

All Saints
Grammar

Annual Report 2023



An exceptional school that continues to grow and reinforce the Greek faith and culture.

2024 ASG Parent Survey





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Message from the Chair of Board of Directors

As the Chair of the Board of Directors, I reflect on 2023 with a sense of pride and gratitude. It is with great pleasure I extend my congratulations to each and every one of you who played a crucial role in the success we have experienced.

I want to commend the exceptional leadership of our Head of School, Mrs Lillis. Her commitment to excellence has set the tone for the accomplishments of the 2023 academic year. I also extend my gratitude to Mr Rodriguez, Head of Secondary, and the dedicated teaching staff whose tireless efforts have contributed significantly to the success of our students.

We celebrate the remarkable achievements of our students in the 2023 HSC. ASG proudly secured the 86th position in the state and 19th in State for Mathematics Standard. A phenomenal 100% improvement in Band 6 performance compared to 2022, with an impressive 42% of students achieving a Band 6.

These achievements are a testament to the hard work and dedication of our students and the commitment of our teaching staff to academic excellence. Beyond academic achievements, 2023 was a year marked by significant advancements in our infrastructure. The completion of our state-of-the-art commercial kitchen, a project totalling over \$250,000, reflects our commitment to providing the best facilities for our students. Additionally, over \$100,000 was invested in refurbishing students' restroom facilities, with further plans for extensive improvements in the coming year. These include air conditioning installations on Upper Ground and Level 1 have enhanced the learning environment throughout the Primary Campus, and we aim to extend this comfort to our gymnasium in 2024, with an estimated project cost of \$200,000, and upgrade to the playground at the Primary Campus.

In response to growing enrolments, we are prioritising the expansion of general classrooms, specialist rooms, and the development of a versatile multipurpose hall. Comprehensive planning is already in progress while our strategic plan serves as a roadmap that will guide us towards a future of sustained growth and success.

Together, we have achieved great success, and I am confident that our collective efforts will continue to propel All Saints Grammar to new heights in the years to come.

Mr Ulysses Ntombos
Chair of the Board of Directors





Welcome

A message from the Head of School



Reflecting on this year's journey, I am filled with pride at the countless achievements and tireless efforts that define our School.

What truly sets All Saints Grammar apart is our commitment to shared values rooted in our Hellenic heritage, language, culture, and faith. Our collective vision extends beyond academic excellence; we strive to nurture well-rounded individuals who are connected to their families, embody our faith, and are prepared to contribute positively to the world around them.

Our commitment to these values was exemplified through initiatives like the Saint Nicholas Mission Academy. Our students raised over \$5,000, providing them with a profound sense of purpose and the tangible impact they can make on others' lives.

To achieve our vision of becoming the best version of All Saints Grammar, we must all continue to foster strong partnerships. Our dedicated teachers provide exceptional learning

opportunities, while our students show gratitude for their education, and our parents support school initiatives and high standards of excellence. This collective effort is a testament to our motto, "Let us Stand Well," as we nurture academic rigor, strong character values, and an environment that supports self-efficacy and self-esteem.

I extend my congratulations to our newly elected School Captains. Secondary School Captains, Karina Giokaris and Vasileios Manis, our Primary School Captains Sarah Baldas and Panos Kamarinas along with all Peer Support Leaders. Your roles as ambassadors and role models are crucial, and I trust you will wear your badges with pride.

To our parents and families, often the unsung heroes of our community, thank you for your unwavering support, care, and trust in our stewardship of your children's education. Your involvement is essential to our collective success.



I also wish to thank our leadership team, Mr Jaime Rodriguez and Mrs Aristeia Synesios, for your support and professionalism. To my colleagues, your dedication to nurturing our students' hearts and minds is extraordinary.

A special thank you to the All Saints Parent Association for your outstanding efforts in fostering community spirit and fundraising. Your contributions are vital to our school's success and sense of belonging.

Our gratitude extends to Father Chris and Father Dimitri for their spiritual guidance, and to Mr Ulysses Ntombos and the Board of Directors for their leadership and commitment to our school's prosperity.

I am delighted to share that in the 2023 HSC, All Saints Grammar achieved an impressive ranking of 86th in the state, reflecting our dedication to academic excellence. We have seen a remarkable 100% improvement in Band 6 results, a testament to the hard work of our students and the commitment of our teachers to create a nurturing and challenging learning environment. As we look to the future, we are focused on expanding our facilities to accommodate growing enrolments and enhancing our educational spaces. Our strategic plan will guide us towards sustained growth and success, ensuring that All Saints Grammar continues to thrive as a beacon of excellence.

Mrs Elfa Lillis
Head of School



Message from the **All Saints Parents Association**

The All Saints Grammar Parent Association had a vibrant and successful year in 2023, filled with community building events and memorable celebrations. We kicked off the school year with our Welcome Drinks, an event designed to bring together new and existing families. This gathering set a warm and inviting tone for the year ahead, fostering connections within our School community.

Throughout the year, we continued our beloved traditions with the Easter Stall, Mother's Day Stall, and Father's Day Stall. These annual occasions not only provided opportunities for our students to celebrate and appreciate their families but also helped to strengthen the ties between parents, students, and the School.

One of the highlights of this year was the School Disco for the Primary Campus. Held on the last day of Term 3, the event was a delightful way for our younger students to enjoy some fun and dancing. A special thank you goes to Mr Carroll, who took on the role of DJ and made the disco an unforgettable experience for all the kids.

In addition to our regular events, we introduced a new and exciting Movie Night, hosting families and friends for a special preview of My Big Fat Greek Wedding 3. This event offered a nostalgic trip through Greece with beloved characters from the movie series, creating a magical evening for everyone in attendance.

Our year concluded with the highly anticipated annual Taverna Night, which once again saw an overwhelming response with over 750 RSVPs. The evening was a spectacular showcase of our students' dancing talents across all year groups, providing a joyous and entertaining finale to our events calendar. We extend our heartfelt gratitude to all the sponsors and volunteers whose support and dedication were crucial to the success of this night.

We would like to express our deepest thanks to our committee members—Chris Papademetriou, Helen Karavitis, Alexia Karavitis, Dion Terzis, Essy Kaloudis, Eleni Gerassis, Vicky Katholos, Penny Mavromatis, Tonia Bourdoulis, Tonia Kotsonis-Carillo, and Larni Kardoulis—for their tireless efforts and commitment throughout the year. Your hard work and enthusiasm have been invaluable in making this year a success.

As we reflect on 2023, we are filled with anticipation for an even bigger and more exciting year ahead in 2024. We look forward to continuing our tradition of fostering community spirit and providing enriching experiences for all members of our school community.





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.



STUDENT LEADER



PRIMARY STUDENT LEADER 2014



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

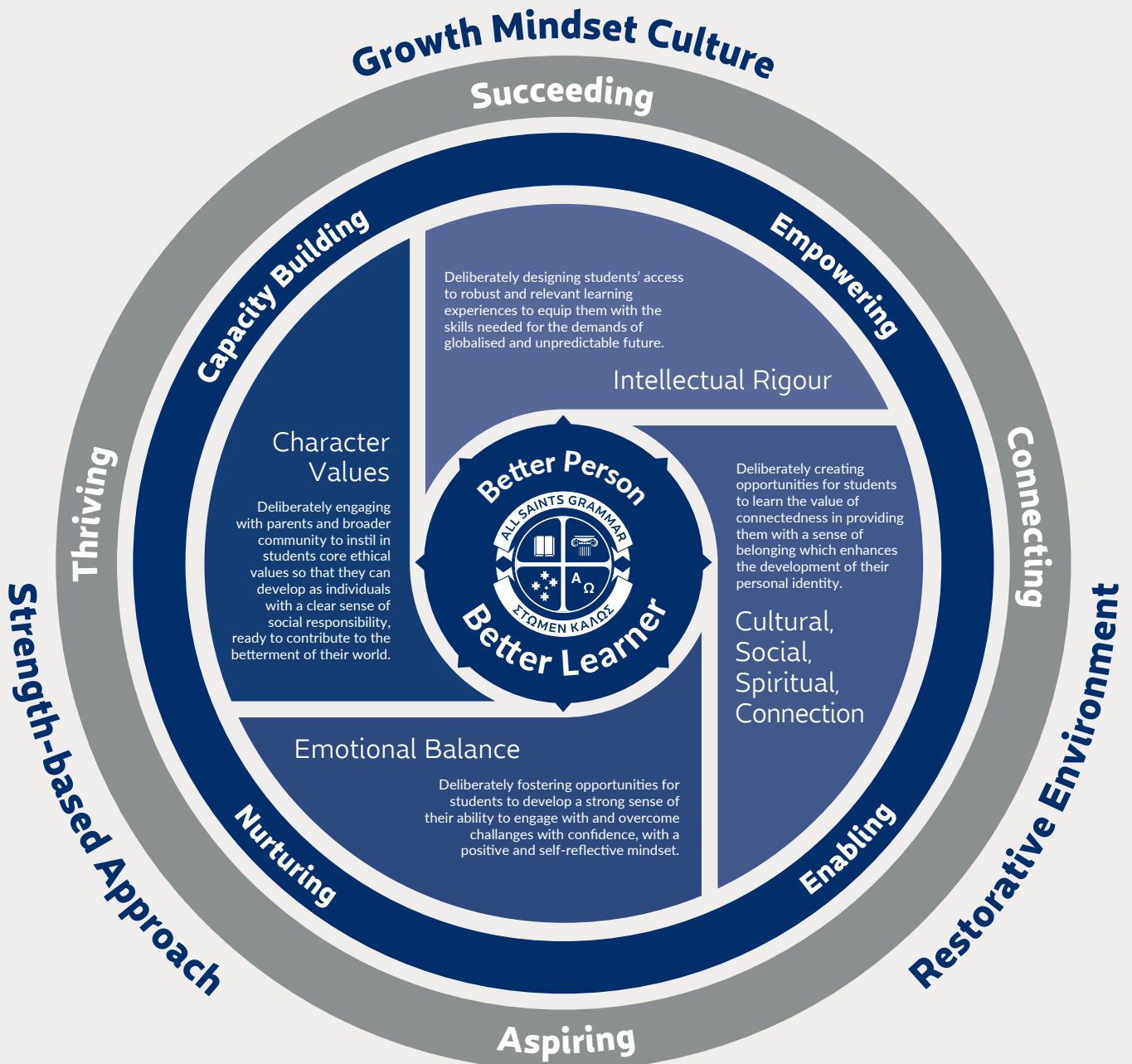
Initiatives Promoting Respect

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!**







Naplan Data

Standardised National Literacy and Numeracy Testing

2023 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	90.6	100	92
Writing	100	93.7	97	90.4
Spelling	100	89.1	97	91.2
Grammar and Punctuation	96	87	100	89.1
Numeracy	100	89.9	97	90.4

2023 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	96	90.4	96	87.9
Writing	92	89.4	98	87.5
Spelling	94	92.7	96	91.2
Grammar and Punctuation	96	88.8	93	86.4
Numeracy	96	90.4	100	89.2

