

2024 ANNUAL REPORT

ALL SAINTS PRIMARY SCHOOL, TUMBARUMBA



About this Report

All Saints' Primary School Tumbarumba is registered by the NSW Education Standards Authority. Catholic Education Diocese, Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

All Saints' Primary School Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese, Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that All Saints' Primary School Tumbarumba has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to All Saints' Primary School newsletters and other forms of communication. Further information about All Saints' Primary School may be obtained by contacting the school directly or by visiting the [school's website](#).

Section 1: Message from Key Groups in Our School Community

Message from the Acting Principal

I have been privileged to act as principal of All Saints for this final term of 2024. It has been challenging and rewarding in equal measure. It has given me the opportunity to reflect on all that the school has achieved this year and help shape the future direction.

Now I say school, but what I mean is the students, staff and families. It is this community, together with our parish that has enabled all of our successes. I could talk for hours about all of the wonderful things that are happening in our classrooms across the entire school. I will limit myself to just a few of the things that I think are highlights across our year.

This year truly highlighted the importance and value All Saints places on the education and development of the whole person. We prioritise academic pursuits but we also recognise the importance of the arts in promoting many quality character traits including attention to detail, persistence, determination and commitment, to name just a few. The Year 2/3 class demonstrated this perfectly when they travelled to Wagga Wagga and won the choral poetry category at the Wagga Eisteddfod. They showed that working together and committing to dramatic delivery pays dividends. These types of activities teach children about the nuances of language and expression and are a valuable tool to engage children in a love of literature.

Our school's famous tradition of our discombobulating and disconcerting "Free Street Stall" was formally recognised by Justin Clancy who acknowledged us in Parliament, awarding us a Legislative Assembly Hansard. This truly wonderful initiative, instigated by one of our teachers, and ably assisted by the senior students has become a way for us to truly live out our motto of 'Heart Speaks to Heart'. Children look forward each year to being able to share love and give back to the community which supports us in many ways. It is an authentic way for our students to live out the mission of the church, and an opportunity for children to give freely, without expectation of reward. It's an important lesson and experience for our students. We don't expect accolades for running our Free Street Stall, but it certainly was a nice one-off, and reinforces what we already knew, we live out the message of Jesus in our everyday lives and that light is reflected in our students and the wider community.

I don't think I could speak about this year's achievements without mentioning the extravaganza that was "Pirates vs Mermaids". What a fabulous experience for everyone involved. Again, we saw children demonstrating maturity and commitment well beyond their years. And we unearthed some talents that may have remained hidden, if not given the opportunity to shine. We don't all like sport, we don't all like maths (not sure I believe that one) and we don't all love music and drama, but by offering all of the above and more we give students the opportunity to find something that enlivens and inspires them. It was a lot of work, and I mean a LOT of work, both for staff and for students. However, it is worth the effort when you see the growth and confidence in the children and the enjoyment and pride in their parents' faces on performance night. Children are required to present their learning in a multitude of ways, including orally. Music and drama allow children to be more confident in public speaking and will leave them in good stead for many situations in schooling and general life. I am very proud that our small school was able to provide them with such a quality example of performance.

Now you may have noticed that I have not thanked anyone in this speech, please rest assured that this is not because I am not grateful. It is the exact opposite, I am eternally grateful, and know that nothing that occurs at this school is because of luck. It is all purposeful and due to the dedication of someone or a large group of 'someones'. I hope that you all know who you are and I'd rather not thank anyone than forget to mention someone who is vital in the day-to-day running of our small yet amazing school.

I only hope that at the end of this term I can return the school back into the safe hands of Mr Francis in as healthy a position as it was when he left. Luckily for him the budget was completed before he left for long service leave, so he won't be returning to any unexpected projects.

Let's enjoy the rest of this evening and the final two weeks of school before we have a break and return in 2025 for another fabulous year.

Acting Principal, Term 4 2024

Message from the Parent Body

It has been my privilege to serve as the Parents & Friends(P&F) President this year. I would like to extend my heartfelt gratitude to the parents, carers, and the wider school community for their unwavering support. I recognise that the P&F often seeks additional contributions, beyond the daily commitment of getting our children to school, and I deeply appreciate the generosity shown throughout the year.

From donations and home baking to the purchase and sale of raffle tickets, as well as the extra assistance provided at various events, every contribution has been invaluable. The collective effort within our small but dedicated school community plays a vital role in making our school the wonderful place that it is. Most importantly, these contributions directly benefit our children, enhancing their school experience in meaningful ways.

I would also like to take this opportunity to encourage new members to join the P&F. Our meetings, held once per term, provide a forum for parents and carers to contribute to the life of the school, whether through fundraising initiatives, organising events such as the Mother's Day High Tea and school disco, or supporting working bees. The P&F also offers a platform for informal discussions with the principal and other members of the school, parish and wider community. If you are interested in becoming involved, we would warmly welcome your participation next year.

Thank you once again for your continued support.

P&F President 2024

Message from the Student Body

M : Good Evening Parents, Teachers, Father, fellow students and community members. C. and I have been at this school since I was in Kindergarten and he was in Year 1. Over that time we have made many friends and learnt a lot. Can you remember when you started at All Saints C?

C: Yes, I remember that on my first day everybody greeted me and made me feel welcome. I also remember performing a play in the K/1/2 classroom. I was a wild thing and I think you were a narrator.

M: Yes I remember that. I think Mrs T. took a big risk asking me to be a narrator, because back then if I was asked to speak in front of people I would just freeze.

C: Is that still true today?

M: A little bit, but I have been very lucky at All Saints and have had a lot of opportunities to speak publicly, and it is true, the more you practice the better you get. You would know that with your piano right C?

C: Yes. That's true M. I have improved a lot in the playing of the piano. Mrs T. has been very kind and helpful in the way that she teaches me. I always look forward to coming to school and fitting in 10 minutes of practice before going out on the playground.

M: I remember Mrs T. teaching us recorder and I can also remember being in her K/1 class and reading books under blankets. Who would have thought that all you have to do to encourage kids to read is put a sheet over a desk? I wonder if that would still work for me?

C: Probably. I know M. and H. mentioned it last year in their speech, but I also loved the Mars Project that we did with Mr L. in year 3. Can you remember, M. how Mr L. said that it was a competition?

M: Yes I can. Did we win?

C: Well I think so, but Mr L. was too afraid to announce the winner. I wonder if you've had enough time to think about it Mr L.? Did we win?

M.: He'll never admit it - but we did.

C: Year six has been a good but challenging year. Mr L. is not as generous as Mrs G. was with free time after we had completed all of our set work.

M: Ahh, C., I don't think it was free time. It was self-directed learning - you were very good at it. Isn't that when you learnt all of the capital cities and all of your other interesting geography facts?

C: Oh yeah, that's right - I really enjoyed my self-directed learning.

M: We could stand here chatting all day, but I think it is time to thank all of our fabulous teachers and the rest of All Saints staff who have helped us since we started at All Saints. From Mrs. M. in the office, with her endless bandaids and ice packs, to Mr. F., our principal - also mostly in the office - who was always keen to try and win a game of basketball against us.

C: Our teachers have always supported us. Thank you to all of our teachers Mrs. T., Mrs. W., Mr. G., Mr. L., Mrs. G., Mrs. B. and often Mrs. M. Thank you also to Mrs. Mc. for all she does for the school and Mrs. M. who is always keen to teach Maths.

M: We will also miss all of our amazing, caring and kind School Learning Support Officer's. They have always helped us especially when our teachers have been busy. Thank you, Mrs. B., for all of your guidance in the classroom and with cooking, Mr. M., Miss O. and Mr. E., who has also been a great dance and percussion teacher over the years.

