



Annual Report 2024

CONTENTS

Message from Key School Bodies	3
College Context and Values	7
Student outcomes in standardised national literacy and numeracy testing (NAPLAN)	8
The Granting of the RoSA	9
Student performance in statewide tests and examinations	10
Secondary School Outcomes	12
Teacher Professional Learning, Accreditation and Qualifications	13
Workplace Composition	16
Student attendance and management of non-attendance	17
Retention of Year 10 to Year 12	19
Post School Destinations	20
Enrolment Policies and Characteristics of the Student Body	21
School Policies	23
Priority Areas for Improvement	28
Initiatives Promoting Respect and Responsibility	29
Parent, Student and Teacher Satisfaction	30
Summary of Financial Information	31

MESSAGE FROM KEY SCHOOL BODIES

Message from the College Council and Head of College



The College's focus in 2024 has been on living out our Mission "to develop learners for life who grow every day in every experience with purpose and courage grounded in Christ". Having only recently worked through a College Values clarification process, considerable effort has been dedicated to weaving the values of Hope, Truth, Compassion and Respect into many aspects of College life.

Over the course of the year, new initiatives for building community were started while attention was also given to honouring our past and some special milestones for alumni. The inaugural Leadership Lunches with James Hunter (Scots Bathurst, 1991) and Simon Chapman (All Saints', 1969) brought together current students, staff and parents with past students, staff and parents.

Senior School Mother's Day and Father's Day events were also held for the first time, and the weekend of activities to celebrate 150 years since the establishment of All Saints' College attracted hundreds of people. For the Karrabee Boys, their reunion was particularly significant this year given that we also marked 150 years since Karrabee was built.

Pastoral Care

After commencing a number of new pastoral initiatives last year, 2024 was largely focused on refining these activities in their second year. The College also continued to offer Youth Mental Health First Aid training for staff and planning is underway for Teen Mental Health First Aid to be run in 2025. This is an age-appropriate training course to empower students with the knowledge, skills and confidence to provide support to their peers.

Academic Excellence

For a second year in a row, a student from the College placed first in an HSC course, this time Primary Industries. In addition, another student placed fifth in Primary Industries. Overall, nine students received an ATAR above 90 and the College was the top performing school in Bathurst.

Teachers at the Junior School participated during the year in a Numeracy Project in conjunction with the Association of Independent Schools and pleasingly NAPLAN scores for the College were reported to be the highest in the Central West for Year 5, Year 7 and Year 9

Co-curricular Experiences

The College's co-curricular program has continued to develop this year with the College entering an Open soccer team in the Independent Sporting Association competition for the first time. The College also enjoyed hosting a State Band Competition in which the College's Pipes and Drums community participated keenly. Both Mamma Mia and Frozen Jr. were also highly memorable musicals which collectively involved hundreds of students.

Christian Life

In 2024, the College welcomed back alumni Rev Andrew Lewis (Chaplain, Royal Australian Navy), whose visit coincided with Remembrance Day. Other local ministers, including Mr Ed Sowden from Bathurst Presbyterian Church, continued to partner with the College through visiting to speak in Chapel.

Some significant developments occurred within the area of Christian Studies as a classroom subject. Service initiatives and partnerships were also developed further during the year, in particular with Compassion Australia visiting to educate students about not only the work of Compassion but also the ways in which students can 'make a difference'. This visit will be expanded upon in 2025.

Staffing

The myriad achievements of the College in 2024 are in many respects thanks to the collective support students have received from staff. We continue to be thankful for the provision of excellent staff while also always welcoming interest from professionals interested in joining the staff team.

Campus Developments

At the Junior Campus, the first phase of the Junior School Playground redevelopment was completed thanks to generous support from the Old Bathurstian Union and the Parents and Friends Association.

On the Senior Campus, the Dining Room was completely refurbished and work continued to prepare for the reopening of a fourth boarding house in 2025. The newly refurbished space will initially be home to Year 7 and Year 8 boys boarding. Extensive electrical infrastructure work also commenced. This project will see the majority of powerlines relocated underground and a new substation installed to enable future campus developments.

Governance

Mr Gareth Scott, Governance Manager at AISNSW conducted 4 hours of professional development for College Council in August which focused on Data Governance, Privacy and AI along with Cyber. The session provided Council members with a thorough overview of these significant governance matters.

Conclusion

The College Council together with the Head of College are most grateful to the many people in the College community who have contributed in to what has been achieved in 2024 and we looking forward to building on these accomplishments over the coming year.

Mr Hamish Thompson
Chair of College Council

Mr Richard Ford
Head of College

Message from the Parents and Friends' Association



The year 2024 has been a time marked by growth, collaboration, and commitment, and I am incredibly proud of what we have achieved as a team. The unwavering support from parents, staff, and the broader community has enabled us to continue contributing to the success of our College and its students..

Fundraising Events in 2024

This year, the P&F organised several fundraising events across both the Senior and Junior School campuses, with all proceeds going toward equipment and resources for our students. Below are the highlights:

Junior School Swimming Carnival Barbecue and Canteen: We successfully ran a canteen filled with home-baked goods generously donated by Junior School families. Our pre-ordered barbecue lunch, organised for the first time through the Flexischools platform, worked seamlessly for parents and the P&F. A coffee van was also present, making it a great start to the year.

Rugby Home Game Cake Stalls: Several cake stalls were organised by the Rugby community, and they were well-received. We are grateful to everyone who contributed baked goods and volunteered their time. It was a wonderful team effort!

Rugby Alumni Day Barbecue and Cake Stall: This event, held alongside the last home Rugby game, saw us running both a barbecue and cake stall. Generous donations of baked goods and volunteers' time made it a successful day. A coffee van was also available for attendees.

Junior School HICES Cross Country Carnival Barbecue and Canteen: We hosted another barbecue and canteen, welcoming visiting schools to our campus. It was heartening to hear parents and students from other schools express their enjoyment of our canteen and their eagerness to return next year.

M.A.D. (Music, Art and Drama) Night Meals and Canteen: M.A.D. Night once again featured an array of delicious, donated dishes and desserts. Thank you to everyone who contributed, and to those who assisted in the canteen, making the night a great success.

Junior School Athletics Carnival Barbecue and Canteen: Like the swimming carnival, we offered a pre-ordered barbecue lunch through Flexischools and a canteen on the day, with a coffee van present. Thanks to the incredible generosity of parents for their time and baking contributions, the event was another success.

Contributions to the College

The P&F contributed \$20,000 toward Stage 1 of the Junior School Play Equipment, which was completed during the Christmas holidays and ready for use in Term 1. We also committed \$6,424 for new water filtration stations on the Junior Campus, and we have approved \$5,584.90 for equipment in the Music Department, which includes Apple iPads and accessories, \$20,000 to go towards the installation of air conditioning in the Aikman Hall and \$5,000 for the purchase of soft furnishing in the Senior School Library. These funds will be available when required.