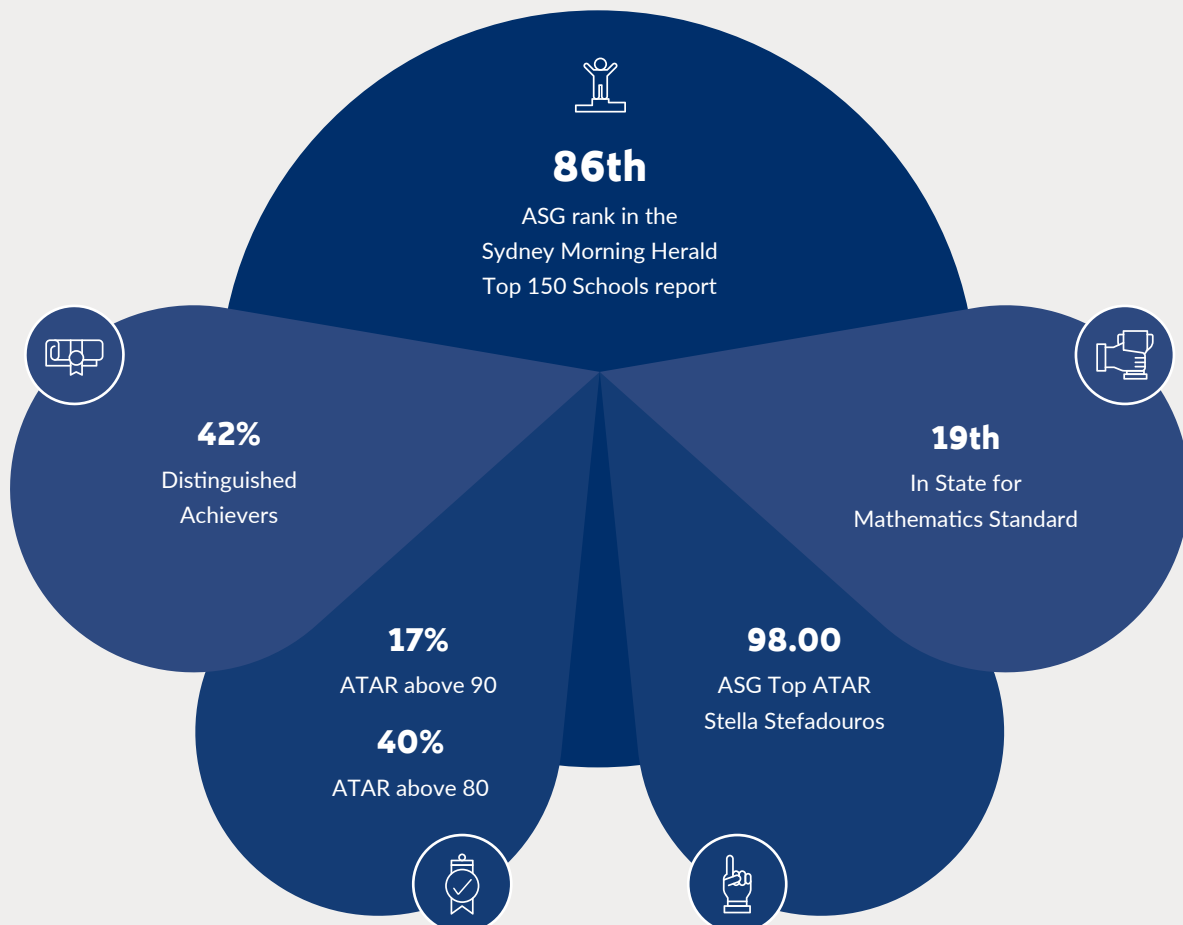
Note; For 2023 the results no longer include bands. These results are based on 3 above standard levels (exceeding, strong and developing). The level that is below standards is NAS (needs additional support).



Student Outcomes

Secondary Outcomes

In 2023, 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 2023 graduating class showed extraordinary commitment to the development of the whole individual:



*A Better Person who
becomes a Better Learner*



Stella Stefadourous: 98
BAND 6
 2 Unit Business Studies
 2 Unit English Advanced
 2 Unit Legal Studies
 2 Unit Mathematics Standard 2
 2 Unit Personal Development,
 Health & Physical Education



Georgia Nouris: 95.25
BAND 6
 2 Unit English Advanced
 2 Unit Legal Studies
 2 Unit Modern History
BAND 5
 2 Unit Biology
 2 Unit Mathematics Advanced
 1 Unit History Extension

Summary of Results

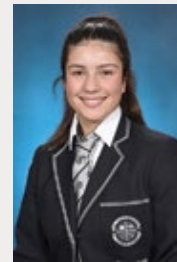
Outstanding Academic Achievers



Jenna Freed: 95.2
BAND 6
 2 Unit Business Studies
 2 Unit Design & Technology
 2 Unit Mathematics Advanced
 2 Unit Visual Arts
BAND 5
 2 Unit English Advanced



Thespina Spanos: 95.05
BAND 6
 2 Unit Biology
 2 Unit Legal Studies
 2 Unit Mathematics Standard 2
 2 Unit Personal Development,
 Health & Physical Education
BAND 5
 2 Unit English Standard



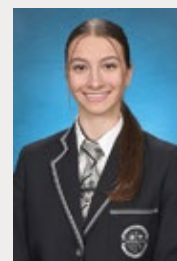
Oliana Papas: 93.85
BAND 6
 2 Unit Legal Studies
 2 Unit Mathematics Advanced
 2 Unit Modern Greek Continuers
 2 Unit Personal Development,
 Health & Physical Education
BAND 5
 2 Unit English Advanced
 1 Unit Mathematics Extension 1



Isabella Papazoglou: 93.25
BAND 6
 2 Unit Ancient History
 2 Unit English Advanced
 2 Unit Legal Studies
 1 Unit History Extension
BAND 5
 2 Unit Business Studies
 1 Unit English Extension 1



Anthony Spathis: 91.45
BAND 6
 2 Unit Business Studies
 2 Unit Design & Technology
 2 Unit Mathematics Advanced
BAND 5
 2 Unit Economics
 2 Unit English Standard



Katerina Vrahnos: 91.15
BAND 6
 2 Unit Business Studies
 2 Unit Modern Greek Continuers
 2 Unit Visual Arts
BAND 5
 2 Unit English Advanced
 2 Unit Legal Studies
 1 Unit Modern Greek Extension



