

2024

ANNUAL SCHOOL REPORT



All Hallows Catholic Primary School

Bayly Street, GULGONG 2852

Principal: Mr Brad Toole

Web: <http://www.allhallowsgulgong.catholic.edu.au>

About this report

All Hallows Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CEDB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the faith formation, learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

All Hallows is a beautiful Catholic School in Gulgong NSW. It's not the buildings that make it so special, it is the wonderful community that cares for each other. We celebrate the achievements of all members in a diverse range of academic, sporting, artistic and cultural successes.

All Hallows is dedicated to the education of each student. All students can learn to a high level and reach their full potential.

Special emphasis is placed on catering for individual differences and interests of students. This year we have been continuing to emphasise the use of technology in our school. We also have begun to formalise a contemporary learning approach with a focus on personalised learning and goal setting.

Success at this school is because of many factors - the staff, the parents, and the students who work hard and care for each other. There is a genuine feeling of family, the pastoral care is genuine, the discipline fair and the breadth of our curriculum extensive to cater for all student needs. We might be a small country school but effort, commitment, and a desire to achieve, can and do, result in great outcomes.

Parent Body Message

The Parent Body at All Hallows has had a very successful year in 2024. We held a very productive AGM and had three successful and well supported meetings during Term 1.

Many great family events were held during the year. The P&F were active in the community holding a Street Stalls, BBQ's, Pie Drive and many other events throughout 2024. We finished the year with a successful bazaar.

We look forward to another great year for the P&F in 2025.

Student Body Message

During 2024 we had many great events to celebrate as a school. We had lots of fun days, lots of laughter and lots of learning. As School Captains we have had the special position of leading and watching the other children grow and become the best they can be. We have certainly felt great pride at the achievements of others and the way they have represented their families and themselves at events.

We are proud that our school takes part in many local activities. We took an active role in our learning, with all students setting goals and discussing how to achieve these goals with our teachers. This year we were very lucky to have our own digital devices to improve our learning and we continue to use and explore different technology items.

All Hallows is a great place to go to school and we will remember it very fondly.

School Features

All Hallows Primary School is a Catholic systemic co-educational School located in Gulgong. The staff at All Hallows are continually looking at ways of improving the teaching of all Key Learning Areas to ensure a rewarding education for all students. Every child is a unique individual and the school endeavours to ensure each child is given the opportunity to develop in all aspects of life with Christ as the guiding light.

The history of Catholic education in Gulgong goes back to 1883. In 2024 we celebrated 141 years of Catholic Education in Gulgong.

All Hallows School began in 1883 with the arrival of six Sisters of St Joseph, to teach the 200 children left without a teacher. The convent school was housed, according to legend, in a slab and bark building which had served the miners as a Union Church during and after the 'Goldrush' period, before each denomination built their own church.

Later the school moved into a wooden building which is thought to have been located somewhere on the playground across the road from our school today.

In 1917 a two roomed, wooden building was built on the current site and housed up to 250 students! This was our school building until 1929.

On the 10th November 1929 the 'new school', accommodating 150 students was opened. This Spanish Mission style building was at the time, seen as a unique construction for the district and there was much opposition from the local council. However, with the help of influential people, the council's decision was overturned and 80 years later the building still stands. With ongoing modifications, providing our students with a comfortable place of learning, it is now used as our Library, Computer room and classrooms.

In 2024, All Hallows was a school of approximately 135 students with the following classes;

Kinder, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6.

Building and maintenance projects that we completed involved painting, tree removal, establishment of vegetable gardens. There are numerous projects that will be continued in 2025.