C: And of course M. there are our friends. They have always been by our side when we needed them the most.

M: Next year many of my friends will be either going to a different school or remaining here at All Saints. I know that despite this, we will always remain friends because of the close bonds that we have formed being together for the last 6 or 7 years.

C: And finally, we would like to wish everyone well next year in 2025. We are excited about our new adventures and know that everyone here will also be doing new and great things. Good luck to our future captains, I know you will make All Saints proud.

M: I'm sure you will all love the role as much as C. and I have. I remember how much I looked forward to sports shed duties, I was so young back then. Even when the lustre of a new task wears off, being a good captain means doing the job anyway and in good spirits. I know you will learn this and do an amazing job. Thank you All Saints for the opportunity to lead your school.

C: M. and I have thoroughly enjoyed it and will miss seeing all of your smiling faces each day. Of course we may see you in the supermarket. Let's keep smiling at each other then.

Section 2: School Features/Context

All Saints' Primary School is a small, intimate, caring community and we extend a warm welcome to you and your children. We trust as you browse around our website, you will get a feel for All Saints' Primary School as we live the school motto, 'Heart Speaks to Heart.'

The school is located in the township of Tumbarumba, which is situated at the base of the Great Dividing Range and the 'Gateway to the Snowys.'

All Saints' is a systemic Catholic school that operates under the guidelines and policies of the Catholic Education Diocese of Wagga Wagga.

All Saints' was founded by the Josephite Sisters in 1888.

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2024:

Girls	Boys	LBOTE*	Indigenous	Total
26	31	2	3	57

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly.

See CEDWW policy [here](#)

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	90%
Year 1	91%

Year 2	91%
Year 3	91%
Year 4	90%
Year 5	92%
Year 6	90%

The average student attendance rate for 2024 was 91%

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.

All Saints' Primary 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 well being 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 the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese, Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

Section 4: Staffing Profile

There are a total of 8 teachers and 5 support staff at All Saints' Primary School. This includes 4 full-time and 4 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	0
Proficient	8

Percentage of staff who are Indigenous	13%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese, Wagga Wagga.

2024 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2024, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- The rollout of the new English and Mathematics Syllabi
- Trauma Informed Practice
- Embedding the pedagogy of Wonder and Awe in classroom practice.

Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. All Saints' Primary School follows the Wagga Wagga Diocesan Religious Education curriculum, *Sharing Our Story*.

Catholic Heritage

In 1888 four Sisters of St Joseph arrived in Tumbarumba to open a Catholic School.

- The four Sisters were Sr. M. Joseph Cahill RSJ, Sr. Rose Kreckler RSJ, Sr Hyacinth McDonald RSJ and Sr. Agnes Leslie RSJ
- The school began in the small church
- The foundation stone for the first school building was laid on 11th December 1921
- All Saints War Memorial School was officially opened on 20th March 1955
- In 1989, Sr Karen Muir RSJ became the last religious principal.

Liturgical Life of the School

Liturgical celebrations are the cornerstone of catholic life at All Saints' Primary School. Classes attend Benediction once a term. The whole school comes together on special feast days to celebrate Mass. The parish priest visits classes once a week and links instruction to the student's current learning in Religious Education. Classes pray regularly throughout the course of the day. Time for prayer is tailored to match the age of each class, so that it is joy-filled and meaningful. Staff come together for prayer each Wednesday morning with the parish priest in the staffroom.

Special occasions observed are the Opening School Mass, Ash Wednesday, Holy Week/ Easter, Feast of St. Mary MacKillop, Year 6 Graduation Mass, the Assumption of the Blessed Virgin Mary, the Sacraments of Confirmation, Eucharist and Reconciliation.

Staff and Student Faith Formation

The Religious Education Coordinator provides support to staff and students in preparation for Religious Education, class and school liturgies. Religious Education resources are available for staff to use and staff members are encouraged to broaden their spiritual understanding and professional dialogue via professional development opportunities. Staff members are encouraged to take part in the spiritual dimension of school and parish life. Staff members meet before school on Wednesday mornings and pray together. A spirituality day is organised and offered to all staff each year and one Wednesday afternoon staff meeting per term is dedicated to a religious focus.

Religious Education is a vital part of the curriculum at All Saints' and all classes participate daily in the Diocesan Religious Education Program 'Sharing Our Story'.

Social Justice

All Saints' supports the work of Caritas and Catholic Mission through the study of their work, fundraising for Project Compassion during Lent and Catholic Mission during the mission month of October, with a special focus on the annual Mission Day during this month.

Professional Learning in Catholic Life and Mission

All Saints' Primary School follows the Wagga Wagga Diocese Religious Education Curriculum, Sharing Our Story. This curriculum was supported by the use of diocesan-funded digital resources such as Understanding Faith and school-funded digital resources 'To Know Worship and Love' to increase student engagement and learning outcomes.

Section 6: Curriculum

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 (KLA's) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

Key Learning Areas at All Saints' Primary School include:

- Religion
- English
- Mathematics
- Science
- History/ Geography
- Personal Development Health and Physical Education
- Creative and Practical Arts

Specific programs include:

- Royal Far West (RFW) including occupational therapy and speech.
- Best Start assessment
- Year K–6 Swimming Lessons
- Whole School Music Program
- Music Program
- Extending Mathematical Understanding (EMU)
- Spelling Mastery
- Sport
- Counselling sessions with the Wellbeing Practitioner
- Group and class sessions for specific programs provided by the Wellbeing Practitioner.

Other school life opportunities offered are:

- School excursions
- A variety of representative sports
- NAIDOC Week celebrations and the school focus on indigenous perspectives within the curriculum.

Inclusion and Diverse Learning

- Individualised learning support offered to all students recognised by the NCCD as requiring adjustments to their learning
- Access to a variety of learning materials that best suit the needs of the student
- Access to emotional regulation spaces within the learning environment
- Ongoing identification and monitoring of children's learning to establish support where necessary
- Support with assessments for students and families supported by CEDWW to identify the needs of students.

Mathematics is a special focus area within the curriculum. Students and teachers were supported by a Maths Focus Teacher who ensured that a continuing focus on improving mathematics outcomes for students was a priority at All Saints'. The teacher worked with all staff to continually develop and refine teaching practice, so that students' mathematical understanding improved. This took the form of cooperative planning time, co-teaching and staff development meetings.

In 2024, teachers in all classes engaged with the new NSW Mathematics syllabus, focusing on deepening their understanding and refining their practice to align with updated curriculum expectations. Professional learning sessions and collaborative planning meetings were held to ensure a smooth transition and to enhance student learning outcomes.

An Extending Mathematical Understanding (EMU) intervention group was run, designed to build the confidence, skills, knowledge and understanding of mathematically vulnerable children.

Music - *Making Music Matter* The music room is the place to be at All Saints'. Trombones and flutes, clarinets and trumpets, the beat of a drum or tinkling of keys - the musical combinations are endless as students jam with their friends and show each other what they have learned the night before. The culture of music and friendship in the room is always a delight, with students challenging each other to improve their performance and learn something new.

In an average year we have half the school learning instruments in small groups with trumpet, clarinet, trombone, flute, percussion and piano on offer. Younger students continue learning to read music, playing drums, glockenspiel, recorder and ukulele.

An All Saints' staff member is on-site daily for lessons and support with the music room available for daily practice. Students come together for a band session once a week which is great motivation and provides many opportunities for students to perform. Tuition is heavily subsidised, ensuring all students may participate. The music room provides a social hub for many students, a safe space for practise and the development of social connections.

