



35
YEARS
1990-2025

All Saints
Grammar

Annual Report 2025



I value the small size and personal approach. Everyone knew my child and us by name and made an effort to make us feel welcome. Everyone seems to be invested in my child's success and progress.

2025 ASG Parent Survey



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Message from the Chair of Board of Directors

As I reflect on all that we achieved throughout 2025, I do so with immense pride, gratitude and optimism for the future of All Saints Grammar. This year has been marked not only by outstanding accomplishments, but by the continued strengthening of our identity as a school that is values-driven, forward-thinking and deeply committed to excellence in every area of school life.

I extend my sincere thanks to Mrs Elfa Lillis, Head of School, and to our exceptional educators and staff, whose dedication, professionalism and care shape the experience of every student each day. Their passion for learning and unwavering commitment to our young people continue to foster a school culture where students are encouraged to grow into confident, capable and compassionate individuals.

This year also held special significance as All Saints Grammar celebrated its 35th anniversary. Reaching this milestone provided an opportunity to reflect on the vision, faith and determination of those who established our school in 1990, and to honour the generations of students, families, staff and supporters who have contributed to its success. While much has changed over the past three and a half decades, our commitment to educational excellence, strong values and Hellenic heritage remains unwavering. Celebrating this anniversary reminded us not only of how far we have come, but also of the exciting future that lies ahead as we continue to build on this proud legacy.

Our students once again demonstrated impressive academic achievement in 2025. Their results are a reflection not only of talent, but of perseverance, hard work and a culture that consistently encourages students to strive for their personal best. We were especially proud to celebrate one of our students achieving First in Course in Modern Greek Continuers – a remarkable accomplishment that highlights our enduring commitment to Hellenic language and culture. In addition, our 53 Year 12 students did us proud, reinforcing the strong academic foundation that exists across our school community.

Beyond academic success, 2025 was also a year of meaningful progress and growth across our campuses. We continued to invest in learning environments that support the wellbeing, creativity and development of our students, ensuring our facilities evolve alongside the needs of contemporary education.

A significant milestone was the completion of our new prefabricated learning spaces at the Secondary campus. These modern classrooms represent an important investment in the future of All Saints Grammar and our commitment to providing contemporary, high-quality learning environments. The new facilities support the evolving needs of students and teachers while also helping us prepare for continued enrolment growth. The successful installation and opening during the year reflect the Board's ongoing focus on strategic planning and

ensuring our infrastructure keeps pace with the aspirations of our community.

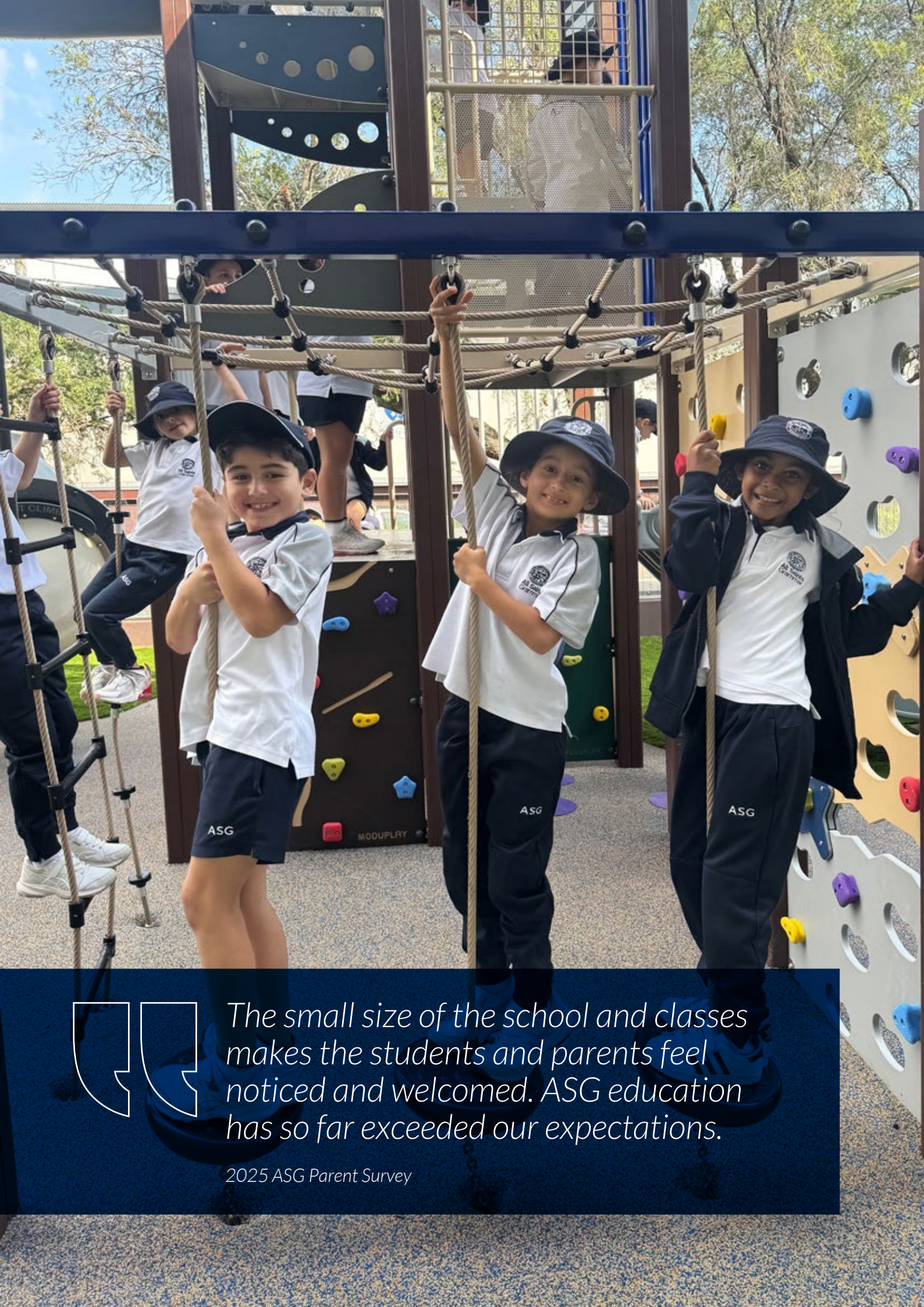
A highlight for our Primary campus was the installation of a vibrant new infants' playground, designed to encourage safe, active and imaginative play. It has quickly become a much-loved space for our youngest learners and an important addition to the everyday life of the school.

These developments represent far more than new buildings or infrastructure projects. They are investments in opportunity, connection and the future of learning at All Saints Grammar.

Looking ahead to 2026, the School will commence the development of a Capital Works Masterplan to guide future infrastructure investment so that it supports the continued growth of our student population, responds to increasing enrolments, and ensures our facilities continue to meet the needs of our community.

Guided by our Strategic Plan, we continue to make decisions with purpose, vision and long-term sustainability in mind. It is through this clear direction, combined with the ongoing support of our families, staff and students, that All Saints Grammar continues to thrive as a dynamic and future-focused school community.

Mr Ulysses Ntombos



The small size of the school and classes makes the students and parents feel noticed and welcomed. ASG education has so far exceeded our expectations.

2025 ASG Parent Survey



Message from the Head of School

The 2025 school year has been one of growth, achievement and celebration across the All Saints Grammar community. As I reflect on the year, I am filled with pride in what we have accomplished together, and gratitude for the people who make our school such a special place.

Our students continue to be at the heart of everything we do. Throughout the year, they embraced opportunities with enthusiasm, resilience and determination, whether in the classroom, on the sporting field, on stage or through service to others. Their achievements reflect not only talent and hard work, but also the values and character that define an All Saints Grammar education.