Summary of Results

Distinguished Academic Achievers



Spyros Paleothodoros: 88.05

BAND 6

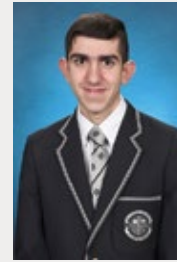
2 Unit Mathematics Standard

BAND 5

2 Unit English Advanced

2 Unit Modern History

2 Unit Personal Development,
Health & Physical Education



Danny Venizelou: 87.35

BAND 6

2 Unit Mathematics Advanced

BAND 5

2 Unit Business Studies

2 Unit Design & Technology



Katie Tasevska: 87.7

BAND 6

2 Unit Legal Studies

BAND 5

2 Unit Business Studies

2 Unit English Advanced

2 Unit Personal Development,
Health & Physical Education



Helena Marras: 87

BAND 6

2 Unit Music 1

BAND 5

2 Unit Business Studies

2 Unit English Advanced

2 Unit Legal Studies

2 Unit Mathematics Standard 2



Jasmine Tzimoulas: 86.15

BAND 5

2 Unit Biology

2 Unit Business Studies

2 Unit English Advanced

2 Unit Legal Studies

2 Unit Mathematics Standard 2



Terry Kottaras: 85.65

BAND 6

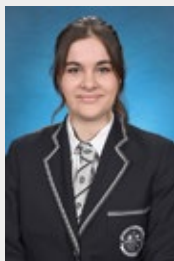
2 Unit Mathematics Standard 2

2 Unit Music 1

BAND 5

Business Studies

2 Unit English Standard



Sienna Kassabalidis: 83.75

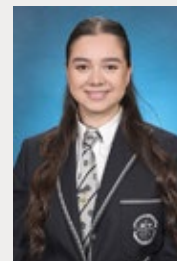
BAND 5

2 Unit Business Studies

2 Unit English Advanced

2 Unit Legal Studies

2 Unit Mathematics Standard 2



Sophia Gerassis: 82.8

BAND 6

2 Unit Visual Arts

BAND 5

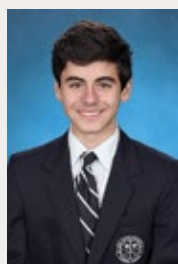
2 Unit Business Studies

2 Unit English Advanced

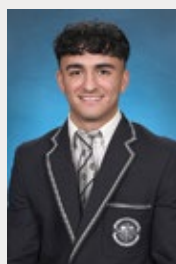
2 Unit Modern Greek Continuers

1 Unit Modern Greek Extension

2 Unit Personal Development,
Health & Physical Education



Nicholas Kalitsis: 81.75
BAND 5
2 Unit English Standard
2 Unit Legal Studies
2 Unit Mathematics Advanced
2 Unit Modern History



Harris Anastasiou: 80.55
BAND 6
2 Unit Mathematics Standard 2
BAND 5
2 Unit Business Studies
2 Unit English Standard

Summary of Results Distinguished Academic Achievers

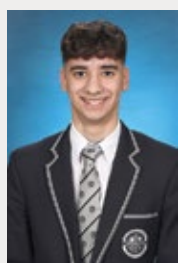


Doro Christou
BAND 6
2 Unit Mathematics Standard 2
BAND 5
2 Unit Geography



Ross Gregory
BAND 6
2 Unit Mathematics Standard 2
BAND 5
2 Unit Business Studies

Summary of Results Special Mentions



Giorgos Louca
BAND 6
2 Unit Modern Greek Continuers
2 Unit Modern Greek Extension
BAND 5
2 Unit Mathematics Standard 2
2 Unit Personal Development,
Health & Physical Education



Dimitri Augerinos
BAND 6
2 Unit Mathematics Standard 2



Summary of Results Special Mentions



Peter Englezou

BAND 5

2 Unit Mathematics Standard 2

2 Unit Geography

2 Unit English Advanced



Paul Dimitrakopoulos

BAND 5

2 Unit Music 1

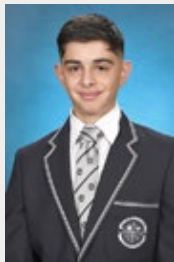
2 Unit Visual Arts



Ethan Kwok

BAND 5

2 Unit Music 1



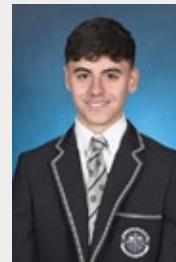
Artemus Vasiliades

BAND 6

2 Unit Mathematics Standard 2

BAND 5

2 Unit Music 1



Panagiotis Kalitsis

BAND 5

2 Unit Mathematics Standard 2



George Polyzois

BAND 5

2 Unit Music 1

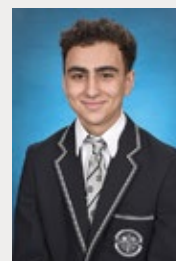
2 Unit Modern Greek Continuers



Yianni Papadimitriou

BAND 5

2 Unit Mathematics Standard 2



Christopher Lampropoulos

BAND 5

2 Unit Music 1

2 Unit Modern Greek Continuers



James Sapounakis
BAND 5
2 Unit Business Studies
2 Unit Mathematics Standard 2



Chrysostomos Stivaktas
BAND 5
2 Unit Design & Technology

Summary of Results Special Mentions



Kalia Vella
BAND 5
2 Unit Music 1



Summary of **Results**

SUBJECT	NO OF STUDENTS	BAND	BAND	BAND	BAND	BAND	BAND
		5&6 SCHOOL %	5&6 STATE %	3&4 SCHOOL %	3&4 STATE %	1&2 SCHOOL %	1&2 STATE %
Biology	11	28	32	73	57	0	11
Business Studies	30	50	36	40	52	0	12
Chemistry	2	0	38	100	47	0	14
Design & Technology	16	25	47	75	48	0	5
Economics	12	8	48	92	44	0	8
Engineering Studies		0	30	0	66	0	5
English Standard	30	17	13	83	76	0	10
English Advanced	15	87	67	13	32	0	0.1
Geography	7	29	42	10	47	0	10
Legal Studies	15	73	42	27	47	0	10
Mathematics Standard	22	0	9	0	68	0	22
Mathematics Advanced	7	86	50	0	43	14	7
Ancient History	2	50	32	50	48	0	19
Modern History	10	30	35	50	49	20	15
Music 1	10	80	69	20	29	0	2
Personal Development, Health and Physical Education	14	38	31	50	59	0	10
Physics	1	0	39	0	50	100	11
Visual Arts	5	10	65	20	33	0	1



SUBJECT	NO OF STUDENTS	EXT 2 SCHOOL %	EXT 2 STATE %	EXT 3 SCHOOL %	EXT 3 STATE %	EXT 4 SCHOOL %	EXT 4 STATE %
Mathematics Extension 1	3	0	24	100	38	0	34