Building Community

While fundraising is an essential part of our mission, equally important is fostering a strong community spirit at Scots All Saints College. Our time here is short, but the contributions we make today will benefit future generations in ways we cannot foresee.

As we reflect on this year, I want to extend a heartfelt thank you to all the volunteers who gave their time to support the P&F. Your contributions, big and small, have made an immense difference.

I would also like to express our gratitude to the College support staff and teachers for their ongoing assistance throughout the year.

To the entire College community, thank you for your unwavering support, dedication, and generosity. Your contributions- through volunteering, donations, and involvement- have been extraordinary.

A Special Thanks

Finally, I would like to personally thank the 2024 P&F Executive Team for their dedication and outstanding commitment:

- Vice President: Lorna McGowan-Leet
- Treasurer: Ben De Gabriel
- Secretary: Kasandra Wythes

I also extend my thanks to the elected committee members- Astrid Acreman, David Chapman, Georgia Yordanoff, Jayde Munns, Ellie McNamara, Jo Cuming, and Alicia Rennie- as well as the many parents who attended meetings and contributed throughout the year. It has been a privilege to work alongside such a dedicated group.

Through unity, determination, and teamwork, we are shaping a bright future for our children.

**Mrs Melanie Jacobsen
President, Parents and Friends Association**



COLLEGE CONTEXT AND VALUES

HOPE TRUTH COMPASSION RESPECT

Scots All Saints College was established in 2019 with the merger of two historic Bathurst schools – The Scots School and All Saints' College. With a combined history of 219 years educating young people in regional NSW, Scots All Saints College provides excellence in education, a strong boarding environment and all the modern facilities expected of a leading and innovative College.

Scots All Saints College is a non-selective, Presbyterian School operating across two campuses – the Senior School Campus, located at White Rock which caters to Years 7-12 and the Junior School Campus, located at Llanarth, which caters for students from Kindergarten to Year 6 and includes a purpose-built Preparatory School.

The College operates boarding facilities for students in Years 7 to 12 on the Senior Campus and students are connected and supported by caring teachers and support staff and a strong community network.

Providing quality education for Preparatory School to Year 12 girls and boys in a picturesque rural setting with heritage buildings and modern facilities – Scots All Saints College supports students to reach their full potential in all areas of their lives – academic, physical and social development and strong emotional wellbeing within a Christian world view.

The College's Mission is "To develop learners for life who grow every day in every experience with purpose and courage grounded in Christ". The College's Values are Hope, Truth, Compassion and Respect. We seek to instil in our young people the values of Hope, Truth, Compassion and Respect through their participation in lessons, assemblies, chapels and co-curricular activities. The aspirations of the Presbyterian Church are that all our students, irrespective of where their careers or employment lead them in the future, will grow in grace and knowledge and be open to the possibilities of global knowledge, best practice and faith in Christ.



STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING (NAPLAN)

2024 NAPLAN RESULTS

NAPLAN results are reported against 4 proficiency levels. The table below shows the percentage of students recorded in each proficiency level.

Year 3 (n=36)	Needs additional support	Developing	Strong	Exceeding
Grammar and Punctuation	5.6	27.8	52.7	13.8
Numeracy	0	11.1	72.2	16.7
Reading	5.6	8.3	41.7	44.4
Spelling	2.8	22.2	50	25
Writing	0	8.3	72.2	19.4

Year 5 (n=42)	Needs additional support	Developing	Strong	Exceeding
Grammar and Punctuation	0	14.2	57.1	28.6
Numeracy	0	14.3	61.9	23.8
Reading	0	4.7	52.3	42.9
Spelling	0	11.9	42.8	45.2
Writing	0	21.4	54.7	23.8

Year 7 (n= 88 in N, S and W) (n= 89 in G and P and R)	Needs additional support	Developing	Strong	Exceeding
Grammar and Punctuation	3.4	9.2	59.8	27.6
Numeracy	0	9.1	62.5	28.4
Reading	1.1	11.4	56.8	30.7
Spelling	1.1	9.2	50.6	39.1
Writing	1.1	17	50	31.8

Year 9 (n= 82 and 80 in writing)	Needs additional support	Developing	Strong	Exceeding
Grammar and Punctuation	4.3	23.4	53.2	19.1
Numeracy	0	10.8	78.5	10.5
Reading	4.3	13.8	56.4	25.5
Spelling	3.2	13.8	58.5	24.5
Writing	1	27.1	46.9	25

NAPLAN Score Distribution by Domains

The table below shows the average student results at the College and compares to students from a similar background (SSB) and all Australian schools (AAS).

Year 3	SCOTS ALL SAINTS	SSB	AAS
Grammar and Punctuation	440	431	409
Numeracy	440	422	404
Reading	453	430	404
Spelling	437	420	401
Writing	445	430	406

Year 5	SCOTS ALL SAINTS	SSB	AAS
Grammar and Punctuation	547	529	498
Numeracy	533	518	489
Reading	551	527	492
Spelling	542	513	486
Writing	523	508	485

Year 7	SCOTS ALL SAINTS	SSB	AAS
Grammar and Punctuation	586	569	537
Numeracy	594	572	540
Reading	578	566	535
Spelling	578	561	540
Writing	579	565	540

Year 9	SCOTS ALL SAINTS	SSB	AAS
Grammar and Punctuation	580	581	555
Numeracy	605	590	565
Reading	596	588	565
Spelling	584	580	567
Writing	595	595	571

THE GRANTING OF THE RoSA

All students who concluded their schooling prior to the HSC during 2024 were eligible for and received their Record of School Achievement (RoSA).

STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

HIGHER SCHOOL CERTIFICATE RESULTS

In 2024, 79 students sat the NSW Higher School Certificate in 28 courses. The Class of 2024 were the top performing school in Bathurst. The HSC results reveal several subject areas where students have performed exceptionally well compared to the state average. In particular, Agriculture, Ancient History and Primary Industries excelled.

In addition to the collective achievements of the cohort, there were some outstanding individual performances. In Primary Industries, one student achieved First in Course, and one student achieved Fifth in Course. 21% of the cohort were Distinguished Achievers, with 161 results of Band 5, Band 6, E3 or E4 in different courses. High individual subject marks over 90 were achieved in Agriculture, Ancient History, Business Studies, Community and Family Studies, English Advanced, English Extension 1, English Extension 2, Geography, Legal Studies, Mathematics Standard 2, Mathematics Advanced, Music 1, Music Extension, Personal Development, Health and Physical Education and Visual Arts. Eight students achieved ATARs above 90 and 17 students had ATARs above 80. The median ATAR was 71.55.