I extend my sincere appreciation to our dedicated staff, whose professionalism, care and commitment create an environment where students are supported, challenged and encouraged to thrive. I also thank our Board of Directors, led by Mr Ulysses Ntombos, for its ongoing leadership and strategic vision, as well as Father Dimitrios, whose pastoral guidance continues to enrich the spiritual life of our school.

Our strong sense of community was once again evident throughout the year. Students demonstrated compassion and social responsibility through their support of the St Nicholas Mission, raising \$5,000 through a range of initiatives. I also thank our parents and carers for their partnership and trust and acknowledge the invaluable contribution of the All Saints Parents Association (ASPA), whose fundraising,

A particular highlight of 2025 was the celebration of All Saints Grammar's 35th anniversary. This significant milestone provided an opportunity to honour our history and the many individuals who have contributed to the school's success since its establishment in 1990. To mark the occasion, we welcomed alumni, current and former staff, parents, community members and distinguished guests to a special cocktail evening held within our newly opened learning spaces at the Secondary Campus. The unveiling of a dedication plaque by Bishop Christodoulos of Magnesia formally opened the new facilities and symbolised both our proud heritage and our exciting future.

Academically, 2025 was another outstanding year. We proudly celebrated a student achieving First in Course in Modern Greek Continuers, while 29 students attained Band 6/E4 results and six achieved an ATAR above 90. We were also delighted to have a student nominated for Encore 2025, recognising exceptional achievement in HSC Music.

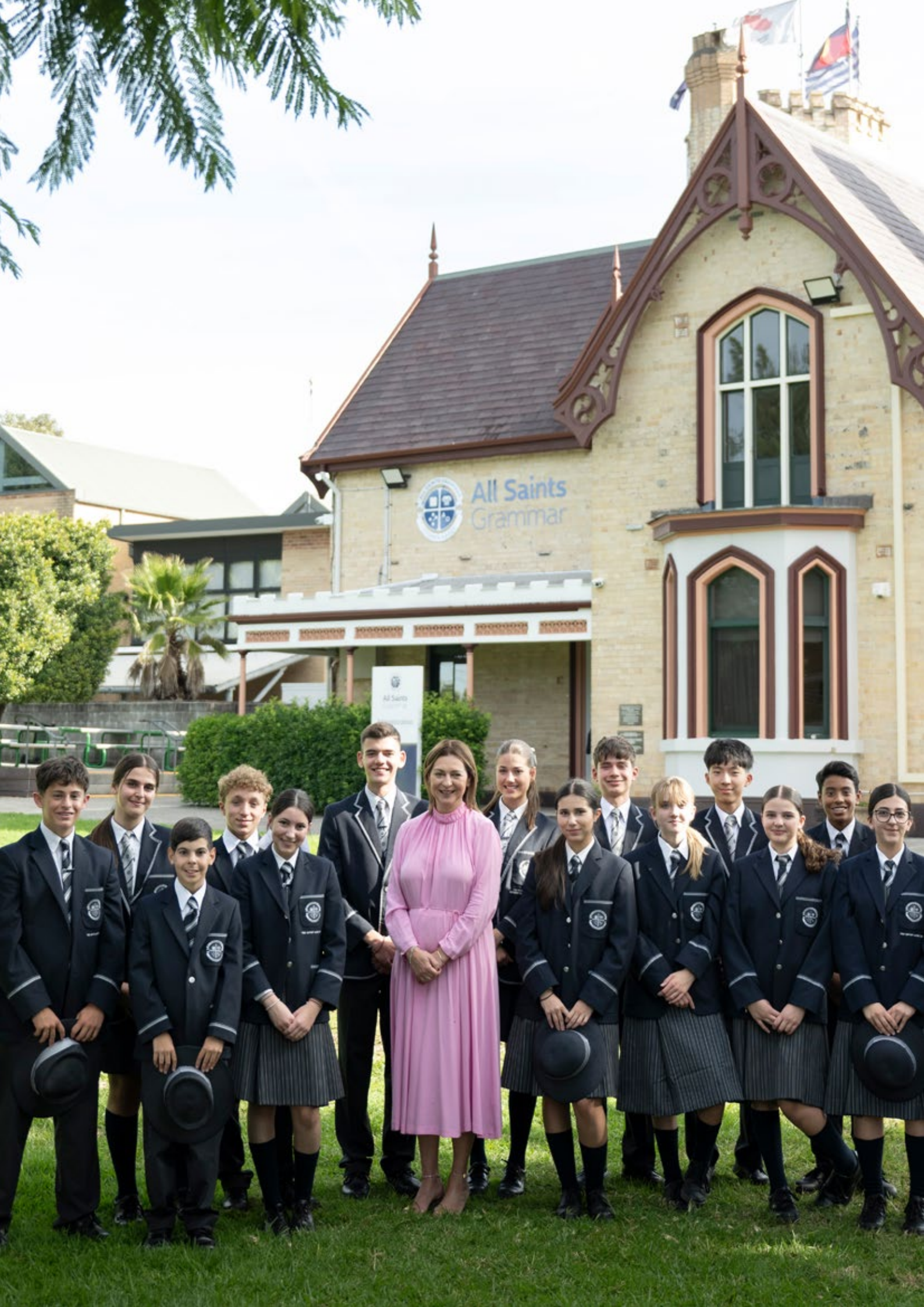
Alongside these successes, we continued to invest in learning environments that support student wellbeing and achievement. A major highlight was the arrival and installation of our new prefabricated classrooms at the Secondary campus. Transported from Victoria and craned into place in March, these spacious, modern learning spaces were welcomed by students and staff from the beginning of Term 2.

Designed to maximise natural light and flexibility, the classrooms provide an inspiring environment for learning and collaboration. The adjoining outdoor decks have quickly become a favourite gathering place for students, offering opportunities to relax, connect and enjoy the outlook across the school grounds. Together with the completion of the new Infants Playground, made possible through the generous support of the All Saints Parents Association (ASPA), these developments reflect our commitment to creating engaging and contemporary spaces where students can thrive.

Guided by our Strategic Plan, we remain committed to providing a dynamic, future-focused education grounded in strong values and academic excellence.

I thank every member of the All Saints Grammar community for their contribution throughout 2025. It is a privilege to lead this remarkable school, and I look forward with confidence and optimism to all that lies ahead.

Mrs Elfa Lillis





Message from the **All Saints Parents Association (ASPA)**

The All Saints Parents Association (ASPA) continued to play a vital role in strengthening the partnership between families and the school throughout 2025. Through a combination of community events, volunteer support and fundraising initiatives, ASPA made a meaningful contribution to school life while fostering a strong sense of connection and belonging across our community.

A highlight of the year was the continued success of a range of community events that brought together students, parents, staff and friends of the school. These included family-focused celebrations,

social gatherings and the highly anticipated Taverna Night, which attracted more than 1,200 attendees and once again showcased the vibrant spirit of the All Saints Grammar community.

ASPA's fundraising efforts generated approximately \$80,000 during the year, supporting initiatives and improvements that directly benefit students. Among these was ASPA's significant contribution towards the new Infants Playground, helping transform the space into a vibrant and engaging environment for our youngest learners.

These achievements would not have been possible without the dedication of ASPA Committee members, volunteers, families and sponsors. Their generosity, enthusiasm and commitment continue to make a lasting impact on our school and enrich the experience of students across both campuses.

ASPA remains committed to supporting All Saints Grammar through community engagement, fundraising and advocacy, and looks forward to continuing this important work in partnership with the school in the years ahead.