Student Profile

Student Enrolment

The School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 73 | 64 | 2 | 137 |

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

Student Attendance Rates

The average student attendance rate for the School in 2024 was 89.24%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | | | | | | |
|--------------------------------|--------|--------|--------|--------|--------|--------|
| Kindergarten | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 88.75 | 90.47 | 89.18 | 89.52 | 89.29 | 88.78 | 88.66 |

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of

students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

| | |
|------------------------------------|----|
| Total number of staff | 22 |
| Number of full time teaching staff | 7 |
| Number of part time teaching staff | 6 |
| Number of non-teaching staff | 9 |

Total number of teaching staff by NESA category

Teachers at this School are accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead Teacher are voluntary. The number of teachers within the Diocesan Schools System at these levels is as follows:

- 39 Conditional teachers
- 28 Provisional teachers
- 920 Proficient teachers
- 1 Highly Accomplished and Lead (HALT) Teacher
- 1 Lead Teacher
- 8 HALT Candidates

Additionally, there are 14 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 and 8 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

At All Hallows we endeavour to create a faith filled Catholic Community where a caring atmosphere prevails and a quality educational curriculum is offered. We are proud of our Josephite heritage and strive to live up to the Josephite tradition; 'Never see a need, without doing something about it'. This is our unofficial motto and is lived out every day in our words and actions. We motivate our community members to strive for excellence, we foster the values of our faith, and we challenge each member to develop a loving relationship with those around them as well as with God our Creator.

These ideals are expressed in our Mission, Vision and Values Statements. Our Mission, at All Hallows Catholic School is to Work as a community with Christ as our centre, educating our students to a high level, so they will participate fully in the changing world and the Church.

Our Vision, at All Hallows is to be a community of faith: 'Centred on Christ and the sacraments, living gospel values, complimenting and supporting the role of parents, and working in partnership with priests, parish and the local community'.

We believe in finding and nurturing the gifts and talents of our students and collaborating with parents in a meaningful manner. We value effort, along with learning and excellence, and model lifelong learning and using technology to enhance teaching and learning. We respect staff, students and parents and share the role of educating our students, particularly as we respond to the changing world.

All Hallows is a community of celebration: 'Celebrating God's love in the sacraments, participating in and growing through the Eucharist, rejoicing in the individual and their personal gifts, sharing the accomplishment of others, celebrating academic growth and promoting self-esteem'.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The school teaches and exposes children to a wide range of co-curricular programs. These include - a variety of seasonal sport programs, public performances, computer usage, social assistance programs, and community service projects and programs. It also includes specialist groups such as the school choir - 'The Hummingbirds', Gardening Club, Passive Play group, and Active Learning group, all of which provide opportunities for students to explore areas of interest.

2024 provided a year of great opportunity for the teaching staff to further develop a range of skills to take their teaching styles further into the 21st Century. The technology skills of staff improved rapidly as they became accustomed to using 'Zoom', 'Google Classroom', Google sites and many other platforms such as Essential Maths Assessment that were used to provide learning for the students.

Students with additional learning needs have special programs of work. Parents of these students are encouraged to be involved in the planning to address the program, evaluation of progress, and planning the next phase of development. Programs vary from remediation programs to extension programs and can occur in any or all of the Key Learning Areas, as well specialised fields such as social areas, physical needs, speech development or occupational therapy assistance.

Indigenous students have individual programs, which are developed in conjunction with their class teacher and the Support Teacher. The staff work together with parents to develop and implement programs for these individuals throughout the year. Education of all students regarding indigenous culture, values and learning is integrated across the syllabus in all grades.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at All Hallows Catholic Primary School for 2024 is reported in the table below.

| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 3 | Grammar and Punctuation | 30% | 54% |
| | Reading | 47% | 66% |
| | Writing | 70% | 77% |
| | Spelling | 43% | 61% |
| | Numeracy | 60% | 64% |

| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 5 | Grammar and Punctuation | 38% | 65% |
| | Reading | 50% | 71% |
| | Writing | 69% | 67% |
| | Spelling | 38% | 68% |
| | Numeracy | 56% | 68% |

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing policies, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework was revised in 2024 and is now titled Student Wellbeing Framework. The Framework can be accessed at [Student Wellbeing Framework](#)

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline policies and procedures are aligned to the diocesan Student Wellbeing Framework. The School's policy operates within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning for all students. It supports the development of positive social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is

promoted at all times along with positive student behaviours while ensuring respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline policies and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Student Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Complaints Handling Policy

Catholic Education Diocese of Bathurst has a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world.