Overall, our Year 12 students worked successfully and collaboratively with their teachers and one another to achieve results which allowed them to successfully gain entry into the university course of their choice.



Higher School Certificate Results

Performance band achievement by %											
Subject	2023						2024				
	No of Students	Bands 3 - 6		Bands 1 - 2		No of Students	Bands 3 - 6		Bands 1 - 2		
		School	State	School	State		School	State	School	State	
Agriculture	17	100	85	0	15	13	100	83	0	17	
Ancient History	100	81	-	0	19	15	100	85	0	15	
Biology	27	100	90	0	10	32	97	88	3	12	
Business Studies	24	100	89	0	11	33	88	87	12	13	
Community & Family Studies	9	100	92	0	8	7	100	93	0	7	
Chemistry	8	88	86	12	14	11	91	87	9	13	
Design & Technology	8	100	95	0	5	11	100	96	0	4	
Drama	5	100	99	0	1	0	-	-	-	-	
Economics	10	80	20	93	7	13	62	92	38	8	
English - Advanced	66	99	99	1	1	77	99	99	1	1	
English - Standard	0	0	90	0	10	0	-	-	-	-	
English - Studies	0	NA	NA	NA	NA	2	100	52	0	48	
English - EALD	1	100	79	0	21	0	-	-	-	-	
Geography	10	100	93	0	7	14	100	91	0	9	
Legal Studies	14	93	91	7	9	21	95	89	5	11	
Mathematics Advanced	22	100	93	0	7	24	96	95	4	5	
Mathematics Standard	1	100	91	0	9	0	-	-	-	-	
Mathematics Standard 2	39	90	83	10	17	50	96	83	4	17	
Modern History	0	0	0	0	0	11	100	91	0	9	
Music 1	6	100	98	0	2	6	100	97	0	3	
Music 2	7	100	0	0	1	9	100	100	0	0	
PD, Health & PE	30	93	91	7	9	27	96	90	4	10	
Physics	2	100	90	0	10	8	38	86	62	14	
Primary Industries	6	100	97	0	3	5	100	97	0	3	
Visual Arts	6	100	99	0	1	8	100	99	0	1	

Performance band achievement by %											
Subject	2023						2024				
	No of Students	Bands E3,E4		Bands E1,E2		No of Students	Bands E3,E4		Bands E1,E2		
		School	State	School	State		School	State	School	State	
English Extension 1	17	86	95	14	5	8	100	95	0	5	
English Extension 2	10	60	86	40	15	2	100	87	0	13	
History Extension	27	100	86	30	14	7	100	86	0	14	
Mathematics Extension 1	24	100	72	66	28	14	36	80	67	20	
Mathematics Extension 2	1	100	87	0	13	5	-	-	-	-	
Science Extension	0	-	-	-	-	4	43	82	57	18	

SECONDARY SCHOOL OUTCOMES

VOCATIONAL EDUCATION AND TRAINING

Year 10 – One Year 10 student enrolled in a TVET course with TAFE NSW, attending TAFE Western (Bathurst Campus) studying Cert II Automotive: Mechanical Technology.

Year 11 – Eleven Year 11 students were enrolled in a TVET course with TAFE NSW. Ten students attended TAFE Western (Bathurst Campus) – Cert II Electrotechnology (2), Cert III Human Services: Nursing (3), Cert II Automotive: Mechanical Technology (5). One student completed the Cert II Wool Handling via TAFE Dubbo (Distance).

Year 12 – Four Year 12 students were enrolled in a TVET course with TAFE NSW (TAFE Western – Bathurst Campus) in 2024 – Cert III Early Childhood Education and Care (1), Cert II Electrotechnology (1), Cert II Animal Care (2).

Table 1 shows the percentage of Year 12 students undertaking vocational or trade training, and the percentage of students who achieved a Year 12 equivalent VET qualification.

Table 1

VOCATIONAL / TRADE TRAINING SUBJECT	% YEAR 12 STUDYING	% YEAR 12 STUDENTS ACHIEVING QUALIFICATION
Electrotechnology <i>Certificate II</i>	1.25%	1.25%
Early Childhood Education and Care <i>Certificate III</i>	1.25%	1.25%
Animal Care <i>Certificate III</i>	2.5%	2.5%



TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

PROFESSIONAL LEARNING 2024

Summary of Professional Learning Undertaken by Teachers in 2024

Professional Development remains a significant investment which the College makes in the development of quality teaching, learning and operations. In 2024 the College organised whole staff professional development focused on the following areas of learning, in adherence with our compliance responsibilities:

- Child Protection
- Crossing Professional Boundaries
- First Aid
- Rosenshine's Principles of Instruction (Senior School Staff)

All part-time and full-time academic staff are required to participate in mandatory professional learning activities.

Professional Development undertaken by staff in 2024 included:

HTA - Reflections on the 2023 Modern History HSC Exam - online
AIS Primary Numeracy Project- K-6 staff
New Syllabus course booked in 2023 PD Budget
Geography Fieldwork Connections with Katherine Jones
AIS - Craft of Writing - HSC English
ETA - Writing through the Stages
Plein Air Workshop with Sarah Randall - Wyangala
Rugby NSW Foundation Coach Certificate
USYD Regional Careers Advisor Conference
Legal Studies Association Conference 2024
AIS Network Day - Primary Industries
Legal Studies Association Conference 2024
UNSW Science - Lithgow Valley Data to Discovery - Data science for teachers
HTA Stage 6 Teachers Day
ABSA Duty of Care Level 2
AIS Reading Fluency Essential for Comprehension Webinar
NSW CAA Industry Update Day - Online
First Aid
AIS Child Protection Onsite
CPR Refreshers
AIS Personalised Learning Processes for Aboriginal Students - Self-Paced learning Experience - Online
AIS Legal Studies Conference - Guest Speaker
NSW Department of Training (RIEP Office)
AISNSW Senior Leaders
University of Sydney: Successful Learning Conference 2024
ASBA International Boarding Forum 2024
CSU- Agricultural Teachers Development Conference 2024

AIS Women in Leadership
Multilit Macqlit Workshop- Online
2024 NSW Careers Advisors Association Annual Conference
Touch Football Foundation Course
AIS- Planning and Programming with the English K-2 Syllabus- Self paced learning Experience- Online
AIS- Working Towards Experienced Teacher- Online
AIS- Umbrella group meeting- Differentiated instruction in Mathematics
CSU- The Foundation of Universal Design for Learning (Part 2) the foundations of universal design for learning
MTOP Framework for School Aged Care V2.0 2-part series
PD4Maths Making Maths meaningful and memorable Stage 6 Advanced
Edumate- Adacemic Reports- Online
Arts Out West and Regional Arts NSW- Work of Art- Forum on the Arts
Harvard Graduate School of Education- Intructional Coaching Through Change- Supporting Teachers in Action- Online



Level of Accreditation	Number of Teachers
1. Teachers having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition guidelines (AEI-NOOSR)	75
2. Teachers having a bachelor degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
3. Teachers who do not have qualifications as described in (1) or (2) above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

SUMMARY OF ACCREDITATION OF TEACHING STAFF

Category	Number of Teachers
Conditional/Provisional	2
Proficient Teacher	73
Experienced Teacher*	4
Highly Accomplished Teacher	0
Lead Teacher	0
Total Number of Teachers	75

*Denotes Experienced Teachers AISNSW ISTAA = Proficient (NESA)



WORKPLACE COMPOSITION

TEACHING STAFF

School Staff	Number of Staff
Teaching Staff	75
Full-time equivalent teaching staff	66
Non-teaching staff	65
Full-time equivalent non-teaching staff	48
Aboriginal and/or Torres Strait Islander staff	1



STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

MANAGEMENT OF ATTENDANCE

STUDENT ATTENDANCE RATES

Daily Attendance Register

Scots All Saints College keeps a register of the daily attendance of all students in electronic form.

Attendance registers are in a form approved by the Minister for Education, and compliant with the Attendance Register Codes.

The register of daily attendance records the following information for each student:

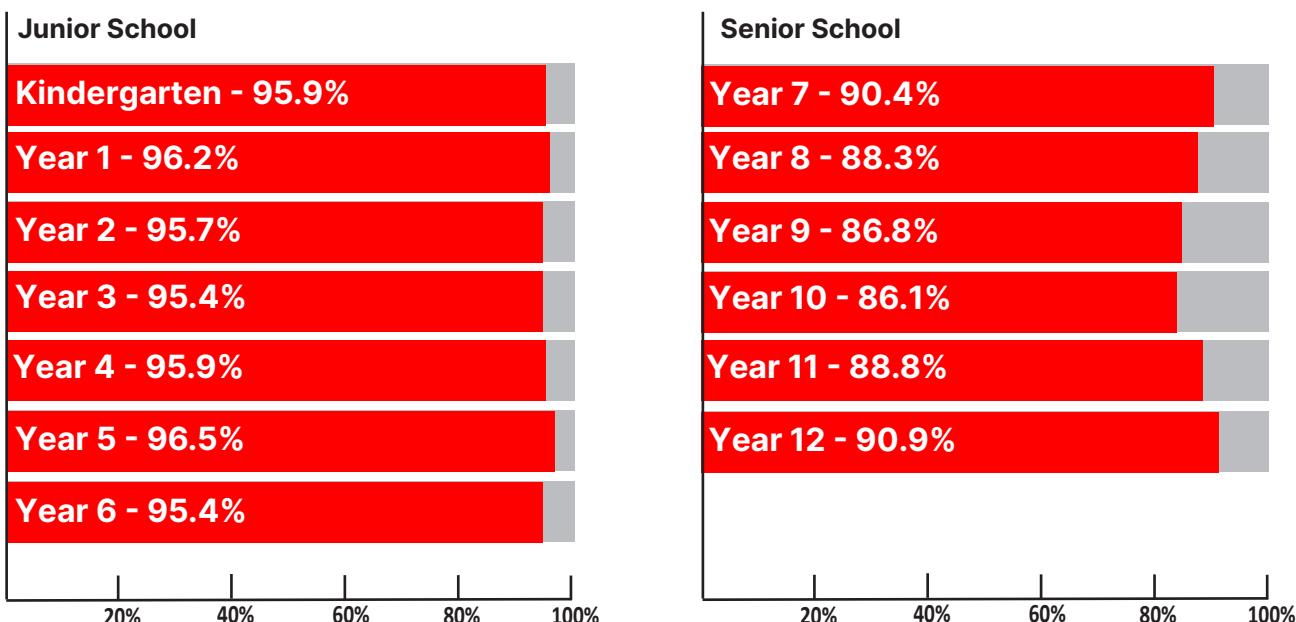
- daily attendance or absence
- reason for absences
- evidence to support reason for absences.

The attendance register also includes information about any students granted an exemption from attending school. Refer to our Exemption from Attending School Policy and Procedures.

Monitoring Daily Attendance

Scots All Saints College has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from the College:

- Parents communicate absentees via the online system Operoo, telephone or email. These are forwarded to the various administration staff who then record the absence in Edumate.
- Rolls are marked at the beginning of each period/session and absences are monitored throughout the day.
- Unexplained absences are recorded and the administration staff, or Heads of Year contact parents for clarification.



Attendance and Leave

Junior School

Students are expected to attend school every day that it is in session. Parents are required to notify the school if their child will be absent. If your child is absent from school, you should submit your child's absence via the Operoo App. In unforeseen circumstances, such as illness, please contact Junior School Reception on 6331 3911 before 9:30 am and follow-up with a written explanation. If no advice is received, Reception will contact parents.

If students miss roll call (Period 1) they must see Junior School Reception to be recorded as present on that day.

Senior School

Students are expected to attend school every day that it is in session. Parents are required to notify the school if their child will be absent. If your child is absent from school, you should submit your child's absence via the Operoo App. In unforeseen circumstances, such as illness, please contact the Student Management Officer on 6331 2766 before 9:30 am and follow-up with a written explanation. If no advice is received, the Student Management Officer will contact parents.

If students miss roll call (Period 1) they must sign in with the Student Management Officer to be recorded as present on that day.

In cases where the student returns to school after being signed-out, the student is to sign-in at the office of the Student Management Officer returning to class.

Analysing Student Attendance Data

Scots All Saints College has processes in place for monitoring student attendance data.

Following Up Unexplained Student Absences

Scots All Saints College has implemented the following systems and procedures to follow up on unexplained absences from the College:

- In the Junior School, follow up any unexplained absences with a telephone call to the parent on the day of the absence.
- In the Senior School, unexplained absences are followed up after three days for an explanation from parents.
- Where the absence remains unexplained, the matter will be reported to the Head of Junior School or the relevant Head of Year in the Senior School for investigation and follow up.
- Where parents/guardians repeatedly do not inform the College of absences the Head of Junior School or the relevant year coordinator in the Senior School will contact them directly to seek an explanation and to remind them of their obligation to report absences.
- All information in relation to unsatisfactory attendance is recorded on students' files, and information with respect to attendance is provided in each student's College Report.

Unsatisfactory Attendance Intervention Strategies

Scots All Saints College has implemented the following strategies to improve unsatisfactory attendance and student engagement in school and learning:

- The College encourages parents/guardians to understand their obligations to ensure their child attends school, and to not condone absences for unauthorised reasons such as birthdays, shopping and other leisure activities.
- Regular meetings are conducted between the Heads of School and relevant staff, as appropriate, to coordinate responses to student absences.

- Students with persistently low attendance will be monitored, and personalised strategies will be considered to increase their attendance and/or engage them in continuing education programs. For students requiring more intensive support, one-on-one meetings and alternative arrangements may be organised in consultation with parents/guardians.
- Where frequent absences are explained as being due to illness, the College will request medical certificates for the absences and will consult with parents/guardians regarding the health care needs of the student.
- All required reports will be made to the Community Services Child Protection Helpline, and/or contact will be made with the Child Wellbeing Unit if there are safety, welfare or wellbeing concerns in relation to student attendance.

Records of the Register of Daily Attendance

The register is retained for a period of seven years after the last entry is made, and copies of information in the register are stored off site at regular intervals.

RETENTION OF YEAR 10 TO YEAR 12

At the beginning of 2024 there were 82 Year 10 students. Five students left during the course of the year, and one started, resulting in 78 students completing Year 10.

In Year 11 there were 84 students at the beginning of 2024. No new students joined Year 11 and five students left during the year resulting in 79 students completing Year 11.

In Year 12 there were 80 students at the beginning of 2024. No new students joined or left Year 12 during the course of the year, with 80 completing their HSC at the College.



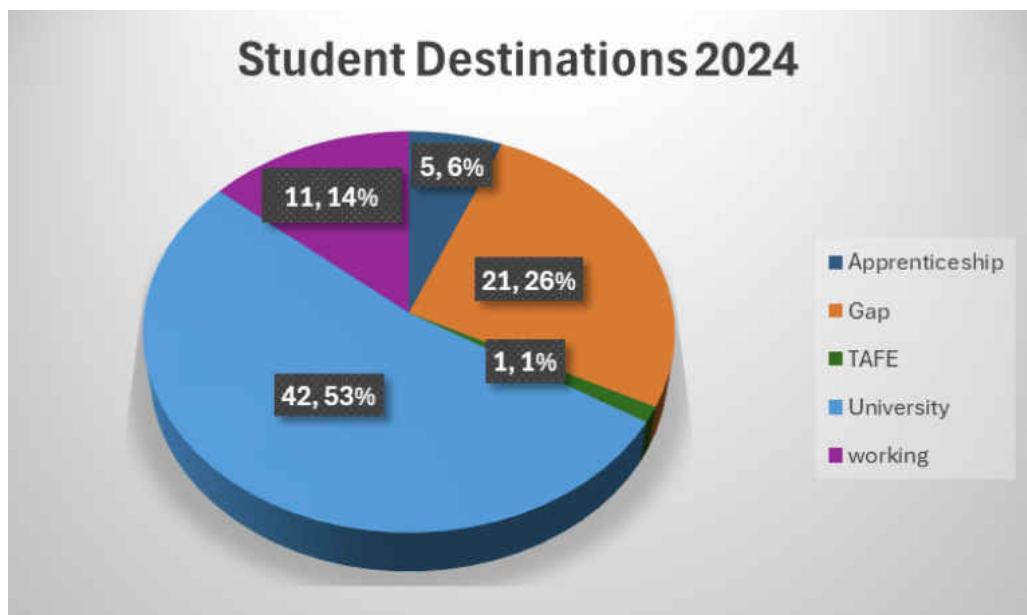
POST SCHOOL DESTINATIONS

Of the 80 Year 12 students who completed the Higher School Certificate.

75% of students accepted a university offer with 35% of these students choosing to defer their offer to experience a Gap Year (9 students travelled overseas, 12 students have stayed in Australia choosing a work/gap year opportunity). Of the 4 TAFE students, 0 will be continuing study from their HSC Vet Course. Of the 5 apprenticeships taken up, 0% were a direct result from their TAFE HSC pattern of study. Multiple University offers were made across 3 states and territories of Australia, with students choosing to accept offers in The ACT, QLD, VIC and NSW.

There were 110 offers made by UAC – noting some students received more than one offer and this does not include offers made direct from Institutions to students via other early entry schemes. 37 students out of the 80 were made offers via the first ATAR round.

Apprenticeship	5
Gap Year	21
TAFE	1
University	42
Working	11
Total Students	80



ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

ENROLMENT POLICIES

Information for Register of Enrolments

The register of enrolments records the following information for each student:

- name, date of birth and address
- name and contact phone number for parent(s)/guardian(s)
- enrolment date of enrolment
- leaving date and destination
- for students older than six (6) years, pre-enrolment situation or previous school (where relevant)
- where the destination of a student below seventeen (17) years of age is unknown, evidence that the NSW Department of Education has been notified of:
 - the student's full name
 - the student's date of birth
 - the student's last known address
 - the student's last attendance date
 - the student's possible destination
 - parents/guardians full names and contact information
 - any known work health and safety risks associated with contacting the parents/guardians or student
 - any information that may help locate the student.

The register is retained for a period of five years after the last entry is made, and copies of information in the register are stored off site at regular intervals.

APPLICATIONS FOR ENROLMENT

Applications are the first step in a child's enrolment journey. Applications to be considered for enrolment carry no cost or obligation. Only at the completion of the enrolment process, when a letter of offer from the College is accepted and enrolment agreements are signed, is an enrolment fee incurred.

Steps to enrol at Scots All Saints College are as follows:

1. Apply to Enrol

Complete the Online Application to Enrol form. To protect privacy our secure online system requires verification via your email account, generating a unique one-time passcode that is sent to your email address. This passcode is required to continue and complete the online application process.

2. Application Review

We acknowledge receipt of your application form and review the details and attachments you have provided. As part of our application review process, all outstanding debt with Scots All Saints College must be cleared in order for an application to proceed to interview.

3. Interview

All applicants are required to attend an interview with our Head of College or Head of Campus.

4. Application Determination

Applicants will receive an offer of enrolment letter or be advised that their application was unsuccessful.

5. Response to Enrolment Offer

Parents accept or decline the offer of enrolment.

6. Enrolment Acceptance

Parents accept the enrolment offer by signing the letter of offer, completing enrolment documents and paying the enrolment fee.

7. Confirmed Place

A student has a confirmed place at the College once all the necessary documents have been provided and enrolment fee has been received.

SCHOLARSHIPS

Each year Scots All Saints College extends current and prospective students the opportunity to apply for a College scholarship.