The school's commitment to both academic excellence and character development ensures that children are not only learning but growing into faithful, respectful, compassionate individuals.

2025 ASG Parent Survey



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 Christian Orthodox ethos and environment.

In 2025 there were 650 students from Kindergarten to Year 12. This included 43 international students. There were 278 students enrolled in the Primary campus and 372 in the Secondary campus.



*I value the environment created
that ensures the children are happy
to attend school.*

2025 ASG Parent Survey



The All Saints Grammar difference:

Better Person Better Learner

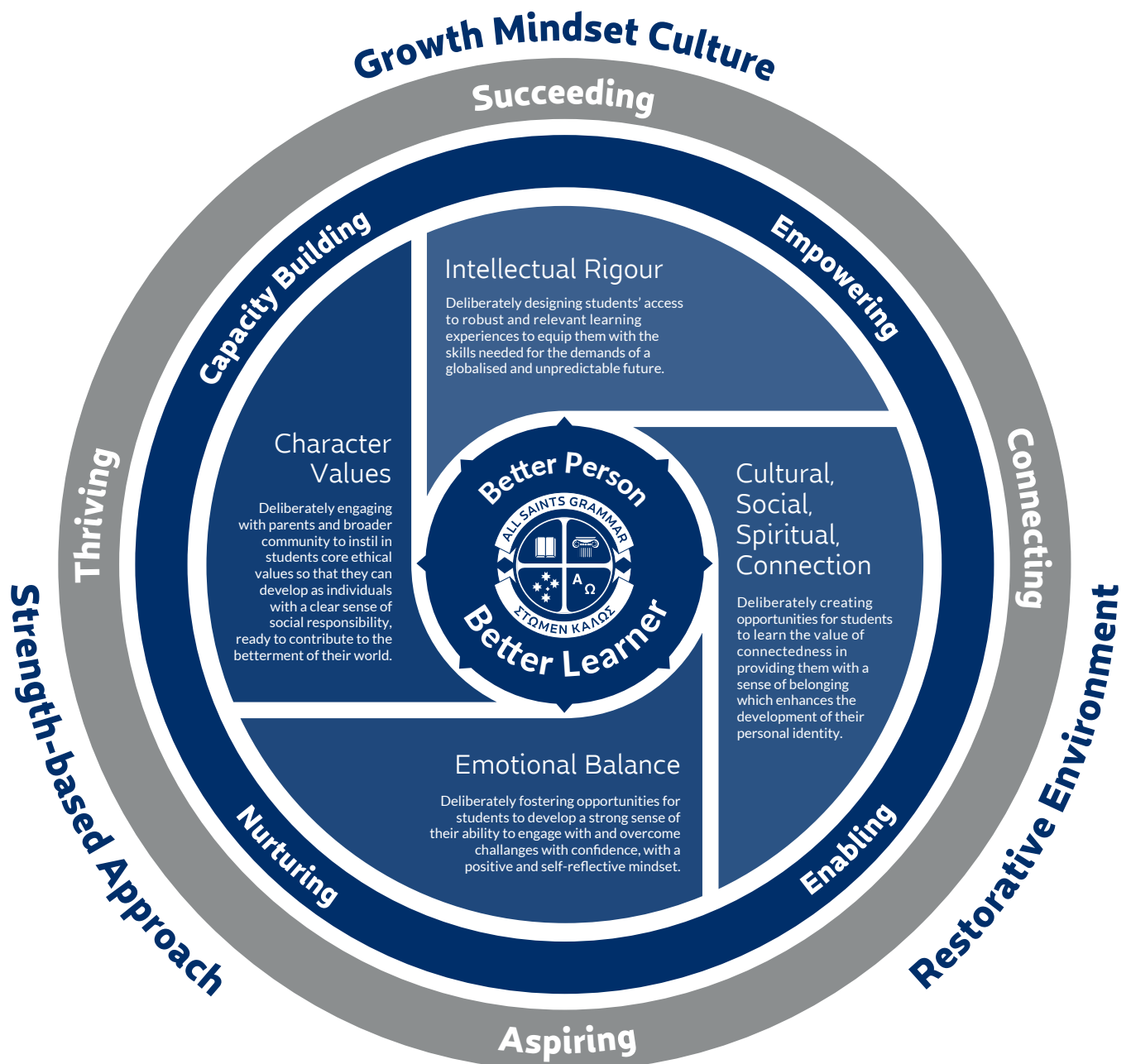
Enhancing learning through curriculum renewal

In 2025, All Saints Grammar continued a significant program of curriculum and pedagogical renewal in response to the ongoing implementation of the NSW Curriculum Reform agenda. Recognising the importance of aligning teaching practice with the intent of the reformed NESA syllabuses, the school began the process of developing a comprehensive *Learning and Teaching Framework* to guide high-quality classroom practice across all year levels.

Throughout the year, staff engaged in professional learning focused on understanding the structure, content and pedagogical implications of the new syllabuses. This work was supported by ongoing consultation, collaborative curriculum planning, and engagement with contemporary educational research to ensure that implementation decisions were both evidence-informed and contextually appropriate.

A key focus of this work was developing a shared understanding of Explicit Instruction as a highly effective approach to teaching and learning. At the same time, the school remained committed to our philosophy: Better Person, Better Learner, and to the formative approaches in our practice that emphasise responsive teaching, regular checks for understanding, timely feedback, and the use of evidence to inform instructional decisions. Rather than viewing these approaches as separate or competing priorities, the emerging framework seeks to integrate explicit teaching with formative assessment practices to maximise student learning, engagement and achievement.

The work undertaken in 2025 represents the beginning of a longer-term journey towards greater coherence, consistency and excellence in teaching and learning across the school in line with our school's strategic priorities.



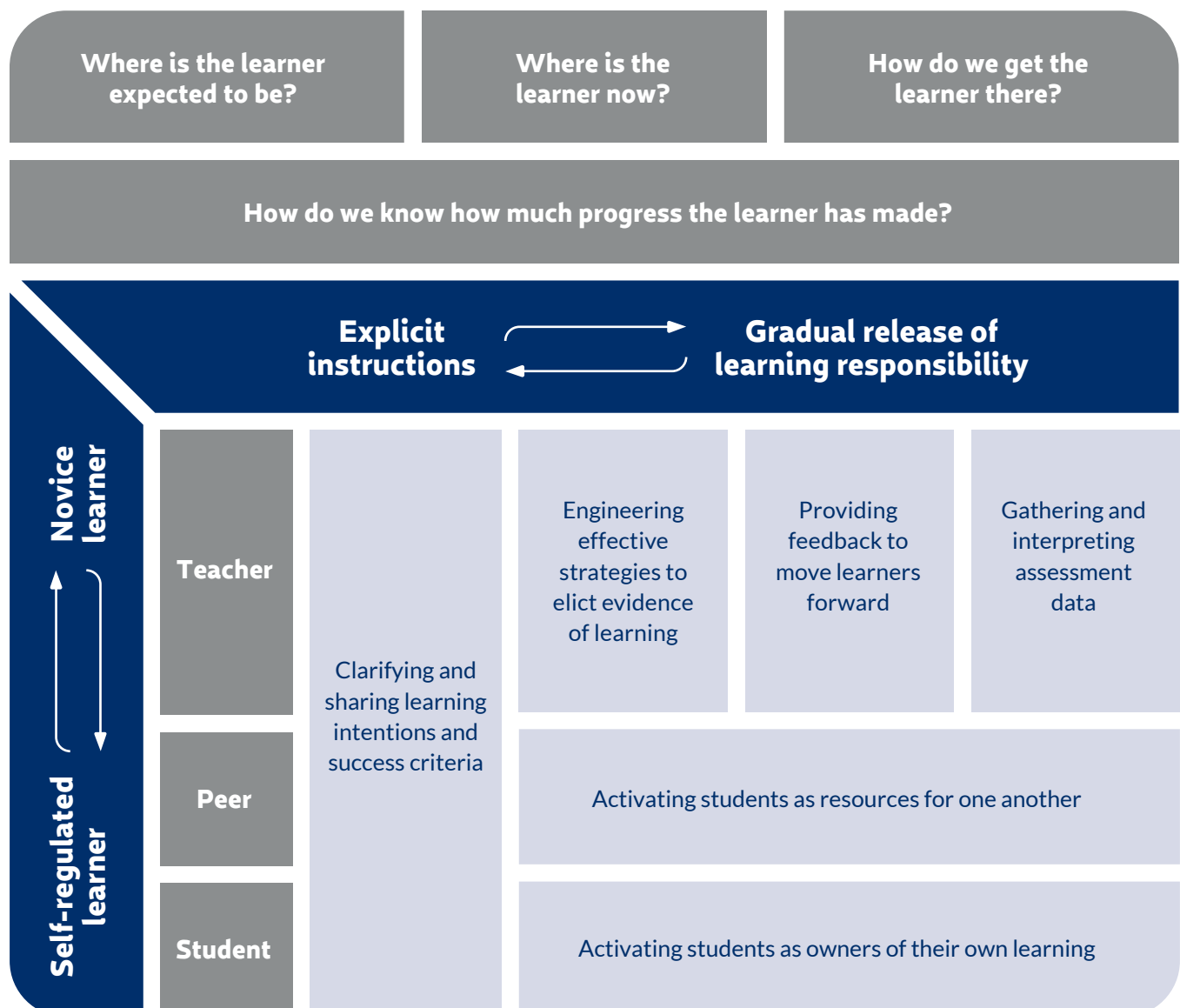


All Saints Grammar

Learning and Teaching Framework

At All Saints Grammar we implement a holistic and formative approach to teaching and learning.

Effective learning and teaching at All Saints Grammar



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

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!





What I value most about All Saints Grammar is its strong sense of community and the genuine care shown by staff and leadership.

2025 ASG Parent Survey



2025 NAPLAN

Standardised National Literacy and Numeracy Testing

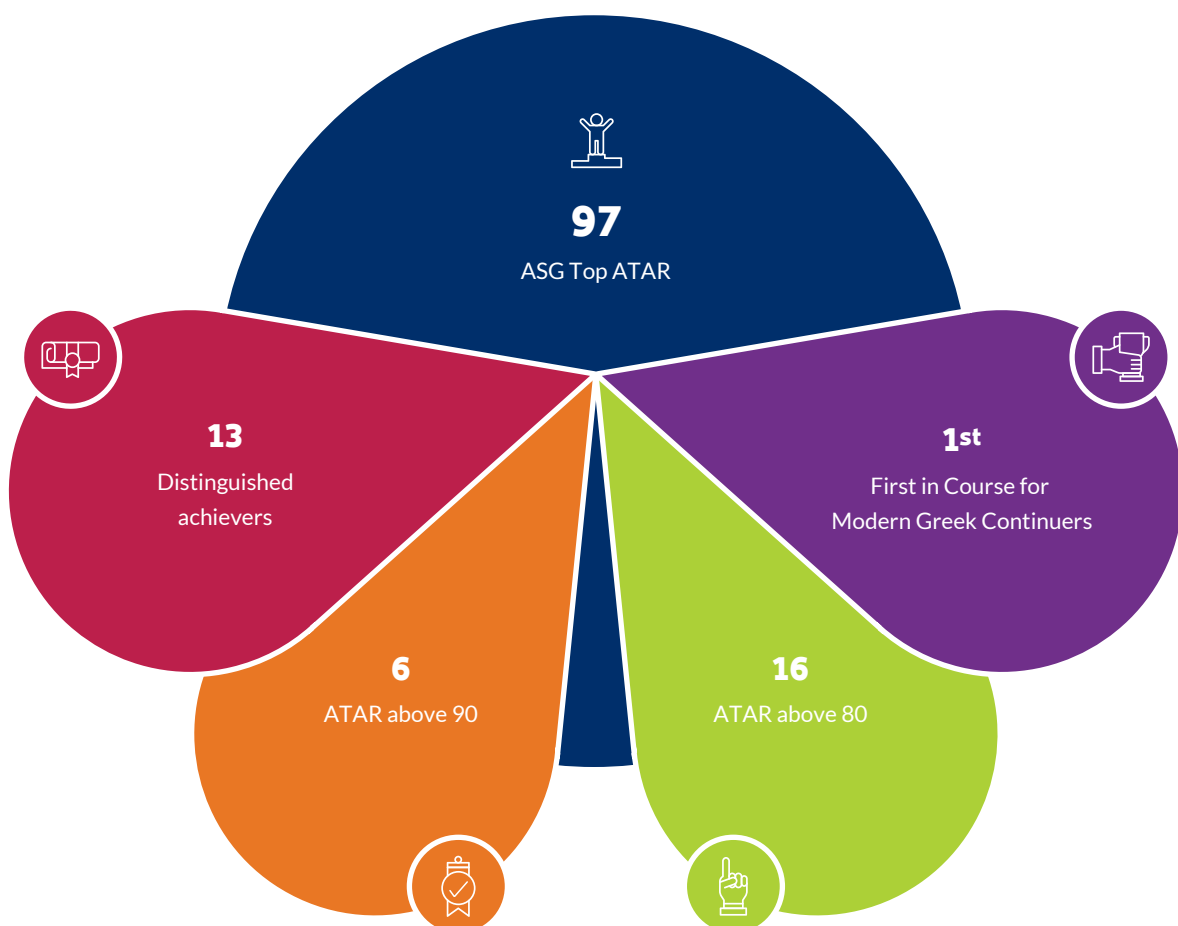
2025 NAPLAN TEST - Years 3 and 5				
Test Aspect	Percentage of students at or above developing			
	Year 3		Year 5	
	School %	State-wide %	School %	State-wide %
Reading	97.4	88.6	92.3	91.6
Writing	96.3	89.2	95.8	92.1
Spelling	97.4	89.2	92.3	90.9
Grammar and Punctuation	92.3	83.2	96.1	87.6
Numeracy	100	89.6	92.3	91.3

2025 NAPLAN TEST - Years 7 and 9				
Test Aspect	Percentage of students at or above developing			
	Year 7		Year 9	
	School %	State-wide %	School %	State-wide %
Reading	93.4	92.2	92.9	90.8
Writing	97.4	92.1	97	94.6
Spelling	94.9	93.9	94.6	94.3
Grammar and Punctuation	93.4	88.2	91.1	87.6
Numeracy	96.7	91.8	94.6	91



2025 Higher School Certificate

There were 53 students in the 2025 cohort. All students undertook the Higher School Certificate. All students who applied for university based on their ATAR scores were successful in securing a placement.





The Class of 2025 results reflected the hard work and dedication of both students and teachers. Each student demonstrated the Better Person Better Learner philosophy.



*A Better Person who
becomes a Better Learner*



Summary of Results **Outstanding achievers**

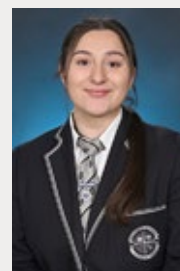
ATAR 90 and above



Nicholas Stavrou: 97.00

Band 6/E4

2 unit Engineering Studies
1 unit English Extension 1
2 unit Mathematics Advanced
1 unit Mathematics Extension 1
Band 5
2 unit English Advanced
2 unit Physics



Panagiota Varvaressos: 96.55

Band 6

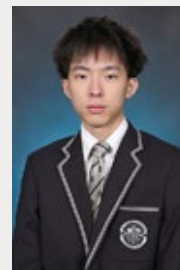
2 unit Legal Studies
First Place in Course 2 unit
Modern Greek Continuers
2 unit Modern History
Band 5
2 unit English Advanced



Sofia Sampsonis: 94.70

Band 6/E4

2 unit Ancient History
2 unit English Advanced
1 unit English Extension 1
1 unit History Extension 1
2 unit Legal Studies
Band 5
2 unit Mathematics Advanced



Tomy Ye: 94.65

Band 6/E4

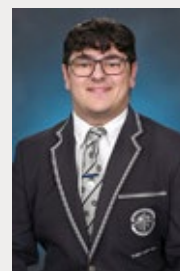
1 unit Mathematics Extension 1
1 unit Mathematics Extension 2
Band 5
2 unit Engineering Studies
2 unit EALD
2 unit Physics



Themis Spathis: 94.45

Band 5

2 unit Chemistry
2 unit English Advanced
2 unit Geography
2 unit Mathematics Advanced



Andreas Papademetriou: 94.10

Band 6

2 unit Mathematics Advanced
2 unit Personal Development,
Health and Physical Education
Band 5
2 unit Biology
2 unit Chemistry
2 unit English Advanced



Lara Abbas

Band 6

2 unit Mathematics Standard

Band 5

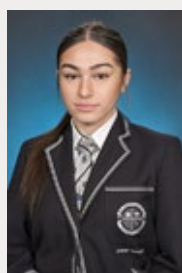
2 unit Business Studies

2 unit English Advanced

2 unit Mathematics Standard 2

2 unit Modern History

2 unit Visual Arts



Allana Dinoris

Band 6

2 unit Mathematics Standard

Band 5

2 unit Biology

2 unit Business Studies

2 unit English Advanced

2 unit Mathematics Standard 2

Summary of Results **Distinguished Achievers**

Band 6 results



Emilia Mammadli

Band 6

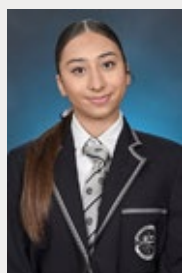
2 unit Mathematics Advanced

Band 5

2 unit Ancient History

2 unit Engineering Studies

2 unit English Advanced



Lily Pete

Band 6

2 unit Business Studies

2 unit English Advanced

2 unit Modern Greek Continuers

2 unit Personal Development,
Health and Physical Education

Band 5

2 unit Music 1



Anna Petrou

Band 6

2 unit Modern Greek Continuers

2 unit Music 1

Band 5

2 unit Legal Studies



Marquis Pilo

Band 6/E4

1 unit History Extension 1

2 unit Modern History

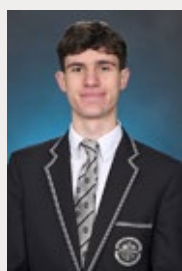
Band 5

2 unit Ancient History

2 unit English Standard

2 unit Geography

2 unit Mathematics Standard 2



Christopher Raketic

Band 6

2 unit Classical Greek Continuers

2 unit Mathematics Standard 2

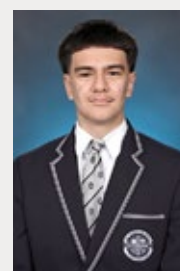
Band 5

2 unit Biology

2 unit English Advanced

2 unit Mathematics Standard 2

2 unit Visual Arts



Dion Vellios

Band 6

2 unit Mathematics Standard

Band 5

2 unit Biology

2 unit English Standard

2 unit Mathematics Standard 2

2 unit Modern History



Summary of Results

Special mentions

Band 5 results



Lydia Eliades
Band 5
2 unit Visual Arts



Anastasia Englezou
Band 5
2 unit Geography
2 unit Industrial Technology



Chenhe Jiang
Band 5
2 unit Chinese and Literature



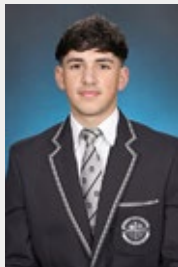
Nicholas Karteris
Band 5
2 unit Mathematics Standard 2



Stephanie Kyriakopoulos
Band 5
2 unit Design and Technology
2 unit Mathematics Standard 2



Helena Moutsos
Band 5
2 unit Food Technology
2 unit Music 1



Jordan Moutsos
Band 5
2 unit Design and Technology
2 unit Music 1



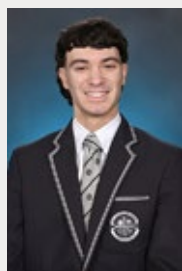
Viet Nguyen
Band 5
2 unit Mathematics Standard 2



Mary Nouris

Band 5

2 unit Biology
2 unit Chemistry
2 unit English Standard
2 unit Mathematics Standard 2
2 unit Personal Development,
Health and Physical Education



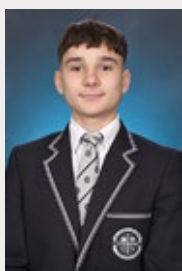
Terry Platirahos

Band 5

2 unit Ancient History
2 unit Modern History

Summary of Results **Special mentions**

Band 5 results



Alexander Riviere

Band 5

2 unit Mathematics Standard 2
2 unit Personal Development,
Health and Physical Education



Nikita Salouros

Band 5

2 unit Visual Arts



Sophie Scozzafava

Band 5

2 unit Business Studies
2 unit Food Technology
2 unit Legal Studies
2 unit Modern Greek Continuers



Maria Skandalakis

Band 5

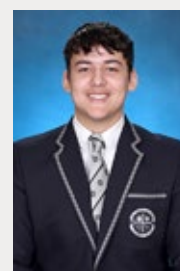
2 unit Biology
2 unit Mathematics Standard 2
2 unit Personal Development,
Health and Physical Education



Eleni Skarentzos

Band 5

2 unit Biology
2 unit English Standard
2 unit Mathematics Standard 2
2 unit Music 1
2 unit Personal Development,
Health and Physical Education



Dimitri Suhanovs

Band 5

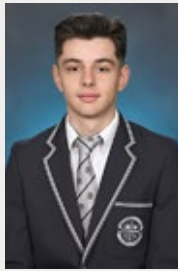
2 unit English Advanced
2 unit Mathematics Standard 2
2 unit Modern History



Summary of Results

Special mentions

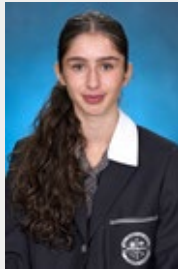
Band 5 results



Christos Vasiliades
Band 5
2 unit Music 1



Esta Vlahonikolou
Band 5
2 unit Music 1



Rose Vlahonikolou (Year 11)
Band 5
2 unit Visual Arts



Anthony Vrahnos
Band 5
2 unit Business Studies
2 unit English Advanced
2 unit Mathematics Standard 2
2 unit Modern History
2 unit Personal Development,
Health and Physical Education

Summary of results

State comparison

Subject	No. of students	Band 5 & 6 school	Band 5 & 6 state	Band 3 & 4 school	Band 3 & 4 state	Band 1 & 2 school	Band 1 & 2 state
Ancient History	6	67%	35%	17%	47%	17%	18%
Biology	15	47%	36%	47%	51%	7%	13%
Business Studies	26	19%	38%	54%	51%	27%	11%
Chemistry	6	50%	38%	50%	52%	0%	10%
Classical Greek Continuers	1	100%	100%	0%	0%	0%	0%
Design and Technology	6	33%	49%	67%	49%	0%	2%
Economics	6	0%	53%	83%	40%	17%	7%
Engineering Studies	4	75%	29%	25%	63%	0%	8%
English Advanced	15	80%	65%	20%	35%	0%	0%
English EAL/D	5	20%	23%	60%	63%	20%	14%
English Standard	33	12%	13%	85%	81%	3%	6%
Food Technology	14	14%	32%	79%	56%	7%	12%
Geography	8	38%	42%	63%	48%	0%	10%
Industrial Technology	4	25%	23%	75%	62%	0%	15%
Legal Studies	6	67%	45%	33%	43%	0%	13%
Mathematics Advanced	7	71%	51%	14%	43%	14%	6%
Mathematics Standard 2	33	42%	30%	36%	54%	21%	17%
Modern Greek Continuers	5	80%	69%	20%	29%	0%	2%
Modern History	16	44%	36%	50%	52%	6%	13%
Music 1	7	100%	67%	0%	29%	0%	4%
Personal Development, Health and Physical Education	2	47%	35%	53%	55%	0%	10%
Physics	8	25%	38%	63%	47%	13%	15%

Subject	No. of students	EXT 4 school	EXT 4 state	EXT 3 school	EXT 3 state	EXT 2 school	EXT 2 state	EXT 1 school	EXT 1 state
English Extension 1	3	67%	42%	33%	53%	0%	4%	0%	0%
English Extension 2	1	0%	35%	100%	54%	0%	11%	0%	0%
History Extension	3	67%	26%	33%	62%	0%	12%	0%	1%
Mathematics Extension 1	5	40%	35%	60%	43%	0%	18%	0%	5%
Mathematics Extension 2	1	100%	41%	0%	43%	0%	14%	0%	1%
Modern Greek Extension	1	0%	44%	100%	50%	0%	6%	0%	0%

*All figures have been rounded to the nearest percentage

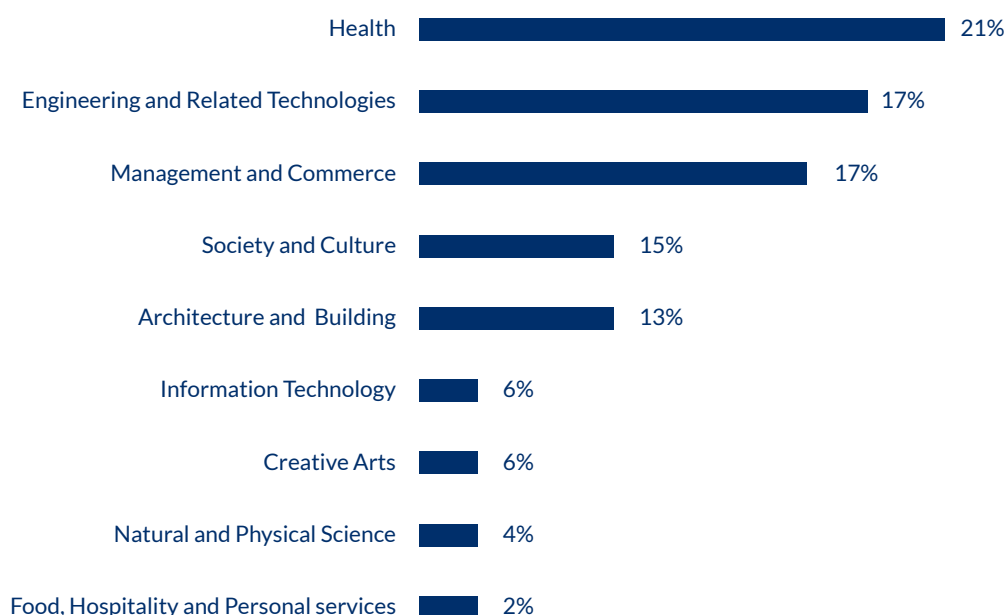


Post-school destinations

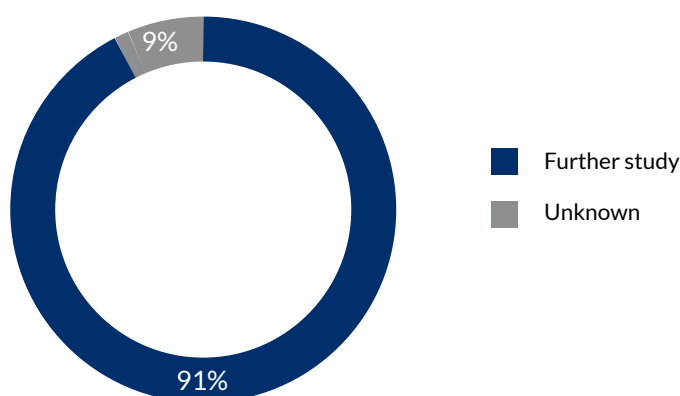
In 2025, there were 53 students in the Year 12 cohort. 53 students participated in the Higher School Certificate (HSC). Offers for a university placement were received by 100% of the students who applied based on their ATAR scores. Students who did not apply for a university placement chose to attend 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, and Australian Catholic University.

Courses in which 2025 ASG graduates are enrolled



Post-school destination





Workforce composition

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

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

The average teacher attendance rate across 190 working days in 2025 was 91.05%.

Across 2025 five teachers took maternity leave. The School employed 34 female teachers and 24 male teachers in 2025.

2025 School staff	Percentage of ASG staff
Teaching Staff	70.7%
Full-time equivalent Teaching Staff	74.5%
Non-Teaching Staff	29.3%
Full-time equivalent Non-Teaching Staff	25.5%

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)	59%
+ 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 a 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 2025 has been calculated as follows:

Year level	Attendance rate
Kindergarten	93%
Year 1	92%
Year 2	93%
Year 3	92%
Year 4	91%
Year 5	93%
Year 6	90%
Year 7	93%
Year 8	89%
Year 9	87%
Year 10	89%
Year 11	87%
Year 12	94%
Whole School	90%
Indigenous Students	94%
Non-Indigenous Students	90%

Managing school attendance

The School's Student Attendance Policy outlines Procedures and Guidelines for K-12 and was last updated in 2024. The policy is available on the School's website.

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

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

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 - vacation/ travel if students will be absent due to travel. It is the student's responsibility to ensure assessments missed are completed before departure or upon their return.



*I value the kind and respectful teachers
and their genuine interest in my children
and their education.*

2025 ASG Parent Survey



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.

In 2025 ASG updated its PreKinder Enrolment Policy to include a requirement for a Confirmation Fee into Kindergarten.

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

1. Excellence in Teaching and Learning

Develop an expert team of educators who are committed to their own learning and to improving their students' learning and achievement.

Specific goals

- 1.1. To promote engagement with effective research-based learning and teaching frameworks.
- 1.2. To promote staff engagement in the gathering and interpretation of data to inform the delivery of learning and teaching that responds to students' progress.
- 1.3. To promote and support the development of rich and relevant teaching programs to promote challenging learning experiences for all students.
- 1.4. To achieve expertise in excellent classroom practices that promote high growth in student learning.
- 1.5. To recruit, retain, value and develop staff as engaged and inspiring professionals.
- 1.6. To achieve high standards of teacher expertise on student learning to enhance student performance.

2. Student Excellence

Identify and nurture students' potential to grow into confident and articulate individuals of strong moral character, who are inquisitive and courageous, so that they can contribute positively and responsibly to their broader society.