How lucky are we! All Saints' School: Making Music Matter.

The teaching of English has been a focus throughout our school as we have acknowledged a growing body of scientific research around how children learn to read. We have been excited to be ahead of the release of the new curriculum in our implementation of this in the early years and have seen tremendous growth in our students as a result. We have been

teaching the new syllabus in its trial phase, while having already taken on all new elements of this in K/1 previously by investing in the Literacy Collective as the basis of our reading and writing programming from 2022. Our preliminary data collected through the diocesan required Observation Survey and our own DIBELS testing has been extremely promising, and this was confirmed by school NAPLAN results. The fundamentals of 'The Writing Revolution', and an early investment in decodable readers has been the key to our early years success. Our Year 2-6 teachers have extended students with a variety of tier one and tier two interventions and we are excited for students' success moving forward. Decodable readers were made available to our Year 2-6 students who had not yet mastered the code of the English language. The Fitzroy Reading Program has also proved a valuable tier 2 intervention program for our older readers.

With the release of the new NSW English Syllabus K to 6, our teachers have continued to engage in professional learning to ensure that their instruction reflects the latest research and best practices in literacy education. Targeted staff meetings, collaborative planning sessions, and ongoing assessment have guided our implementation of the syllabus across all year levels.

Beyond the scope of classroom teaching, students have had access to the school library for weekly borrowing. Texts are also available in our classroom libraries. During term two, students have an added incentive to read to ensure they are prepared for our annual school-wide Kids' Lit Quiz, with our most promising contestants provided the opportunity to compete at the regional level for this international sport of reading competition.

Section 7: Student Performance in State-Wide Tests and Examinations

NAPLAN 2024 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2024, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	8	421.4	410.1
Reading	8	414.6	410.5
Writing	8	391.7	426.7
G&P	8	398.7	418.8
Spelling	8	413.5	411.8
Year 5			
Numeracy	7	478.4	496.7
Reading	6	498	496.4
Writing	6	489.7	493.2
G&P	6	497.6	506.5
Spelling	6	479.8	495.6

Section 8: Pastoral Care and Well Being

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care and Well Being Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Student Wellbeing

Student's emotional, physical, mental and spiritual health are the most important part of All Saints' Primary School's care for students. The school adopts a proactive approach to help students with their overall wellbeing. This is done by:

- School wide Munch and Crunch Program. Students are encouraged to bring a vegetable or piece of fruit each day to eat at 10am.
- Swimming Program. The school runs annual swimming safety lessons.
- All Saints' Primary school is a catholic school and a student's spiritual wellbeing is paramount to the school's vision and mission. Students' spiritual wellbeing is catered for by daily Religious Education lessons, weekly lessons with the parish priest, daily prayer (morning, before meals and at the end of the day), teacher modelling, living our faith, liturgy participation, choir singing and being of service to others.
- All Saints' is a cyber safe school. Each year in Term 1, students in Years 2–6 complete a Cyber Safety Program. Students are taught about safety on the internet and cyber bullying.
- Weekly sport and physical education practice lessons.
- All students, via referral, and parents have access to the school wellbeing practitioner. The wellbeing practitioner works on specific programs in class and with small groups of students.
- All Saints' is part of the government program, *Live Life Well*. Under the *Live Life Well Program* students have built a vegetable patch which is maintained by the school. This is part of a healthy lifestyle initiative. The school newsletter features nutritional snippets for parents to encourage a healthy lifestyle at home.

Discipline Policy

Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

All Saints' baseline behaviours are:

- 1.Right place, Right time, Right thing
- 2.Learn and let learn
- 3.Be fair, show care
- 4.Reflect respect
- 5.Present with pride

All Saints' Primary School has a number of positive behaviour reinforcement strategies. These include:

1. Valuable Learner Award. Each month the class teachers select a student who has best displayed the attributes of that month's 'Valuable Habit.' These names and a description of the behaviour(s) displayed are submitted to the principal who then chooses the 'Valuable Learner of the Month.'

2. Student of the Week. Each week, classroom teachers select one student from their grade as a form of recognition for a positive achievement. Specialist teachers select one class from across the school each week. These students are acknowledged at Monday morning assembly.
3. Personal Recognition. Students are regularly recognised for individual achievements through verbal praise, encouragement and positive reinforcement from their teachers, principal, office staff, support staff and peers. Effort is made to recognise and acknowledge desired behaviours as opposed to unacceptable behaviours e.g. "I like the way has made a great start to his work, well done."
4. Lucky Draw. Students are given raffle tickets for targeted behaviours each week. These tickets are placed in the raffle barrel and each week tickets are drawn for a lucky dip.
5. Saint of the Week. Each week, students work towards a faith based virtue of the week demonstrated by the life of the Saint of the Week.

All Saints' Primary School, in consultation with CEDWW, uses the restorative justice approach to behaviour management. The restorative justice approach is based on the belief that the people best placed to resolve a conflict or a problem are the people directly involved and that imposed solutions are less effective, less educative and possibly less likely to be honoured. In order to engage in a restorative justice approach to conflict and challenging behaviour, people need certain attitudes and skills.

The restorative approach aims to assist teachers to identify a variety of applications and skills to meet the needs of the whole school community. The restorative approach aims to build a strong, mutually respectful, safe and inclusive school community in which everyone feels valued and heard.

It is the responsibility of each individual teacher to create classroom norms and consequences in consultation with students. These norms are displayed in each classroom and are logical, appropriate and clear. The norms will be referred to periodically and revised at the start of each term.

The principal is involved with dealing with behaviours which are repeated, inappropriate, illegal and dangerous. All Saints' Primary School follows a staged response to behaviour management and will not hesitate to contact parents when behaviour reaches this level. Parental support makes a difference. If a child is suspended or reaches an exclusion level, parents will be called immediately to "take home" their child.

BEHAVIOURAL PROCEDURE

To maintain consistency throughout the school, teachers follow the procedures set out.

1st Occurrence: WARNING THAT BEHAVIOUR IS INAPPROPRIATE (If possible this may be carried out quietly to the child) This warning will let the student know exactly the behaviour which is inappropriate, based upon classroom norms and school rules. It is the responsibility of the teacher to then discuss, inform or model correct behaviours.

2nd Occurrence: TIME OUT(In a suitable position within the classroom or playground; Grey seats on the back playground)

Time out time: K-1 students 3 mins, Years 2-3 students 5 mins, Years 4-6 students 5 mins

3rd Occurrence: TIMEOUT FROM THE ROOM/ PLAYGROUND (Student sent to buddy class; to fill out set pro forma on behaviours). Student to attend 10 minutes of coaching at recess.

Playground Behaviour.

1st Occurrence: If an occurrence happens during playground duty, the student is to be sent to the office.

Time out time: K-1 students: 5mins, Years 2-3 students 10mins, Years 4-6 students 10mins

EXCLUSION CONSEQUENCES

If there are repeated occurrences of inappropriate behaviour or a serious behaviour breach, in a classroom or on the playground, the child will be directed, with another student, straight to the principal or coordinator. If necessary, the teacher should send for the assistance of the principal or other executive staff. Parental notification will be made at the discretion of the principal.

All Saints' Primary School has adopted the Diocese of Wagga Wagga 'Suspension, Transfer, Exclusion and/or Expulsion Policy and Procedures' (2024)

Anti Bullying Policy

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Students and staff have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Bullying is taken seriously and is not acceptable in any form.

Bullying devalues, isolates, frightens and affects an individual's ability to achieve, has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Teachers, students, parents, caregivers and members of the wider school community have a responsibility to work together to address bullying.