A number of scholarships are available:

- Academic (Years 5, 7, 9, 10 and 11)
- All-Rounder (Years 5, 7, 9, 10 and 11)
- Agriculture (Years 7, 9)
- Performing Arts (Years 5, 7, 9 and 10)

Scholarships are offered to children from Year 5 and represent a percentage discount off boarding and/or tuition for the life of the child at the College.

Applicants for the scholarship sit an examination, attend an interview and present a portfolio of their achievements. Scholarships are awarded based on all three parts of the application.

CHARACTERISTICS OF THE STUDENT BODY

Scots All Saints College is set on two campuses: Senior School Campus which accommodates Years 7 to 12 and Junior School Campus which accommodates the Preparatory School (Pre-Kindergarten) and Junior School (Years K to 6). The Senior School Campus also accommodates the Senior School Boarders (7-12).

Senior School Campus is located on O'Connell Road, Bathurst and in 2024 the Senior School had an enrolment of 520 students. Students come from a wide range of social and cultural backgrounds. International Students enrolments are minimal from locations including Japan, Thailand, Hong Kong and Papua New Guinea. Our boarding students draw from predominantly Central West, Western NSW and Southwestern NSW locations within a 6 hour drive from Bathurst.

Junior School Campus is located on Eglinton Road, Llanarth, and has around 360 students from Preparatory School to Year 6. The majority of the students come from the Bathurst local region with some students travelling from nearby towns such as Oberon, Lithgow, Orange, Blayney and Millthorpe. Being a comprehensive school, students come from a wide range of backgrounds, including language backgrounds other than English. There are a number of students with special needs which are catered for by our learning support team and differentiation of the program in the classroom.

A copy of the [Enrolment Conditions Policy](#) is located on the College website.

SCHOOL POLICIES

KEY POLICIES

POLICY	CHANGES IN 2024	ACCESS TO POLICY
Bullying Prevention and Intervention Policy and Procedures	No changes	Published for staff on Policy Connect and our website
Child Protection Policy	No changes	Published for staff on Policy Connect and our website
Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct	Amended to correspond to the numbering and language of the updated NSW Registration Manual.	Published for staff on Policy Connect and our website
Whistleblower Policy	No changes	Published for staff on Policy Connect and our website
Enrolment Conditions	No changes	Published on our website
NSW Child Safe Program	No changes	Published for staff on Policy Connect
Procedures for Complaints	No changes	Published on our website
Code of Conduct for Staff	No changes	Published for staff on Policy Connect
Student Discipline Policy and Procedures	Definitions and policy source sections amended to correspond to the numbering and language of the updated NSW Registration Manual.	Published for staff on Policy Connect and our website
International Students Marketing Policy	No changes	Published on our website
Student Duty of Care	No changes	Published on our website
Parent and Carer Code of Conduct	Policy source section amended to include a reference to section B8.2 of the updated NSW Registration Manual.	Published on our website
Student and Parent Handbooks	Amended at the end of 2024	Published on our website. Senior Handbook Junior Handbook

CHANNELS OF COMMUNICATION

JUNIOR SCHOOL

Between families and school:

- ✓ In the Junior School, the student's Class Teacher is the prime contact person and is the initial conduit between families and the College for questions, feedback and concerns relating to individual students.
- ✓ Depending on the nature of the communication, the Class Teacher may re-direct or pass on the communication to another member of the student wellbeing team to action a response.

Between school and families:

- ✓ The Class Teacher is the prime carer for the students in his/her class within the Junior School. It is expected that the Class Teacher will make regular contact with the families of individual students to keep them informed about their child's wellbeing.
- ✓ Other relevant members of the student wellbeing team may also contact the family of a particular student where appropriate.
- ✓ General student wellbeing information for families will be distributed either by email or within the College newsletter.

Wellbeing briefings:

In order to facilitate information sharing between members of staff, time is allocated during Monday morning Junior School Staff Briefings (commencing at 11.00am in the Staffroom) to raise and share information about individual students or about groups, classes or cohorts of students. These briefings are led by the Head of Junior School, The Deputy Head of Junior School and the Pastoral Care and Wellbeing Coordinator. Discussions are minuted and distributed to all teaching and relevant support staff.

Matters raised are actioned by relevant wellbeing team members as appropriate.

Wellbeing meetings:

Student wellbeing meetings at the Junior School are held fortnightly. Junior School student wellbeing committee members involved are:

- Head of Junior School;
- Pastoral Care and Wellbeing Coordinator
- College Psychologists
- Other student wellbeing personnel by request or by invitation.

Meetings are chaired by the Head of Junior School. A set agenda is followed in order to discuss student wellbeing matters and to decide on relevant actions to be taken. Discussions and decisions are minuted and distributed to the committee members and other meeting attendees.

Wellbeing strategies and programs

Chapel:

Preparatory School: On Wednesdays at 10:00 am

3 – 6: On Wednesdays 10.30 am – 11.00 am.

Wellbeing / resilience program:

Grow Your Mind led by class teachers. (30 minutes per week)

Use of student diaries

In the Junior School, the student diary provides a means of communication between the core and specialist teachers and a student's family. Messages for the family's / teacher's attention should be recorded on the left page of the relevant week.

SENIOR SCHOOL

Between families and the College:

For students in the Senior School, the relevant Head of Year is the prime contact person and is the initial conduit between families and the College for questions, feedback and concerns relating to individual students. Depending on the nature of the communication, the Head of Year may re-direct or pass the communication to another member of the student wellbeing team to action a response.

Between the College and families:

The Head of Year, along with the Teachers are the prime carers for the students within the relevant year groups in the Senior School. It is expected that the Heads of Year will make regular email contact with the families of students to keep them informed about student wellbeing matters.

The Head of Year and/or other relevant members of the student wellbeing team may also contact the family of a particular student where appropriate.

General student wellbeing information for families will be distributed either by email or within the College newsletter – *The Roar*.

Wellbeing briefings:

In order to facilitate information sharing between members of staff, time is allocated during Monday morning Senior Campus Staff Briefings to raise and share information about individual students or about groups, classes or cohorts of students. All academic staff are expected to attend. These briefings are led by the Head of Senior School and with input from the Heads of Year, Head of Academic Compliance, Director of Sport and Activities, Director of Health and Wellbeing and Director of Boarding.

Discussions are minuted and distributed to all teaching and relevant support staff.

Matters raised are actioned by relevant wellbeing team members as appropriate.

Wellbeing meetings:

Student wellbeing meetings at the Senior Campus are held fortnightly. Senior Campus student wellbeing committee members involved are:

- Heads of Year
- Head of Senior School
- Director of Boarding;
- Student Wellbeing and Health Staff;
- other student wellbeing personnel by request or by invitation.

Meetings are chaired by the Head of Senior School. A set agenda is followed in order to discuss student wellbeing matters and to decide on relevant actions to be taken. Discussions and decisions are minuted and distributed to the committee members and other meeting attendees. A record of students of concern is used to track the interventions and actions being taken by members of the welfare and wellbeing team.

Wellbeing strategies and programs

Whole college:

The Resilience Project: Timetabled Wellbeing lessons for each student in each year group.

Years 7- 12:

Assembly: Attended by all students and some staff on Tuesdays B Week
10.35 am – 11.00 am.

Chapel:	Attended by all students and staff on Mondays 10:25 – 11:10am.
Year Meetings:	Led by the Heads of Year
Timetabled once per cycle. The purpose of these meetings is for specific year relevant information sharing, feedback and cohort concerns.	
Things like preparing for upcoming assessment periods, Year 7 and 9 Camp preparations, details of sport and House competitions (debating, performing arts), invitation of Guest speakers such as Police Youth Liaison Officers, representatives from Gideons and Compassion, Workshops on Consent (Consent Labs) and Identity Butterfly completion of surveys such as Resilient Youth, Duke of Edinburgh administrative tasks, study skills, Cohort focus activities (e.g. charity fundraising or service – Eat Up Australia), HSC – All My Own Work (Year 11), Post-school transition opportunities, (Year 12).	

Use of student diaries/journals

In the Senior School, the student diary provides an opportunity for daily organization and reflection. The diary/journal also serves as the workbook for wellbeing lessons from The Resilience Project. Students are encouraged to record assessment tasks and homework in their diary and it is used to monitor student movements during the school day.

Parent (day students) / Heads of House (boarding students) are encouraged to view the student's diary. Additionally the digital communication and feedback regarding classwork, homework and assessments is provided through the learning management platform, Canvas which both students and parents can review. Many students use this format of diary as it lists the tasks id due date order and is where the majority of their homework and assessment work is completed.





PRIORITY AREAS FOR IMPROVEMENT

The expectation in implementation of the College's strategy is continual improvement with most of these improvements being incremental. The responsibility for continual improvement sits with all staff in all areas of the College. In 2024, there was a particular focus on the following areas:

Teaching and Learning

- Junior School Teachers were involved in the AIS Primary Numeracy Project which involved classroom observations and targeted feedback on pedagogies for numeracy
- Senior School Teachers continued to refine pedagogical approaches under the framework of Roseshire's Principles of Instruction.

Pastoral Care

- Youth Mental Health First Aid training was made available to staff to help ensure they are more prepared to support students in times of need and over thirty staff are now trained.
- At the Senior School, an engaging, practical, and evidence informed pastoral program was embedded using resources from the Resilience Project.

Co-curricular Activities

- Music was a focus across Prep to Year 12, with record numbers of students participating in the HICES Music Festival, a school band competition run by the Prefects and placements in the State Band Competition and local eisteddfods.
- The Pipes and Drums program reintroduced the Bathurst Highland Festival, establishing a State competition inviting bands from across NSW and the ACT.

Facilities

- At the Junior School the priority was completion of Stage 1 of the Junior School Playground Equipment.
- At the Senior School the priority was the refurbishment of the Dining Hall for the start of 2024, refurbishment of Bulkeley House to open as a Junior Boys Boarding House in 2025, refurbishment of the Stables Block ground level and Stage 1 of the electrical upgrade.



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

As a College founded on Christian truth and values, Scots All Saints College is a community whose key values are central in the development and promotion of respect and responsibility in all sectors of the College.

These values are embedded in and inform our academic programs, camps, excursions/incursion, chapels, assemblies and co-curricular programs to encourage in each student, a compassion for and sense of responsibility for self and others, along with the confidence and resilience to positively shape their future.

Engendering respect and responsibility are everyday aspects of the work of teachers and other staff in the school. Many interactions throughout the day provide opportunities to reinforce these precepts in a meaningful context.

Senior School (7-12)

The College's commitment to instilling a sense of compassion, gratitude and service continues through the various programs run in the Senior School.

- **Student Leadership** - Students in Year 12 serve as student leaders with two students in each role: Captains, Vice-Captains, Prefects (Boarding, Chapel and Community, Co-curricular, Welcoming and Academic) and House Captains (Booth, Dunlop, Cowan, Cuthbert, Mawson).
- **Duke of Edinburgh International Award** - Students in Years 9-12 can participate in the DOE program, including an annual camp and service opportunities in the local region.
- **Co-curricular** - all students are involved in Active Afternoons sport programs. Students are encouraged to be involved in core sports with weekend team commitments. Wide range of music, public speaking, debating programs. Successful Cattle, Sheep and Equestrian programs.
- **Student Expectations** - Appropriate behaviours based on respect and responsibility are stated in the student diary.
- **Christian Studies and Chapels** - These programs explicitly promote respect and responsibility.
- **Special Assemblies** - In addition to the weekly assemblies, special ceremonies, event assemblies such as ANZAC Day, Remembrance Day, and Easter celebrations are organised by students with a supervising staff member.

Junior School (K-6)

- **General Culture and Special Events** - Respect and responsibility are everyday aspects of the work of staff in the Junior School. Interactions throughout the day offer opportunities to reinforce these concepts in a meaningful context. In addition, there are many special events that promote respect and responsibility in the students such as Harmony Day, Reconciliation Week, Pink Ribbon Day etc.
- **College Values** - the values are used to guide conversations when establishing classroom and behaviour expectations.
- **Christian Studies and Chapels** - These programs often explicitly promote respect and responsibility. All Junior School classes have Christian Studies once per week and attend a Chapel Service lead by the Chaplain every Monday.
- **Special Assemblies** - In addition to the weekly assemblies, special assemblies such as ANZAC Day, Remembrance Day, and Easter celebrations are always held.
- **Grow Your Mind** – All Junior School classes have the Grow Your Mind program embedded into their Personal Development and Health curriculum. Grow Your Mind builds resilience and supports respectful relationships and consent education.
- **Peer Support** – All Year 6 students are trained in being a Peer Support Leader. They then conduct Peer Support sessions for all Junior School students in vertical groups in Term 2.
- **Service Learning** – Junior School students participate in a range of activities that provide support to organisations in the local community. The students raised money through a fundraiser to provide the Children's Ward at Bathurst Hospital with books. We also visit Macquarie Care Centre (nursing home) to sing Christmas carols.

PARENT, STUDENT AND TEACHER SATISFACTION

Parent Satisfaction

Parent interest in the College remains strong and in 2024 College enrolments reached its highest level to date. The College obtains feedback in relation to parent satisfaction through various means including:

- Relevant staff being available to meet with or correspond with parents throughout the year in order to dialogue about their feedback;
- Meetings throughout the year on campus where parents can connect in person with members of the Management Team to provide feedback; and
- Opportunities to contribute to Parents and Friends and associated Sub-Committees.

Student Satisfaction

Student attendance and participation in College activities remains strong. The Year 12 Class of 2024 were most positive about the strong friendships they had developed while at the College, the encouragement they have received to achieve high results and the guidance they have received from staff. The College obtains feedback in relation to student satisfaction through various means including:

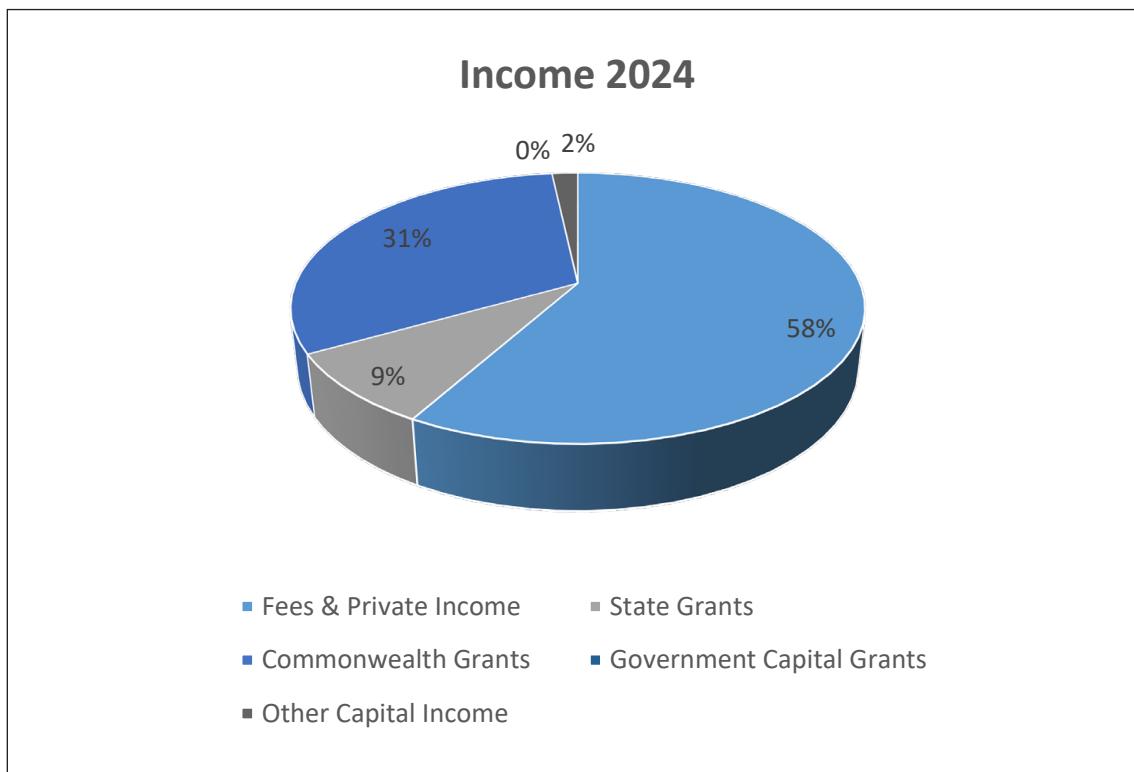
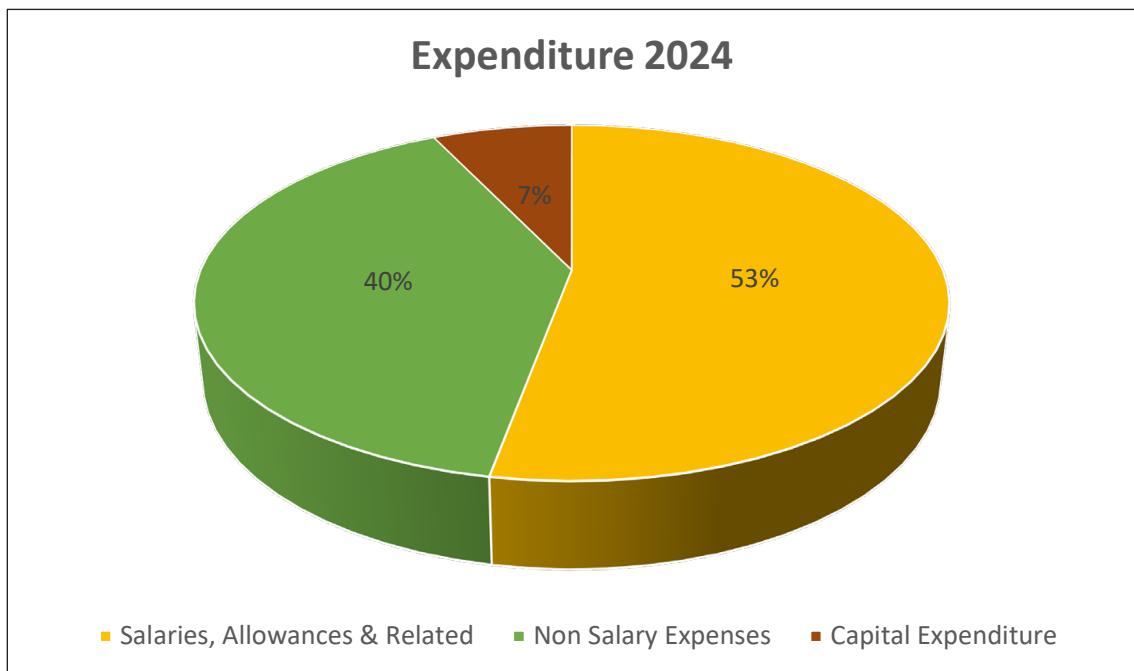
- Junior School and Senior School Student Representative Council;
- Senior School Resilience Project Survey;
- Student-led conferences; and
- Year 12 Student Survey.

Staff Satisfaction

Staff retention and success filling employment opportunities remains high. The College obtains feedback in relation to staff satisfaction through various means including:

- Formal induction programme for new employees and a subsequent survey by Human Resources;
- Regular meetings throughout the year of key staff groups including: the Academic Committee; the Pastoral Committee; and the Management Team; and
- Feedback through the Work, Health and Safety Committee which meets at least every term.

SUMMARY OF FINANCIAL INFORMATION





SCOTS ALL SAINTS COLLEGE

Senior School
Senior, Boarding (Years 7-12)
4173 O'Connell Road
BATHURST NSW 2795

Junior School
Preparatory School, Junior (Years K-6)
70 Eglinton Road
BATHURST NSW 2795