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 Beginners	1	0	72	0	20	0	0

SUBJECT	NO OF STUDENTS	BAND 5&6 SCHOOL %	BAND 5&6 STATE %	BAND 3&4 SCHOOL %	BAND 3&4 STATE %
Modern Greek Continuers	9	58	75	43	17

SUBJECT	NO OF STUDENTS	EXT 2 5&6 SCHOOL %	EXT 2 5&6 STATE %	EXT 3 3&4 SCHOOL %	EXT 3 3&4 STATE %	EXT 4 SCHOOL %	EXT 4 STATE %
Modern Greek Extension	3	0	4	100	52	0	43

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 %
Spanish Continuers	1	0	60	0	40	0	1

SUBJECT	NO OF STUDENTS	EXT 1 SCHOOL %	EXT 1 STATE %	EXT 2 SCHOOL %	EXT 2 STATE %	EXT 3 SCHOOL %	EXT 3 STATE %	EXT 4 SCHOOL %	EXT 4 STATE %
English Extension	1	0	5	0	4	100	53	0	41

SUBJECT	NO OF STUDENTS	EXT 1 SCHOOL %	EXT 1 STATE %	EXT 2 SCHOOL %	EXT 2 STATE %	EXT 3 SCHOOL %	EXT 3 STATE %	EXT 4 SCHOOL %	EXT 4 STATE %
History Extension 1	3	0	2	0	13	67	60	33	27

*All figures have been rounded to the nearest percentage.



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 2023 was 94.4.

Across 2023 two teachers took maternity leave. The School employed 39 female teachers and 26 male teachers in 2023.

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

2023 SCHOOL STAFF	PERCENTAGE OF ASG STAFF
Teaching Staff	72.8%
Full-time equivalent Teaching Staff	75%
Non-Teaching Staff	27.2%
Full-time equivalent Non-Teaching Staff	25%

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 2023 has been calculated as follows:

YEAR LEVEL	ATTENDANCE RATE %
Kindergarten	95%
Year 1	92%
Year 2	93%
Year 3	91%
Year 4	92%
Year 5	90%
Year 6	92%
Year 7	88%
Year 8	91%
Year 9	89%
Year 10	90%
Year 11	90%
Year 12	93%
Whole School	91%
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 2023. 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.

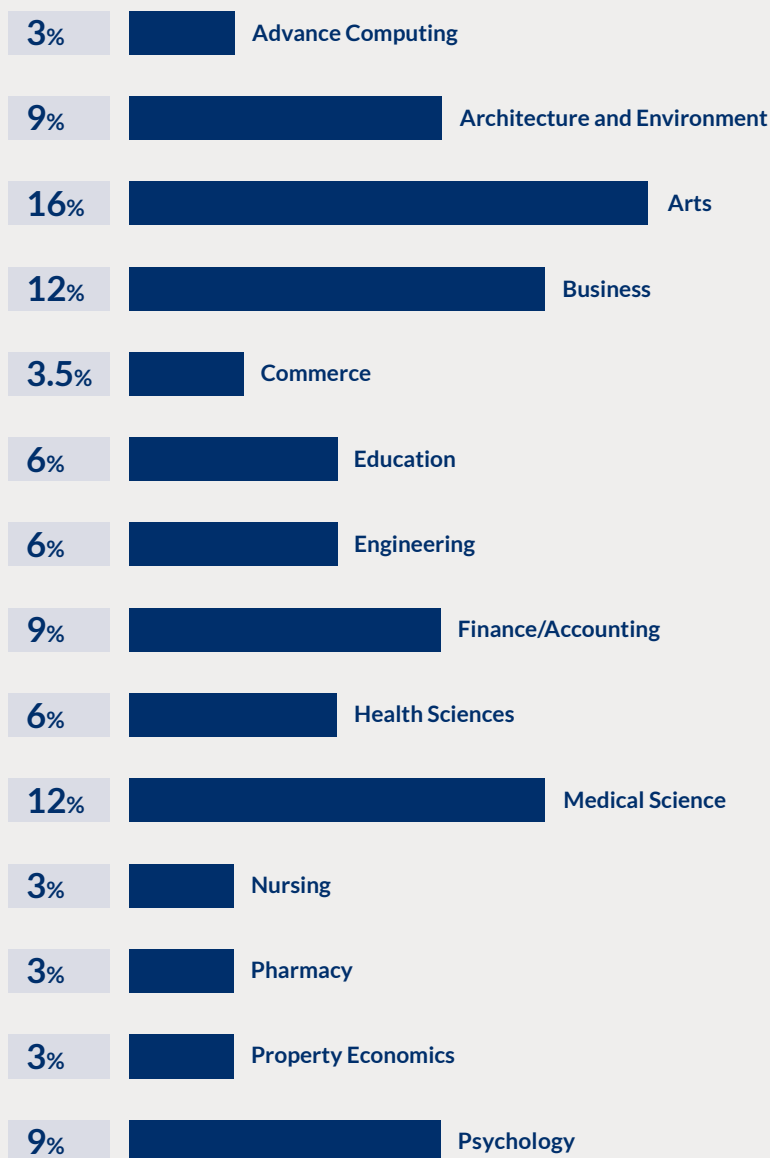
Parents are required to complete an application for extended leave to advise that students will be absent for an extended period of time due to travel. The last day of attendance at school and the date of return are to be included in the application. It is the student's responsibility to ensure that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



Post-School Destinations

In 2023, 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
- Application & Enrolment Policy
- ASG Uniform Policy