Any inappropriate behaviour prevents or limits teaching and learning in schools and interferes with the wellbeing of students is not accepted.

Supporting Statements

Bullying behaviour is defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying involves all forms of harassment (including sex, race, disability, sexual orientation), humiliation, domination and intimidation of others.

Bullying behaviour can be:

- verbal – name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical – hitting, punching, kicking, scratching, tripping, spitting
- social – ignoring, excluding, ostracising, alienating, making inappropriate gestures
- psychological – spreading rumours, “dirty looks”, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

A staged response is taken with a child when expected behaviour standards are not being met:

1. Discipline Procedures. All teachers are issued with a copy of the “All Saints’ Primary Schools Wellbeing and Discipline Policy”. When enrolling, each family receives an abridged version of this in the “Student Wellbeing Parent Information Booklet”. The teachers talk about the expectations and consequences detailed in these documents with their students at the beginning of the school year when doing classroom norms. Thereafter, they are discussed as required.
2. Data Collection Reports of Incidents are entered on the school’s behaviour monitoring system and are taken into account when deciding on behaviour goals, procedures and consequences for inappropriate behaviour.
3. Individual Learning Plans (ILP). Class teachers set academic and social/ behavioural goals for students when and if they are required. These are reviewed frequently and amended as needed. The implementation of any ILP will be following the procedures using the SWIMS policy (Diocese of Wagga Wagga Schools Web).
4. Behaviour Plans. All Saints’ recognises that there may be children whose behaviour is such that further intervention is required. In such cases the principal or coordinator, teacher and, if applicable, the CEDWW Guidance Officer - psychologist/ counsellor, will meet with the child and his/her parents. The child will be required to complete and follow a behaviour plan. These will specify what behaviours have been causing concern, what is expected of the child, what will happen if he/ she follows the plan and what will happen if he/ she fails to follow the plan. The implementation of any Behaviour Plan will be following the procedures using the SWIMS policy (Diocese of Wagga Wagga Schools Web).
5. Suspensions. Suspension will only be used as a consequence of extreme behaviour or consistent and frequent misbehaviour as per the CEDWW SWIMS guidelines. Appropriate work will always be provided for the student on those occasions when a suspension is deemed necessary.

Each year students and teachers at All Saints’ Primary school are shown and instructed in the rights and responsibilities of members of the All Saints’ school community.

Initiatives Promoting Respect and Responsibility

All Saints’ Primary School joined other schools from the Snowy Valleys area in embedding ‘The Resilience Project’. This was funded by the Snowy Valleys Councils to all schools for the calendar year as part of the bushfire recovery strategy.

Each member of the All Saints' Primary School community has rights and responsibilities. We believe that this means that:

- there is a sense of harmony in the school.
- people work together in teams.
- there is respect for individual rights.
- there is respect for difference.
- bullying in any form will not be tolerated.
- the assets and the physical environment of the school will be used responsibly and carefully so that everyone can enjoy and utilise them.
- there is collaboration.
- persistence is evident.
- there is access and equity.
- people take care of each other.
- honesty is highly valued.
- people speak with respect.
- people try to be their best.
- there is peer mentoring.
- co-operation is evident.
- people give and receive feedback with good will.
- communication is open and honest.
- everyone has the right to feel safe at school
- all of us will ultimately be held responsible for our actions.

Shared Expectations

All Saints' Primary School believes that the following expectations will be followed by all members of the community; Principal, teachers, school staff, students and parents/ carers.

Principal

- To provide educational and personal leadership for all members of the school community
- To ensure all other members of the community understand their expectations.
- To ensure the financial security of the school
- To provide the resources required by the students and staff
- To be well informed of the latest in educational thinking
- To ensure that the school provides an inclusive curriculum
- To ensure that parents/ carers feel welcome at the school and have a sense that their contributions are valued
- To be accessible to members of the school community
- To be able to keep confidences entrusted to them
- To be a faith leader of the All Saints Primary School community
- To continue the evangelising mission of the Catholic church.

Teachers

- To be mindful of the physical and psychological wellbeing of each child
- To provide an inclusive, engaging program for their students
- To allow student voice in planning the curriculum
- To implement the latest research in teaching and learning as facilitated by CEDWW
- To provide a first point of contact for children with concerns
- To be understanding of the needs of their students
- To implement 21st-century personalised learning strategies as facilitated by CEDWW
- To be empathetic to all members of the school community
- To be supportive of their colleagues and work in teams
- To be accessible to students and parents/carers
- To welcome parents/carers into the classroom
- To be able to keep confidences entrusted to them
- To continue the evangelising mission of the Catholic Church
- To be a Faith leader to students at All Saints' school community
- To maintain the good order of the school.

School Staff

- To be welcoming to parents and visitors
- To maintain the good order of the school
- To support the principal and teachers in the education of the students
- To be able to keep confidences entrusted to them.

Students

- To participate in the programs provided for them
- To ask for assistance when required
- To treat peers and teachers with respect

- To look after the school property and equipment carefully
- To attend school regularly
- To be punctual each day
- To support the work of their peers and teachers
- To aim to acquire the ten valuable habits as set out in the student profile: persisting, listening, striving for accuracy, questioning, inquiring, responsible risk-taking, being reflective and open to learning.

Parents and Carers

- To ensure their children are at school regularly
- To ensure that children are at school on time each day
- To support the programs offered by the school
- To inform the school of issues that may affect their child
- To cooperate with requests from the school.

Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

See CEDWW Policy [HERE](#) & Procedures [HERE](#).

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the Catholic Education Diocese, Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese, Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important

element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these documents in 2023.

In compliance with the *NSW Reform Act 1990*, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school office.

See CEDWW Policy [HERE](#).

Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese, Wagga Wagga Annual Improvement Plan.

2024 ANNUAL IMPROVEMENT PLAN FRAMEWORK

DOMAIN: EVANGELISATION AND RELIGIOUS EDUCATION

Evangelisation and Religious Education is expressed across the following interrelated and mutually reinforcing components:

- Theology, Scripture, Religious Education - including Curriculum and Pedagogy (Encountering Christ)
- Faith Formation Opportunities (Witnessing to Christ)
- Social Justice Opportunities and Outreach (Serving Christ in Others)
- Prayer, Scripture, Liturgy and the Sacraments (Engaging in Worship in Christ)
- Catholic Identity and Worldview, School and Parish Partnerships (Forming a Christ-centred Community)

SYSTEM STRATEGIC PRIORITY

1.1 Implementation of the Education Charter for CEDWW schools that articulates the purpose of Catholic Schooling

- Each school to trial *Effectiveness Practices* as they are developed (by CEDWW). (Term 2 and 3)
- Each school begins the process of reviewing their own Vision And Mission Statements to ensure alignment with the Charter.

1.2 To review the Religious Education Program: Sharing Our Story

- Schools to engage in CEDWW facilitated Stage Level Workshops to revise Religion Scope and Sequences.
- Schools participating in the roll out of 'A Pedagogy of Wonder and Awe' to organise and plan staff professional learning opportunities with the E & RE Team for: Understanding, Utilising and Leading the process.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Area for Improvement	Evidence/Data Informing Improvement Area	Strategies/Actions to be Implemented	Measures of Success
Pedagogy of Wonder and Awe - Embed the Pedagogy of Wonder and Awe throughout all classrooms with a particular focus on Stage 3, ensuring that pedagogy enhances	- Conversations with teachers who have actively been teaching using the PoWaA have demonstrated some concerns about the depth and clarity of direction that are contained in some of the program booklets.	- Work with the RE and Evangelisation team to introduce some "provocations" using the Sharing Our Story Curriculum. - Curriculum staff meetings - REC to either attend curriculum reform	- Qualitative data from teachers about how they are feeling about the continued use of PoWaA - Qualitative data collected from Stage 3 students detailing how

the depth of knowledge and understanding for students.	-	meetings or report back after network meetings.	they feel their knowledge of Religion has changed since the introduction of 'provocations'.
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DOMAIN: LEARNING AND TEACHING

Learning and Teaching encompasses: Curriculum, Pedagogy, Student Wellbeing for Learning and Student Diverse Learning Needs.

SYSTEM STRATEGIC PRIORITIES

2.1 TransFORMATIVE Learning

- Continue to TransFORM student learning by providing relevant and challenging experiences that respond to their needs and interests by:
 - strengthening and refining practices for effective K-2 NSW Curriculum implementation
 - engaging with the new Primary and Secondary NSW Curriculum to plan for effective implementation
 - using student data to identify the areas of support required for teachers to effectively implement the syllabuses
- Support parents to develop an appreciation of the Diocesan approach to TransFORMATIVE Learning

2.2 Wellbeing for Learning Framework

- Continue to implement the *Wellbeing for Learning Framework* to inform and improve universal whole school processes and targeted and individual interventions, to support student wellbeing, engagement and learning with a focus on one of the following areas:
 - Positive Behaviour for Learning (PBL)
 - Multi-tiered Systems of Support (MTSS)
 - Trauma-Informed School Practices

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Area for Improvement	Evidence/Data Informing Improvement Area	Strategies/Actions to be Implemented	Measures of Success
Curriculum implementation Implement the new 3-6	A new curriculum has been introduced across NSW and teachers	- Two pupil-free days staggered throughout the year, one at the	- Scope and sequences indicate the

Mathematics and English syllabi	need to be confidently using it for teaching and assessment.	<p>start of the year and one halfway through the year, enabling teachers to reflect and improve on their initial implementation.</p> <ul style="list-style-type: none"> - Staff meetings each term dedicated to the implementation of the curricula. - The Department of Education resources shared with staff. - Create scope and sequences that reflect the new curriculum - Create assessment plans that reflect the new curriculum 	<p>appropriate outcomes</p> <ul style="list-style-type: none"> - Programs indicate the appropriate outcomes and content points. - Assessments and assessment plans use the new outcomes. - qualitative data indicate that teachers feel comfortable using the new curricula.
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DOMAIN: COMMUNITY ENGAGEMENT

Community Engagement includes: Partnerships with Parents, Families and Carers; Parish and Community Partnerships; Staff Wellbeing; Student Voice and Engagement and Marketing.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Area for Improvement	Evidence/Data Informing Improvement Area	Strategies/Actions to be Implemented	Measures of Success

DOMAIN: LEADERSHIP AND STEWARDSHIP

Leadership and Stewardship embodies the responsible planning, management and sustainability of human, fiscal and physical resources.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Area for Improvement	Evidence/Data Informing Improvement Area	Strategies/Actions to be Implemented	Measures of Success
Sensory garden, Creation of the sensory garden to enhance the student experience so they can: <ul style="list-style-type: none"> - understand how our senses gather information - explore the five senses - value how stimulating the senses can affect wellbeing - appreciate the experience of being in a sensory garden - participate in a planting activity. 	<p>The sensory garden has been a school community project for a number of years. It will be completed in 2024.</p> <p>The Sensory Garden is going to enhance the student experience</p>	<p>A site map drawn, resources moved and then improved.</p>	<p>Completion</p>

Review of 2024 Annual Improvement Plan

This year, we integrated the Pedagogy of Wonder and Awe across all classrooms, with a particular focus on Stage 3. This approach encouraged students to engage deeply with their learning, fostering curiosity, critical thinking, and a sense of reverence for the world around them. By incorporating inquiry-based learning, reflective discussions, and immersive experiences, we enhanced students' depth of knowledge and understanding across various subjects. This initiative has enriched classroom environments, inspiring students to explore big ideas, ask meaningful questions, and develop a lifelong love of learning.

We also successfully created a sensory garden to enrich the student experience and support their understanding of how our senses gather information. Through interactive activities, students explored the five senses and gained an appreciation of how sensory stimulation

contributes to overall wellbeing. The garden provides a tranquil space where they can engage with nature, fostering mindfulness and relaxation. A highlight of this initiative was the opportunity for students to participate in a hands-on planting activity, encouraging a sense of ownership and connection to their environment. The sensory garden is now a valuable resource for both learning and wellbeing within our school community.

Throughout the year, we continued to implement the Wellbeing for Learning Framework to enhance whole-school processes and provide targeted and individualised support for student wellbeing, engagement, and learning. A key focus was exploring Trauma-Informed School Practices during our twilight meetings, where staff engaged in professional learning to deepen their understanding of the impact of trauma on student development and behaviour. This knowledge has informed our approach to creating safe, supportive, and responsive learning environments that foster positive relationships and student resilience. Moving forward, we will continue refining our wellbeing strategies to ensure all students feel supported in their learning journey.

We remained committed to TransFORMing student learning by providing relevant and challenging experiences that cater to students' needs and interests. We strengthened and refined practices for effective K–2 NSW Curriculum implementation, ensuring a strong foundation for early learners. Additionally, we implemented the new 3–6 curriculum, supporting teachers with professional development and resources to enhance student learning outcomes. By engaging with the updated Primary NSW Curriculum, we ensured a smooth transition and aligned our teaching practices with contemporary educational standards. Using student data, we identified key areas for teacher support, allowing for targeted interventions and refined instructional strategies. This work will continue to be a priority in the year ahead.

Lastly, we successfully implemented the new 3–6 Mathematics and English syllabi, ensuring a smooth transition for both students and teachers. This process involved refining teaching strategies, incorporating evidence-based practices, and providing targeted professional development to enhance student learning outcomes. The updated syllabi have strengthened foundational skills, promoted critical thinking, and aligned learning experiences with contemporary educational standards. As we move into 2025, the implementation of these syllabi will remain a key focus, with ongoing support and refinement to ensure the best possible outcomes for our students.

Priority Key Improvements for 2025

2025 ANNUAL IMPROVEMENT PLAN FRAMEWORK

DOMAIN: FAITH

Evangelisation and Religious Education is expressed across the following interrelated and mutually reinforcing components:

- Theology, Scripture, Religious Education - including Curriculum and Pedagogy (Encountering Christ)
- Faith Formation Opportunities (Witnessing to Christ)
- Social Justice Opportunities and Outreach (Serving Christ in Others)
- Prayer, Scripture, Liturgy and the Sacraments (Engaging in Worship in Christ)
- Catholic Identity and Worldview, School and Parish Partnerships (Forming a Christ-centred Community)

SYSTEM STRATEGIC PRIORITIES

1.1 Implementation of the Education Charter

- Each school to trial another Pillar from the Charter (Welcome, Faith, Service or Learning) using a school self inquiry approach (Term 2 or 3)
- Schools continue to finalise the process of reviewing their own Vision And Mission Statements to ensure alignment with the Charter. Schools are to send a copy of the finalised document to the Head of Evangelisation and Religious Education, as this will be shared with the Bishop. All statements should be reviewed by 2026.

1.2 Religious Education Program: Sharing Our Story

- All Primary and Secondary Schools to trial the RE units as they are distributed.
- Schools participating in the roll out of 'A Pedagogy of Wonder and Awe' to organise and plan staff professional learning opportunities with the E & RE Team for: Phase 1: engaging, Phase 2: enacting and Phase 3: embedding.