Specific goals

- 2.1. To advance a culture in which students, parents and teachers have high expectations that every student will achieve their full potential.
- 2.2. To engage students in outstanding learning experiences and empower them to discover and understand their strengths.
- 2.3. To broaden the delivery of curricular and co-curricular programs that engage, challenge and enrich students' learning.
- 2.4. To cultivate the dispositions of integrity, compassion, courage and respect for others in daily interactions.
- 2.5. To enhance each student's spiritual growth by developing a deeper understanding of the values of the Orthodox Faith and the traditions within our Hellenic Heritage.
- 2.6. To promote high levels of self-efficacy, self-esteem, self concept, self-regulation, and resilience.

3. Pastoral Care and Wellbeing

Cultivate a shared understanding of student wellbeing to support positive relationships and enable students to build social and emotional skills to be respectful, resilient and safe.

Specific goals

- 3.1. To implement our Pastoral Care and Wellbeing philosophy, to enable us to care for each of our students by supporting them in becoming not only a better learner but a better person.
- 3.2. To promote effective partnerships with parents and extended families so that they can become partners in supporting the learning and wellbeing of their children.
- 3.3. To establish an additional Special Needs Learning Centre, to cater for the specific learning and social needs of students with special needs, such as autism, cognitive delay, and others, that implements our school's Pastoral Care and Wellbeing underpinnings.



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.

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.

6. Sustainable Organisational Leadership

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

Specific goals

- 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.



ASG fosters a culture of academic excellence, preparing students for future success.

2025 ASG Parent Survey



Achievements against 2025 Priority areas

Developing coherence, clarity and excellence in learning

While the strategic priorities of All Saints Grammar remained unchanged throughout 2025, the school commenced an important long-term process of strengthening the coherence and alignment of its educational practices. Recognising the rapidly evolving educational landscape, including the implementation of the NSW Curriculum Reform agenda, the school began the process of developing a suite of interconnected frameworks designed to provide greater clarity, consistency and excellence across all aspects of school life.

This work included the drafting and consultation phases of three key initiatives: the Learning and Teaching Framework, the Wellbeing for Learning Framework, and the Assessment for Learning Framework. Together, these frameworks are intended to articulate

clear expectations for staff and students, establish a shared language around effective practice, and ensure that wellbeing, teaching, learning and assessment operate as an integrated system in support of student growth and achievement.

Throughout the year, staff engaged in professional learning, collaborative planning and consultation informed by the reformed NESA syllabuses and contemporary educational research. Particular attention was given to strengthening understanding of evidence-informed instructional practices, including Explicit Instruction, while maintaining the school's commitment to formative approaches that place feedback, responsiveness and student learning at the centre of classroom practice.

In parallel, the school's leadership structure commenced a review and clarification of operational expectations across all staff roles, alongside a renewed emphasis on safeguarding every student's opportunity to learn.

The work undertaken in 2025 represents the beginning of a multi-year journey aimed at ensuring consistent levels of excellence, clear expectations and a coherent educational experience for every student at All Saints Grammar.



All the kids appear to be respectful and kind to each other and the teachers are very enthusiastic in teaching.

2025 ASG Parent Survey



Satisfaction surveys

Parent satisfaction

At All Saints Grammar, we place great value on the voices of our community. We recognise that parents play a vital role in shaping the educational journey of their children, and we are committed to actively listening and responding to their feedback.

Each year, we partner with an independent research provider to survey parents across all year levels. This important feedback helps guide both day-to-day operations and long-term strategic decisions. It also reflects our ongoing commitment to delivering a high-quality, well-rounded educational experience for every student.

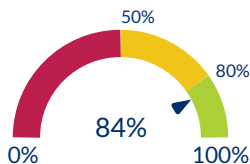
A community snapshot

In 2025, our parent community was once again invited to share their thoughts through an online survey, offering insights across a range of areas – from academic standards and wellbeing to school communication, facilities, and leadership.

The survey opened on 17 June and closed on 27 June 2026, receiving 215 responses. These responses offered rich insights – both qualitative and quantitative – into how our school is perceived and experienced by families.

Survey data showed that Overall Experience of All Saints Grammar is high, with 84% of survey respondents indicating they are very satisfied.

Parent satisfaction



Who took part

This year's participation included parents from all stages of schooling from PreKinder to Year 12, with a 24% response rate overall, with particularly strong representation from families in Year 8, PreKinder and Year 7 with response rates of 18%, 15% and 14% respectively, followed by Years 6 and 11 both achieving a response rate of 12%, and then Year 10 with 11% – giving us a well-rounded snapshot of parent sentiment from all campuses.

What parents said

Here is a sample of positive comments from the ASG parent community when asked what they value most about ASG:

"The Staff know my children by name and always make an effort to greet them. Staff are approachable and caring. My children are supported in their learning and encouraged to attend speech therapy and literacy intervention programs. The community feel of the ASG."

"Children feel cared for, seen, supported and nurtured to be better learners of academics."

"The small classes. The culture and its lovely teachers."

"My kids are happy because they have variety in their learning experiences (they aren't bored)."

"I appreciate and support the culture, religion and overall Greek influence provided by ASG. My daughter is well supported by her teacher and peers."

"What I value most about All Saints Grammar is its strong sense of community and the genuine care shown by staff and leadership. It's a school that doesn't just focus on academic excellence, but also places a real emphasis on character, values, and cultural identity. The supportive environment, combined with its commitment to nurturing well-rounded individuals."

"If I knew how much my daughter was going to love ASG I would have enrolled her from Kindy. From the teachers and staff to the Principal to the students. my daughter comes home happy and thriving every day we couldn't be happier."

"My child is happy and enjoys the experience of ASG."

"You guys have built a wonderful community at the school long may it continue !!!"

"The way children in all year groups socialise together both in and outside of school, mixed cultural backgrounds accepted but still have the feeling of the Greek Culture. It is very welcoming."

"To see my kids enjoying school and wanting to go, some teachers are really lovely and love how it's a small community."

"Sense of community, strong communication, safe learning environment"

"Caring teachers, good school community for my child, good range of activities within school. Everyone is kind and respectful."

"Smaller class sizes, small school/community feel... kids all know each other across different grades. Teachers know the kids well."

"What I value most about the school are the staff and teachers. I feel that my children are safe and well cared for, and I trust the school completely."

"Values, teaching of faith and culture. Quality of education and student support from teachers."

"I value the school leadership and staff at ASG. They focus on developing and nurturing their students and ensuring their wellbeing is priority."

"I value the variety of subjects available to the children. Greek, orthodoxy and co-curricular activities provide variety and creativity for the children in school hours."

"The size of the school is small enough that it feels like a community but it is large enough for the kids to have variety in friendship groups."

"Cultural connection to Greek heritage, the size of the school, expectations of students with respect to uniform, presentation, manners and respect for teachers, others and the community."

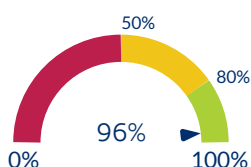
Teacher satisfaction

ASG partnered with an independent research provider to survey staff (teaching and non-teaching) to ascertain levels of staff engagement, wellbeing, and perceptions of progress by the school. All Saints Grammar staff survey results surpassed industry benchmarks in key areas compared to similar independent schools.

Engagement

ASG staff report high job satisfaction and strong commitment, indicating a positive work environment.

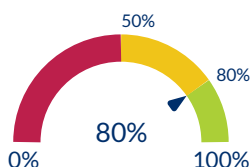
Engagement benchmark	+6
Higher than similar independent schools	12%



Wellbeing

Staff exhibit excellent emotional wellness and effective stress management, reflecting robust support systems and a healthy workforce culture.