School Determined Priority Areas of Improvement 2022-2026

KEY AREA	AIM	2023 ACHIEVEMENTS
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		
<p>1.1. To promote engagement with effective research-based learning and teaching frameworks.</p> <p>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.</p>	<p>1.3. To promote and support the development of rich and relevant teaching programs to promote challenging learning experiences for all students;</p> <p>1.4. To achieve expertise in excellent classroom practices that promote high growth in student learning;</p>	<p>1.5. To recruit, retain, value and develop staff as engaged and inspiring professionals;</p> <p>1.6. To achieve high standards of teacher expertise on student learning to enhance student performance;</p>
2023 ACHIEVEMENTS		
<p>Building teacher capacity:</p> <ul style="list-style-type: none"> Workshops were prepared on models for Differentiated instruction (C. Tomlinson), Cognitive Load Theory (J. Sweller), and Load Reduction pedagogies (A. Martin). Professional Learning opportunities. 	<ul style="list-style-type: none"> Introduction of TTA Platform for online professional development courses made available to all staff. <p>Planning stages/onboarding of staff engagement survey.</p> <ul style="list-style-type: none"> Implementation of staff and parent exit surveys. 	<ul style="list-style-type: none"> HSC results – 86th in state 19th in state for Mathematics 100% improvement in Band 6 results illustrating our commitment of our teachers to create a nurturing and challenging learning environment.
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		
<p>2.1. To advance a culture in which students, parents and teachers have high expectations that every student will achieve their full potential.</p> <p>2.2. To engage students in outstanding learning experiences and empower them to discover and understand their strengths.</p>	<p>2.3. To broaden the delivery of curricular and co-curricular programs that engage, challenge and enrich students' learning.</p> <p>2.4. To cultivate the dispositions of integrity, compassion, courage and respect for others in daily interactions.</p>	<p>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.</p> <p>2.6. To promote high levels of self-efficacy, self-esteem, self concept, self-regulation, and resilience.</p>



2023 ACHIEVEMENTS

- Duke of Edinburgh Award Scheme.
- Significant advancements in our infrastructure. The completion of our state-of-the-art commercial kitchen, a project totalling over \$250,000, reflects our commitment to providing the best facilities for our students.
- Over \$100,000 was invested in refurbishing students' restroom facilities, with further plans for extensive improvements in the coming year. Air conditioning installations on Upper Ground and Level 1 have enhanced the learning environment throughout the Primary Campus, and we aim to extend this comfort to our gymnasium in 2024, with an estimated project cost of \$200,000 and upgrade to the playground at the Primary Campus.
- **Events that took place in 2023 immerse students in religion, culture, and history:** Τριώδιο-Απόκριες (season preceding Lent), Καθαρά Δευτέρα (Clean Monday), Ευαγγελισμός της Θεοτόκου (Annunciation of the Theotokos), Πάσχα (Greek Easter), Η Μάχη της Κρήτης (Battle of Crete), All Saints Day, Η Κοίμησις της Θεοτόκου (Dormition of the Theotokos), and OXI Day (28 October).
- Students at ASG learn about these events through Modern Greek and Orthodoxy lessons, often organising special presentations or during school assemblies. Modern Greek Language lessons, provides students with a strong foundation in language skills and a deeper understanding of Hellenic culture. The lessons aim to cultivate religious and cultural awareness through practical, immersive experiences. These lessons go beyond words, fostering a profound understanding of the interconnectedness of faith, language, and culture.

KEY AREA

3. Pastoral Care and Wellbeing

AIM

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.

2023 ACHIEVEMENTS

- A series of workshops were organised throughout the year focussing on cyber safety, bullying prevention, and socialisation skills.
- These workshops were organised and run with the support of the Local Police Liaison Officers, our school counselors, and other external agencies.



School Determined Priority Areas of Improvement 2022-2026

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	
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;	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.
	4.3. To encourage the study of Modern and Classical Greek as academically rigorous courses.
2023 ACHIEVEMENTS	
<ul style="list-style-type: none"> Duke of Edinburgh Award Scheme. Significant advancements in our infrastructure. The completion of our state-of-the-art commercial kitchen, a project totalling over \$250,000, reflects our commitment to providing the best facilities for our students. Over \$100,000 was invested in refurbishing students' restroom facilities, with further plans for extensive improvements in the coming year. Air conditioning installations on Upper Ground and Level 1 have enhanced the learning environment throughout the Primary Campus, and we aim to 	<ul style="list-style-type: none"> extend this comfort to our gymnasium in 2024, with an estimated project cost of \$200,000 and upgrade to the playground at the Primary Campus. Events that took place in 2023 immerse students in religion, culture, and history: Τριώδιο-Απόκριες (season preceding Lent), Καθαρά Δευτέρα (Clean Monday), Ευαγγελισμός της Θεοτόκου (Annunciation of the Theotokos), Πάσχα (Greek Easter), Η Μάχη της Κρήτης (Battle of Crete), All Saints Day, Η Κοίμησις της Θεοτόκου (Dormition of the Theotokos), and OXI Day (28 October).
	<ul style="list-style-type: none"> Students at ASG learn about these events through Modern Greek and Orthodoxy lessons, often organising special presentations or during school assemblies. Modern Greek Language lessons, provides students with a strong foundation in language skills and a deeper understanding of Hellenic culture. The lessons aim to cultivate religious and cultural awareness through practical, immersive experiences. These lessons go beyond words, fostering a profound understanding of the interconnectedness of faith, language, and culture. The school has made significant investments in teachers resources to ensure that Classical Greek continues to run small classes to ensure meticulous instruction.

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

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.

5.2. To establish a safe, reliable, and up-to-date digital environment that facilitates outstanding teaching and inspires challenging learning.

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.

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.

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.

2023 ACHIEVEMENTS

- Significant advancements in our infrastructure. The completion of our state-of-the-art commercial kitchen, a project totalling over \$250,000, reflects our commitment to providing the best facilities for our students.

- Over \$100,000 was invested in refurbishing students' restroom facilities, with further plans for extensive improvements in the coming year. Air conditioning installations on Upper Ground and Level 1 have enhanced the learning

environment throughout the Primary Campus, and we aim to extend this comfort to our gymnasium in 2024, with an estimated project cost of \$200,000 and upgrade to the playground at the Primary Campus.

KEY AREA

6. Sustainable Organisational Leadership

AIM

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

6.1. To increase enrolments for the school to have a three streams structure from Kindergarten to Year 10.

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.

6.3. Attaining a strong financial position for the school by the end of this Strategic plan.

6.4. To establish an effective plan for the maintenance and refurbishment of existing facilities.

6.5. To continuously engage with the parent and broader community to establish processes for feedback and support of the school improvement plan.