The Policy and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

The full text of the Complaints Management Policy may be accessed on the school website or by contacting Catholic Education Diocese of Bathurst.

The full text of the Complaints Management Policy may be accessed on the school website also.

In addition to this policy, there are also policies and procedures related to Child Protection, Code of Conduct and Whistle Blowers. All of these are available through the CEDB website and the school website.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year 2024, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Additionally CEDB undertakes extensive surveying of all stakeholder groups through annual School Improvement Surveys. This data is used to further inform school improvement.

Both Data and Comments from these School Improvement Surveys are summarised here.

Parent satisfaction

During 2024, parents were asked to complete a School Improvement Survey to provide information on the level of parental satisfaction in a variety of areas including Faith, Learning and Stewardship throughout the school. 71% of parents scored the school a nine or ten out of a maximum of ten. This is very pleasing in regards to the amount of positive talk in the community about our school. Our percentage scores of satisfaction and agreement were:

- Faith - 92%
- Learning - 80%
- Stewardship - 84%

The following comments were some of those shared by the parents during the surveys:

- 'All hallows is lovely. The grounds are beautiful and the teachers and office staff are lovely.'
- 'I love the sense of community. Well-mannered children that play and socialise with other children across all age groups great staff that are supportive understanding and encouraging.'
- 'All Hallows has a lovely feel any time i am at the school. All staff are friendly and welcoming. I always feel welcome. My child talks about her lessons from the day with enthusiasm, suggesting meaningful and engaging lessons. I love that group work across the grades is happening which says that each child's ability levels are being met.'

Student satisfaction

During 2024 students were asked to complete a School Improvement Survey to provide information on the level of satisfaction in a variety of areas including faith, learning and

stewardship throughout the school. We had 26 responders from our students that are in Year 5 and 6.

The students at All Hallows Catholic School revealed overwhelmingly that they are happy with all aspects of their education at school. Our percentage scores of satisfaction and agreement were:

- Faith - 82%
- Learning - 82%
- Stewardship - 84%

The following comments were some of those shared by the students during the surveys:

- 'The things the school does well is they support us they are really good at taking care of us the school is safe.'
- 'What I love about All Hallows is that everyone's friendly and the teachers are always there if you need them. We are a small school, but we have a great education'.
- 'They provide lots of extra-curriculum activities like at sport days it is always fun and not much pressure.'
- 'We are all friendly and are a team we help in sports and other things like celebrations, the teachers are good and they help a lot in our learning.'

Teacher satisfaction

During 2024 staff were asked to complete a School Improvement Survey to provide information on the level of satisfaction in a variety of areas including faith, learning and stewardship throughout the school. We had 10 responders from our staff. Teacher's satisfaction responses were positive and correlated with the results from parents.

The areas that the staff identified as being the major strengths are:

- 'It is a pleasure to work at All Hallows Primary School Gulgong. The staff are supportive and helpful and make time to help when needed. The community are aware that the children at All Hallows enjoy going to school through their involvement in many community activities such as the Gulgong Eisteddfod, The June Henry Lawson Festival, Swimming Club, Netball and many other activities'
- 'There is great sense of camaraderie in staff, with regular events and opportunities for social engagement and cohesion. There is a strong sense of belonging to a family who cares for each member of staff, and for their families.'
- 'All Hallows - inclusive, family orientated - Christ centred - high expectations in learning and behaviour - cooperative, collaborative staff / parent body'

Financial Statement

School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2024 year is detailed here:

| Recurrent and Capital Income 2024 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$2,113,500 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$556,949 |
| Fees and Private Income ⁴ | \$306,524 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$42,508 |
| Total Income | \$3,019,481 |

| Recurrent and Capital Expenditure 2024 | |
|--|--------------------|
| Capital Expenditure ⁶ | \$64,398 |
| Salaries and Related Expenses ⁷ | \$2,090,361 |
| Non-Salary Expenses ⁸ | \$977,366 |
| Total Expenditure | \$3,132,125 |

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT