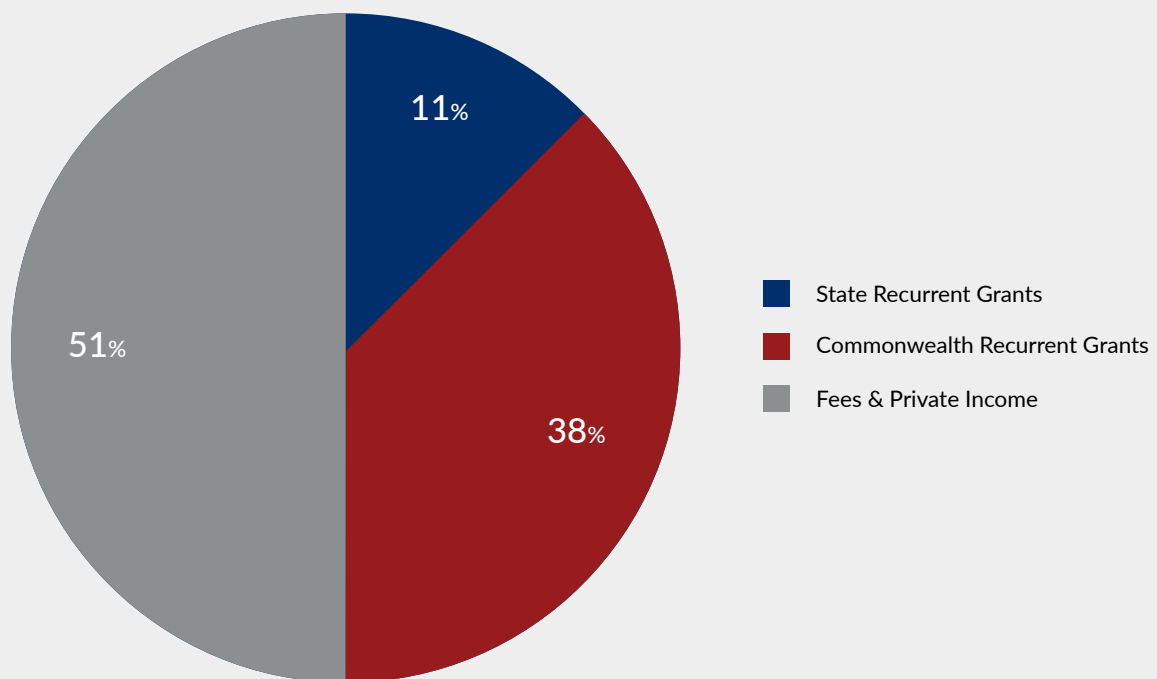
"Overall it is good"

"Providing a little more notice on certain upcoming events"

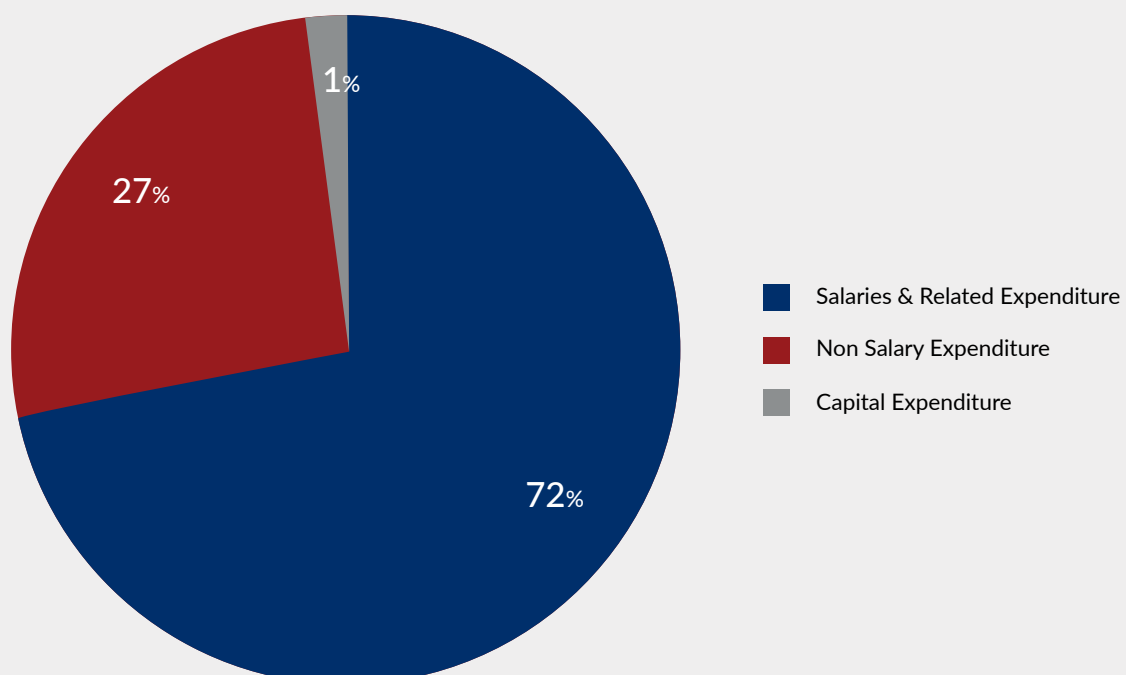


Summary of Financial Information

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
Staff Professional Development	60
Diabetes Assoc Diabetes Level 3	5
Seven Steps: To Writing Success	2
Edval: Screenshare	2
AIS: Effectively Teaching The Big Ideas Of Mathematics	1
ACHPER: PDHPE	3
AIS: Purposeful Programming & Assessment for K-6 Languages	1
AIS: Reconnecting & Rebuilding Music in Schools	1
Psychwire: Skills for Adolescent & Families	1
LSA: Legal Studies	1
Creative Child Therapy: Creative ways to help children manage emotions	1
Corwin: Visible Learning For Mathematics	1
ETA: Extension 2 Webinar	1
AIS: Leading the Implementation of the New English K-2 Syllabus	2
AIS: Purposeful Programming & Assessment for 7-10 Languages	1
AIS: Visual Arts Showcase:Divergence in Visual Arts Education	1
Cornerstone: Teaching Writing in History	2
CBCA: Dreaming with eyes open	1
Seven Steps: Beginner Writers	3
IPSHA:Curriculum	3
IPSHA: Learning Support Umbrella Group	2
IPHSA: Student Wellbeing Umbrella Group	2
Informa Connect: Stem	1

DESCRIPTION OF THE PROFESSIONAL LEARNING ACTIVITY	NO OF PARTICIPATING STAFF
TTA: Modern History HSC	2
NIDA: Creating Excellent Communications	1
EBEAC: Economic Business	1
Pearson Academy: Words Their Way: High Impact Word Study	1
AIS: Focus on Mathematics Standard	1
QELI: Leadership for Middle Leaders	6
ACHPER: PDHPE reimaging PE WS2	3
AIS: Leading the Implementation of the New Mathematics K-2 Syllabus	1
AIS: Preparing for Leadership: Before Your First Role	2
SLANSW: Information & Innovation	1
SevenSteps:	1
STANSW: Stage 6 A deep Dive into Pedagogy	1
AIS: English: Studying Fiction	1
AIS: Mathematics :Heads of Department	1
LDC: Supporting Executive Functioning in Students with Learning Difficulties	1
MTA: Steamposium	1
AIS: Governance Foundation	5
Team Building	65
Edval: Timetable Essentials	1
Reviva First Aid: First Aid with CPR	63
Child Protection:	63
ACER: Research	2



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