6.6. To establish appraisal and performance review processes that enable the development of personal and collective accountability.

2023 ACHIEVEMENTS

- A process of Middle Leadership capacity building was established by involving a number of our middle leaders in the ACEL Leadership for Middle Leaders course during the second half of 2022.

- A process of in-school Evaluative Reflection was conducted with all Middle Leaders during 2023.

- Significant advancements in our infrastructure. The completion of our state-of-the-art commercial kitchen, a project totalling over \$250,000, reflects our commitment to providing the best facilities for our students.

- Over \$100,000 was invested in refurbishing students' restroom facilities, with further plans for

extensive improvements in the coming year. Air conditioning installations on Upper Ground and Level 1 have enhanced the learning environment throughout the Primary Campus, and we aim to extend this comfort to our gymnasium in 2024, with an estimated project cost of \$200,000 and upgrade to the playground at the Primary Campus.



Achievements Against 2023 Priority Areas

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	



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 2023, 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 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 Leadership.

The online survey was sent to parents to complete on 23 May, 2023 closing on 7 June, 2023. The survey received 92 responses, providing detailed qualitative and quantitative insights into the current views of the All Saints Grammar parent community.

Details

Of the 92 responses received, the year group with the highest number of respondents were Year 7 and 10 parents at 16.3%, followed by Year 4 parents at 14% and PreKinder parents at 13%.





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

"My daughter has had a positive experience in her short time at ASG, I cannot fault in any way"

"Think it's a great option for local parents"

"Great teachers, individual focus on students, personal attention my child receives"

"Great local community school"

"I am very happy with the school "

"I feel very comfortable sending my child to ASG, I know he is safe and happy. The staff are very warm, and welcoming, and my son has a happy story about all of them"

"My child is very happy here he enjoys going to school likes the teachers and has made a lot of friends. The teachers are lovely also the faith is there"

"The school has a great feel, I can see that children feel safe and welcome"

"Quality teaching and amazing and friendly Teachers and overall caring community"

"ASG has for the most part, a very high calibre of teachers who really care about their students. It's more than a school, it's a community however there is always room for improvements"

"Our son has been attending ASG since PreKinder and we live in Ryde/Gladesville so that says a lot for traveling to this school"

"My children are happy and feel they are in a safe environment. This is monumental. I would recommend school. Positive encouraging environment with good leadership"

"Teachers are more positively engaged with their students in the classroom and at sport. The kids enjoy turning up to class and completing their homework"

"Superb teachers and head of school"

"New student and difficult to make detailed feedback at this stage."

"It's a good school. I think it's been great for my children so far and for Greek families who have the means, I think it is a good option"

"As we're just in year 7, we're still learning about the school and the community"

"Amazing development in my child since commencing, and we strongly agree with the values and activities promoted by the school"

"The teachers have the pulse on what is happening with my kids. Very dynamic and caring"

"My children are happy to go to school, therefore I'm happy"

"My child is very eager to get up and go to school everyday. They are happy being at school. That for me is more than 50% of the battle"

"The culture and religious aspect. My kids are happy, loved and cared for"

"Happy with the curriculum and how they instil the Greek traditions"

"Targeted learning classes with less students and good basis for Greek culture learning"

"The junior school is going from strength to strength and the change its currently undergoing is highly positive and moving in a direction that will ensure the school is able to continue to grow"

"The school has enabled my son to continue learning the Greek language, senior classes are small and staff are supportive to the needs of the students. My son has also experienced many valuable school trips and events too."

"Enjoy the small community and nurturing nature of teachers. Class sizes are small"

"Multiple reasons, cultural, wholistic approach to education, nurture, my child is not a number, my children have grown through all saints in all areas the support to the family as a family unit."

"This is my daughters first year at the school and she is very happy from teachers and beautiful students that attend this wonderful school it's like family"

"So far, it's been friendly and welcoming. The school and educators seem structured and it seems as though the children thrive"

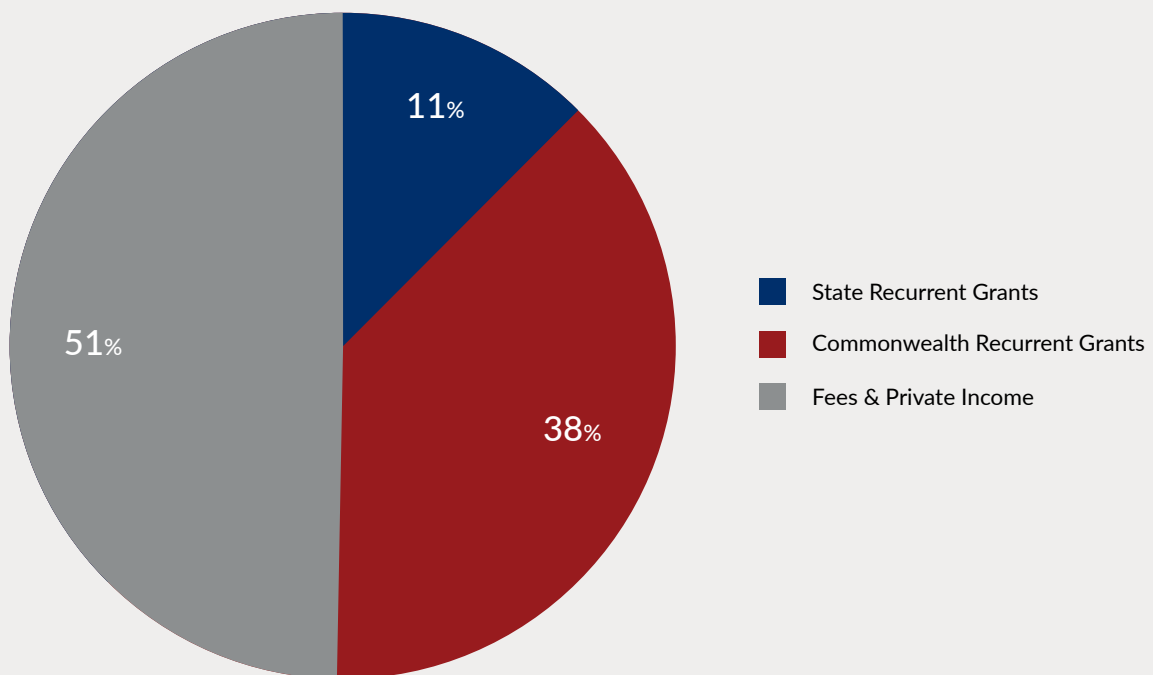
Parents quotes regarding All Saints Grammar communications

"We are happy so far with the communication and opportunities"

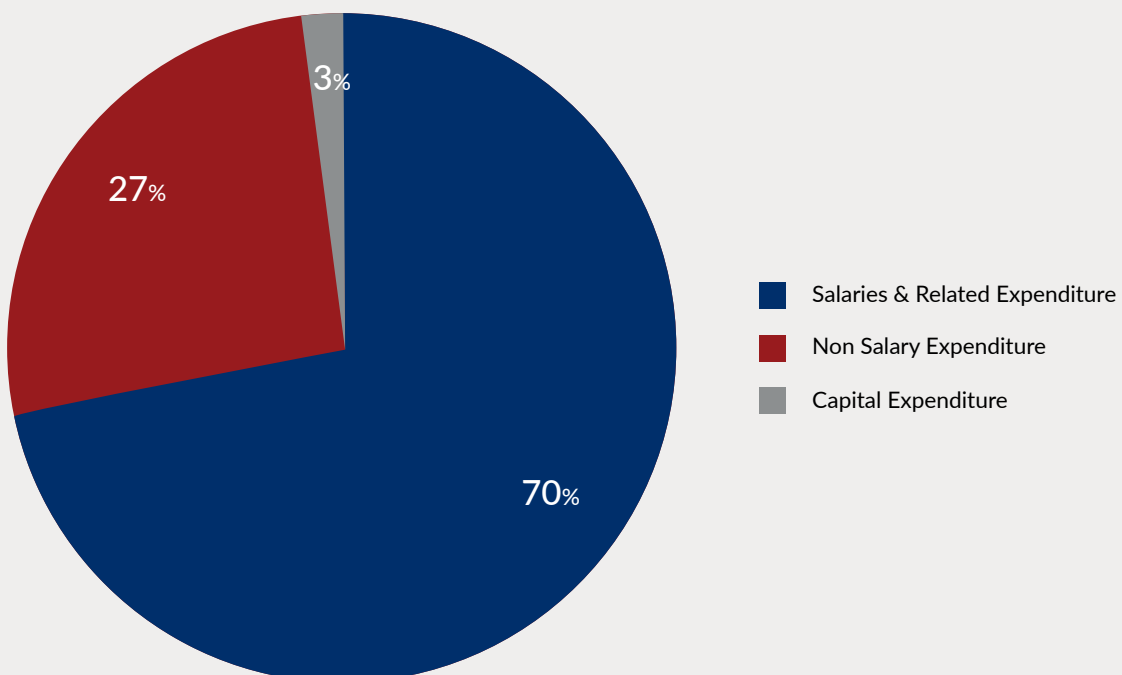


Summary of Financial Information

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	3
Classical Languages	1
Informa Connect:	2
AIS: HSC English: The Craft of Writing	2
AIS: Leading the Implementation of the New English 3-6 Syllabus	1
AIS: MEA Interpretation Workshop-Teachers and SAO	1
AIS: Connecting Social & emotional Learning, Positive Behaviour & Academic Success	2
AIS: NSW/ACT MEA Interpretation	1
AIS:Requirements for Teacher Accreditation Procedures in Schools	2
AIS: Expanding Horizons, Milestones of History	2
ETA: Teaching the New 7-10 Syllabus	1
AIS: Striking the Right Chord	1
LSA: Legal Studies:	1
Economics:	1
STANSW: Meet the Markers	1
AIS: NCCD Community of Practice: Moderation	2
AIS: Assessing Student Progress & Achievement in English K-2 Blended Learning Experience	2
AIS: Preparing for Implementation-Stage 6 Geography	1
Reggio Emilia: Study Tour	2
AIS: Investing in the Future	2
AIS:Oceans of Possibility	4
AIS:Cultivating Knowledge and Skills	1
AIS:Decisions and Revisions	2
AIS:The Innovative Teacher Librarian	1
AIS:Designing for Creativity-Reframing Visual Arts Practice	2
Changing Curriculum, Challenging Culture	1
UNI of Newcastle: QTA Dynamics	1



DESCRIPTION OF THE PROFESSIONAL LEARNING ACTIVITY	NO OF PARTICIPATING STAFF
HICES: Growing Communities: Building Hope	1
STEM: Enrichment primary Schools prograqm	4
AIS: Geographies of the Future-Local to Global	1
AIS: Preparing for Implementation: Classical & Modern Languages K-6	4
AIS: Planning & Implementation for Classical & Modern Languages 7-10	2
Wellbeing for Future focused Schools	1
ASCA: Coach Accreditation	1
AIS: Lessons from the Outside: The Future of Governance in Independent Schools	1
AIS: Leading the Implementation of the new Mathematics 3-6 Syllabus	1
Law Sense: Family Law Issues in Schools	1
etrainu: Gymnastics	1
Tes: Lines generation	2
Seven Steps	1
AIS: History Makers-Producing Historiography in a Changing World	2
AIS: The Teacher Librarian as Leader-Enriching Teaching & Learning	1
STA NSW: Assessment & Depth	1
AIS: Familliarisation & Implementation of English 3-6 Syllabus	1
Law Sense: School Excursions, Camps & Trips	1
LDC: Creating Successful Learning Environments for Students with ADHD	1
PALS: Power up with PALS	1
AIS: English: Programming & Planning foro the new English 7-10 Syllabus	2
Shape Digital Seminars	1
AIS: Governance Foundations	2
Edval: Timetable Essentials	1
Reviva First Aid :First Aid with CPR Anaphylaxis	1
Child Protection:	1
TTA Online Training	2



All Saints Grammar

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Primary Campus | 13-17 Cecilia Street, Belmore NSW 2192
Secondary Campus | 31 Forsyth Street, Belmore South NSW 2192

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