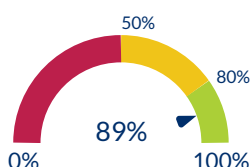
Wellbeing benchmark	+8
Higher than similar independent schools	12%



Progress

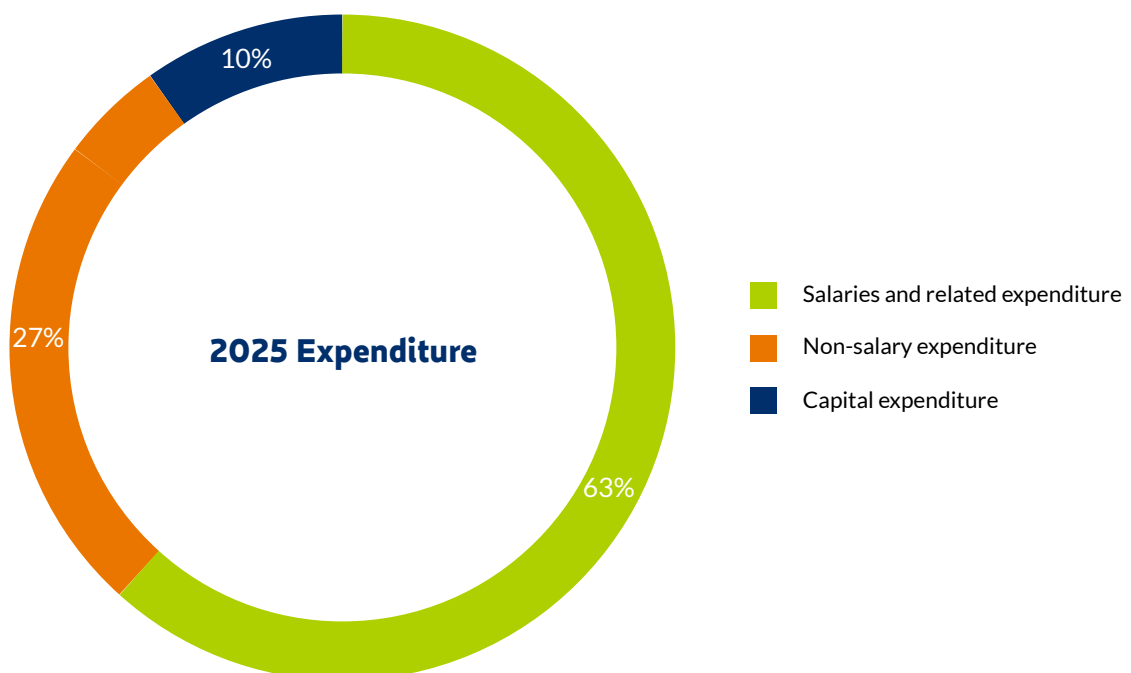
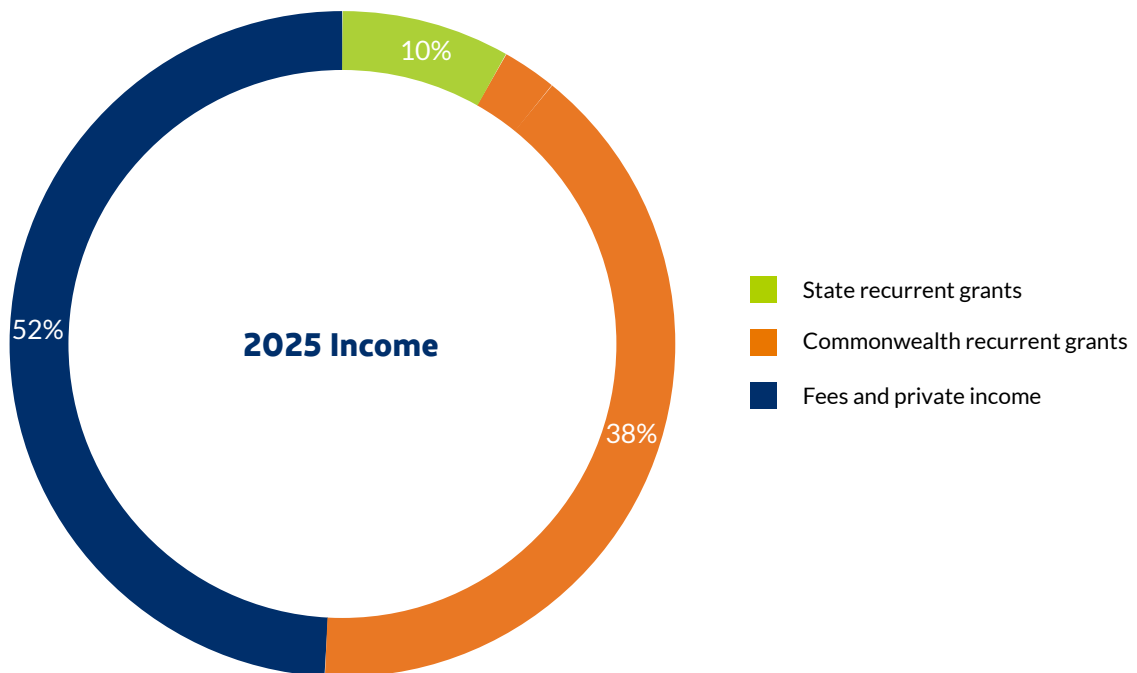
Staff perceptions of organisational performance are highly favourable, with satisfaction in the school's progress and success in achieving outcomes, demonstrating effective leadership and strategic direction.

Progress benchmark	+4
Higher than similar independent schools	14%





Financial summary





*The teachers I have met work hard
and show a caring attitude towards
the students.*

2025 ASG Parent Survey



Appendix

Professional learning

The following list indicates a breakdown of the activities undertaken.

Description Of the Professional Learning Activity 2025	No. of Participating Staff
Staff Professional Development	68
Introduction and Explanation of Team exercise	54
Explicit Teaching within A Formative Learning Framework	54
AIS: Planning School Projects	1
AIS: Music Conference Crafting Melodies of Tomorrow	2
Informa Connect	3
AIS: Leading Implementation of the HSIE K-6 Syllabus	4
LSA: Legal Studies	1
Playful & Purposeful Approaches to Childhood Anxiety	1
AIS: Engaging Assessment Strategies for the Modern Languages Primary	2
AIS: Leading Implementation of the New HSC English Syllabus	1
AIS: Echoes of Time Unveiling the Past to Illuminate our Future	2
AIS: English Advanced: New Texts for HSC	2
AIS: Human Facae of Legal Studies	1
AIS: Making the Beauty of Mathematics Visible	1
AIS: Digital Directions	2
AIS: Building Confidence & Success in Stage 6 Languages	1
EBE: Economics	1
PD4Maths	2
Peer Support	1
AIS: Growing Evidence Informed Practice	1
St Andrew's Greek Orthodox Theological College	1
Ideagen ComplSpace	8
ETA: Electives New Syllabus	1
ETA: Texts and Electives for the new syllabus	1
Classical Languages	2
SPELD	3
ACHPER: Assessing Yr 12	1
IPSHA: Unbrella Group	6

Appendix

Description Of the Professional Learning Activity 2025 (continued)	No. of Participating Staff
Learning Difficulties Coalition: Effective Tier 2 Reading Intervention in Primary & High School	2
Intase	2
H.I.C.E.S	2
TTA Online Training	65
Edval: Timetable Essentials	1
Strategic Planning Partners In Ministry	4
Team Building Be Challenged	69
STEM: Enrichment Primary Schools program	4
Reviva First Aid: First Aid with CPR Anaphylaxis	68
AHISA	2
AIS: Child Protection	68
Educate to Self Regulate	1
HSC Contemporary Nutrition Issues	1
AIS: Leading Implementation of Science & Technology	1
AIS: Planning & Programming with Science & Technology	1



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