PRIORITY AREAS FOR IMPROVEMENT

Area for Improvement	Evidence/Data Informing Improvement Area	Strategies/Actions to be Implemented	Measures of Success
1.1 Implementation of the Education Charter Communities of Welcome 3.3.8. The school is proactive in assisting parents in their role as	Charter evaluation tool	Partner with the parish priest to increase the involvement of parents in the spiritual life of their children. Implement parent	Information session for parents. Collection of data including attendance of

<p>the primary educators of their children in faith.</p> <p>3.3.9 The school has developed effective structures and processes to support parent involvement in the religious education of their children.</p>		<p>information sessions before children begin sacramental preparation. Invite parents and community members to liturgies of the word and other religious ceremonies, including Benediction.</p> <p>Open session - with invitation to parents to join a RE lesson - Catholic Schools week activity.</p> <p>Partner with the Parish to give students the opportunity to be involved in Parish Masses on Sundays - reading, offertory</p> <p>All Saints Celebration and Parade at School.</p>	<p>parents at information session. Qualitative observation of candidates attendance at Mass, as is a requirement for making their First Holy Communion and Confirmation.</p> <p>Survey to parents to gauge satisfaction and involvement in the spiritual life of their children.</p>
<p>1.2 Religious Education Program: Sharing Our Story</p> <p>Phase 3 -</p> <p>Embedding the Pedagogy of Wonder and Awe</p> <p>Looking deeper into our practice of using the PoWA. Analysing how well we implement each component of the lesson cycle. Evaluating our processes of assessing content knowledge, and ensuring that the 'wondering questions' are at the forefront of</p>	<p>Lesson observations</p> <p>Staff surveys</p>	<p>Lesson observations</p> <p>Staff meeting time to reflect on current practice and to plan actions for future lessons</p> <p>Staff meetings focused on specific areas of the lesson cycle.</p>	<p>Lesson observations indicating fidelity to the PoWA.</p> <p>Work samples demonstrating effective assessment and focus on I wonder questions.</p>

our students' thinking during choice activities.			
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DOMAIN: LEARNING

The Learning Domain encompasses: Curriculum, Pedagogy, Student Wellbeing for Learning and Student Diverse Learning Needs.

SYSTEM STRATEGIC PRIORITIES

2.1 TransFORMATIVE Learning

- TransFORM student learning by providing relevant and challenging experiences that respond to their needs and interests by:
 - strengthening and refining practices for effective K-10 NSW Curriculum implementation
 - engaging with the new Primary and Secondary NSW Curriculum to plan for effective implementation
 - using student data to identify the areas of support required for teachers to effectively implement the syllabuses
 - collaborating to share best practices, promote data-informed decision-making, and foster inclusive teaching approaches across the ITL, ITM, and IDL networks to ensure all learners reach their full potential.
- Support parents to develop an appreciation of the Diocesan approach to TransFORMATIVE Learning

2.2 Wellbeing for Learning Framework

- Implement the *Wellbeing for Learning Framework* to inform and improve universal whole school processes and targeted and individual interventions, to support student wellbeing, engagement and learning with a focus on one of the following areas:
 - Positive Behaviour for Learning (PBL)
 - Multi-tiered Systems of Support (MTSS)
 - Trauma Informed School Practices

PRIORITY AREAS FOR IMPROVEMENT

Area for Improvement	Evidence/Data Informing Improvement Area	Strategies/Actions to be Implemented	Measures of Success
2.1 TransFORMATIVE Learning	School registration process identified some areas for improvement in the implementation	Process begun in Term 4 2024. Education officers assist the ITL and	Creation of a whole school English Scope and Sequence.

<p>Transform the teaching practice of English by the deep implementation of the NSW English Curriculum.</p>	<p>of curriculum.</p> <p>Staff have expressed the need for an improved English Scope and Sequence which more accurately reflects the new curriculum and assists the teachers to implement said curriculum effectively.</p>	<p>oversee the creation of a whole school English scope and sequence, including the implementation of units designed by the Ochre Project (yrs 3 -6 Diocese of Canberra Goulburn/ Melbourne Archdiocese)).</p> <p>Staff meetings dedicated to ensuring the alignment of the S & S, curriculum and programmes being taught. Creating as much time as possible for staff to be intellectually prepared to provide high-quality differentiated programmes.</p> <p>Pupil free days during term 2 and 3 dedicated to the priority of ensuring fidelity to the S & S and curriculum documentation through the creation of an agreed practice of the teaching of English</p>	<p>Implementation of Ochre Units of Work.</p> <p>Survey of teaching staff to evaluate teacher friendliness of scope and sequence and units of work.</p> <p>Student work samples to show learning progress across various domains of the English curriculum.</p> <p>Creation of a whole school agreed practice for the teaching and learning of English.</p> <p>NAPLAN data 2026?</p>
<p><u>Spelling</u></p> <p>Transform the spelling capabilities of students through the rigorous implementation of the new English Curriculum, utilising research-based practices.</p>	<p>NAPLAN data for year 3 showed significant numbers of students below state averages.</p>	<p>External support from the office, with Literacy Education Officer (Jacqueline Galvin) working with the ITL to provide high-quality Professional Learning Communities, timetabled into our weekly routines.</p> <p>Introduction of units of work that include a</p>	<p>Internal standardised testing (Words Their Way Spelling) to be used across the entire school in order to track longitudinal</p>

		Blake, will deliver a twilight meeting in Term 1 as a follow up to an introduction to trauma-informed practice	difficulties regulating. Less emotional outbursts from children.
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DOMAIN: WELCOME

The Welcome Domain includes: Partnerships with Parents, Families and Carers; Parish and Community Partnerships; Staff Wellbeing; Student Voice and Engagement and Marketing.

PRIORITY AREAS FOR IMPROVEMENT

Area for Improvement	Evidence/Data Informing Improvement Area	Strategies/Actions to be Implemented	Measures of Success
<i>Increase in student numbers.</i>	<p>Enrolment numbers have remained static for many years.</p> <p>Public School enrolment numbers are around 180 students, our numbers are 60, which means that we secure 25% of local enrolments.</p> <p>According to ACARA, 64% of students in NSW attend public schools, while 36% of students independent and Catholic Schools. In our local area there are no independent schools, therefore there is an opportunity for expansion.</p> <p>Enrolment history shows new families entering the school has been declining from 7 new families in 2020 to</p>	<p><u>Calendar of strategically planned actions to increase public awareness of school.</u></p> <p>Monthly articles written for the local paper, showcasing a variety of opportunities for students at All Saints, beginning from Term 1. Document plan created to best map a variety of activities to interest the public.</p> <p>Advertorial in local newspaper announcing open classrooms to the public and information sessions end of Term 1 and again first week of Term 2.</p> <p>Two information sessions held with the principal and Kindergarten teacher, week 3 of Term 2. One</p>	<p>Parent Satisfaction Survey may indicate an improvement impression of parent engagement in the school.</p> <p>Enrolment numbers increase 2026/2027.</p>

<p>1.3.5 The school systematically plans for the collection analysis and use of data (feedback) to monitor and improve family engagement.</p>	<p>just 1 family in 2024. Significantly families have less children and therefore new families are vital to maintain the numbers present in our school.</p> <p>Completion of the Charter Analysis Tool - Schools as Places of Welcome</p>	<p>during the day, after the open classroom session, one after school as an evening event to accommodate working parents.</p> <p>Post events on the public calendar early each term.</p> <p>Teachers create a termly overview so that parents are aware of learning happening within their child/children's classes.</p> <p>Send out survey targeting impressions of family engagement in the school</p>	<p>Qualitative data from surveys.</p> <p>Attendance at school events.</p>
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DOMAIN: SERVICE

The Service Domain embodies the responsible planning, management and sustainability of human, fiscal and physical resources.

PRIORITY AREAS FOR IMPROVEMENT

Area for Improvement	Evidence/Data Informing Improvement Area	Strategies/Actions to be Implemented	Measures of Success

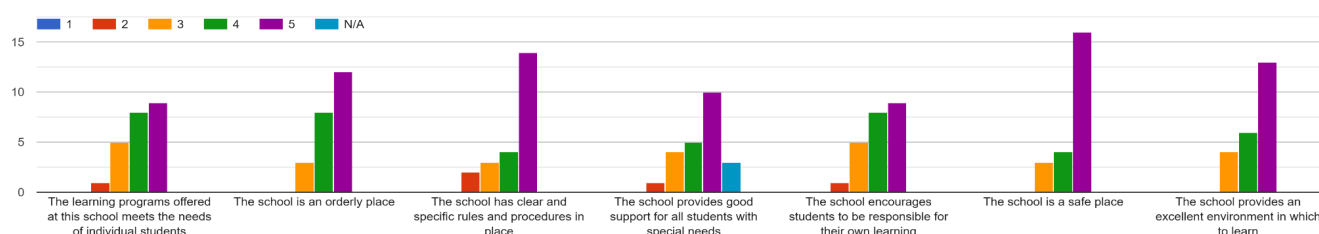
Section 10: Parent, Student and Teacher Satisfaction Parent Participation

Parents are the primary educators of their children and are always welcome at All Saints Primary School. 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 the school used a variety of processes to gain information about the level of satisfaction from parents, students and teachers.

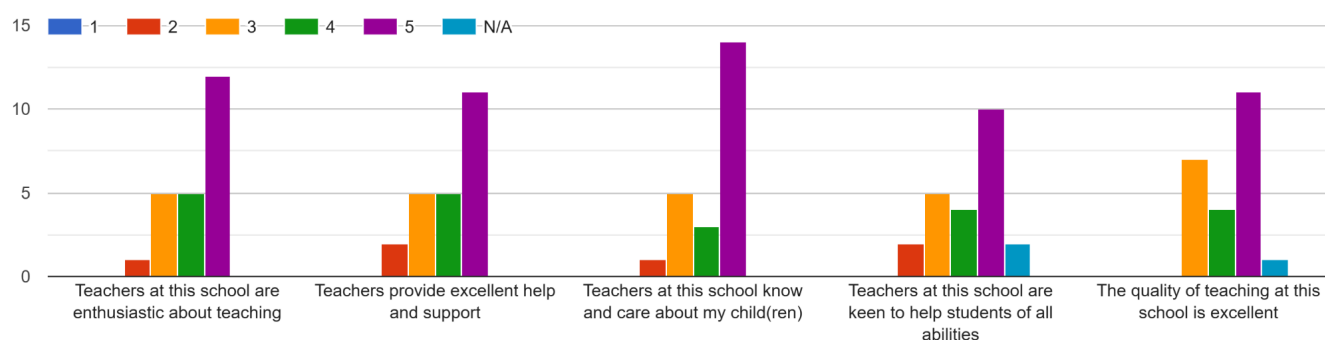
Parent Satisfaction

This survey was a component of our commitment to continuous school improvement. The survey is based on a 1 to 5 scale with 1 being the lowest ranking and 5 the highest.

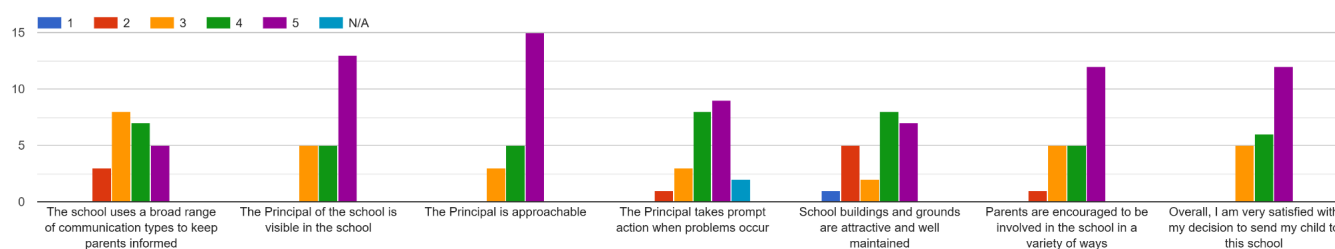
The school



Teachers at All Saints'



Leadership at All Saints'

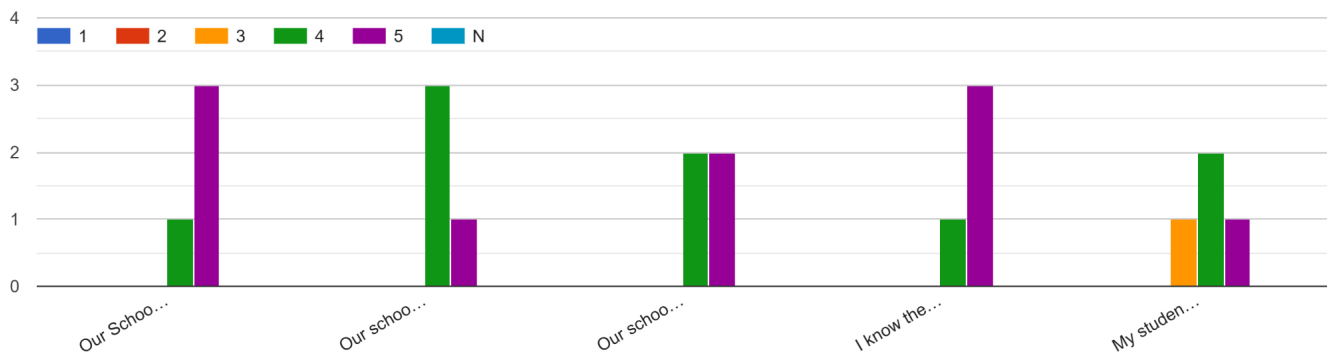


Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
X		

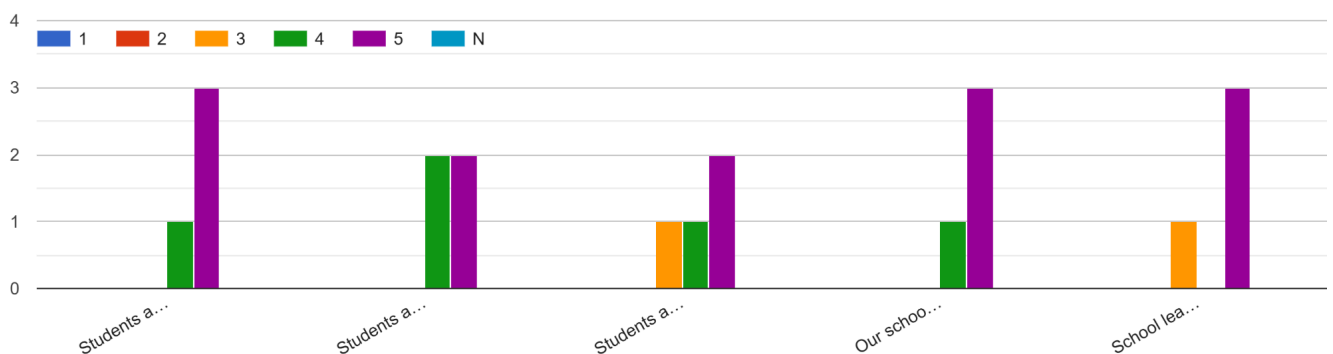
Teacher Satisfaction

1.1 The staff perceive the school environment as safe and orderly.



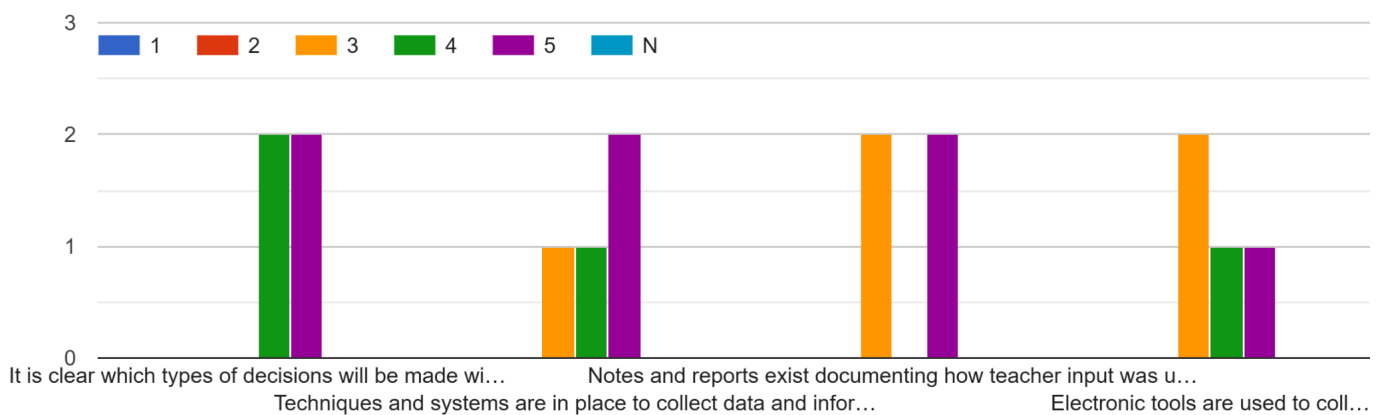
Our School is a safe place	Our school is an orderly place	Our school has clear and specific rules and procedures in place	I know the emergency management procedures for our school	My students and I regularly practise implementing emergency management procedures for specific incidences.
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1.2. Students, parents, and the community perceive the school as a safe and orderly environment.



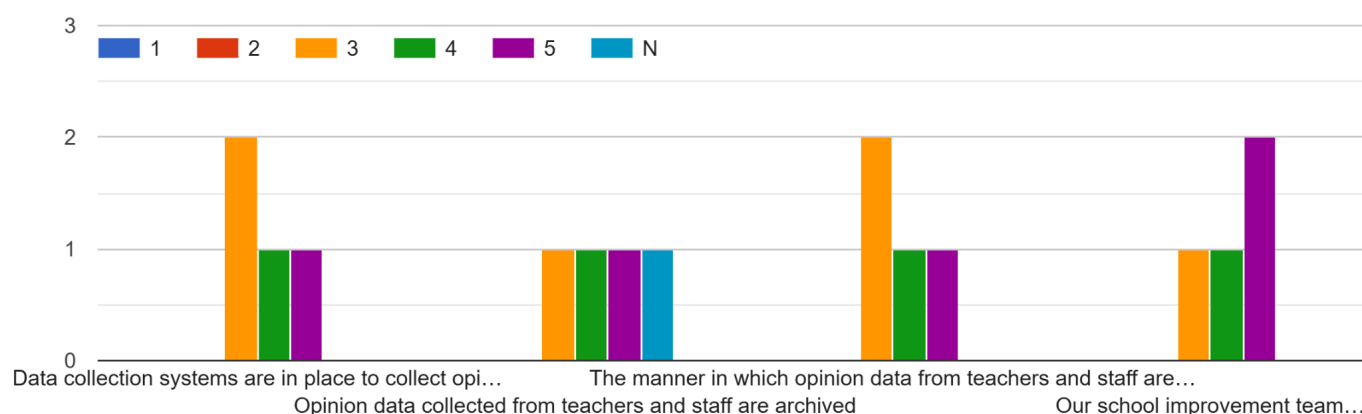
Students and their parents describe our school as a safe place	Students and their parents describe our school as an orderly place	Students and their parents are aware of the rules and procedures in place at our school.	Our school has a system that allows school leaders to communicate parents about issues regarding school safety	School leaders engage parents and the community regarding school safety issues
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1.3. Teachers have formal roles in the decision-making process regarding school initiatives.



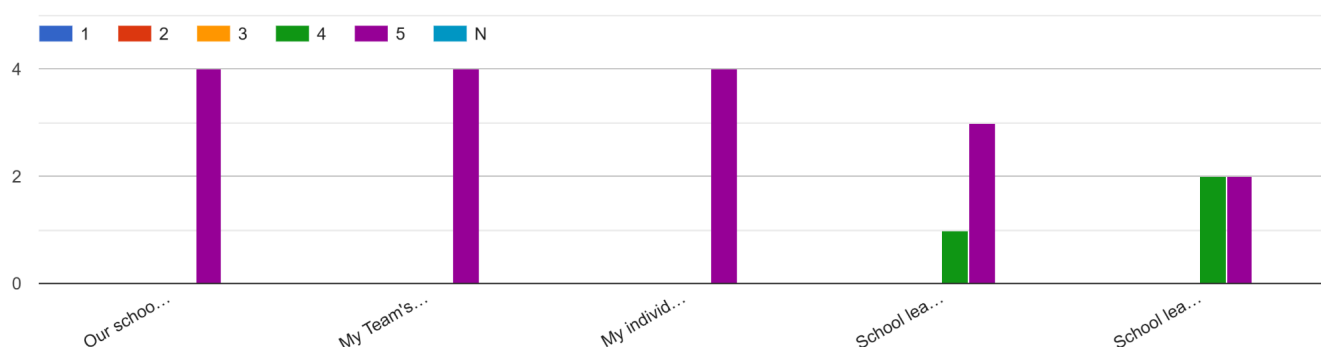
It is clear which types of decisions will be made with direct teacher input	Techniques and systems are in place to collect data and information from teachers on a regular basis	Notes and reports exist documenting how teacher input was used to make specific decisions	Electronic tools are used to collect teachers' opinions regarding specific decisions
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1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school



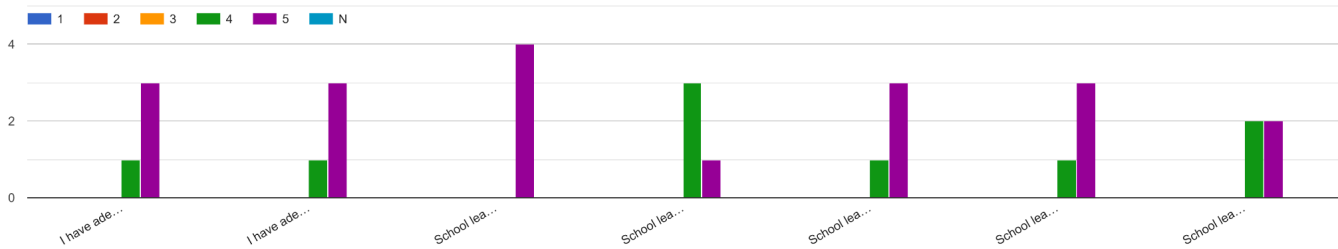
Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school	Opinion data collected from teachers and staff are archived	The manner in which opinion data from teachers and staff are used is transparent	Our school improvement team regularly provides input and feedback about our school's improvement plan.
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1.7 The success of the school as well as individuals within the school, is appropriately acknowledged.



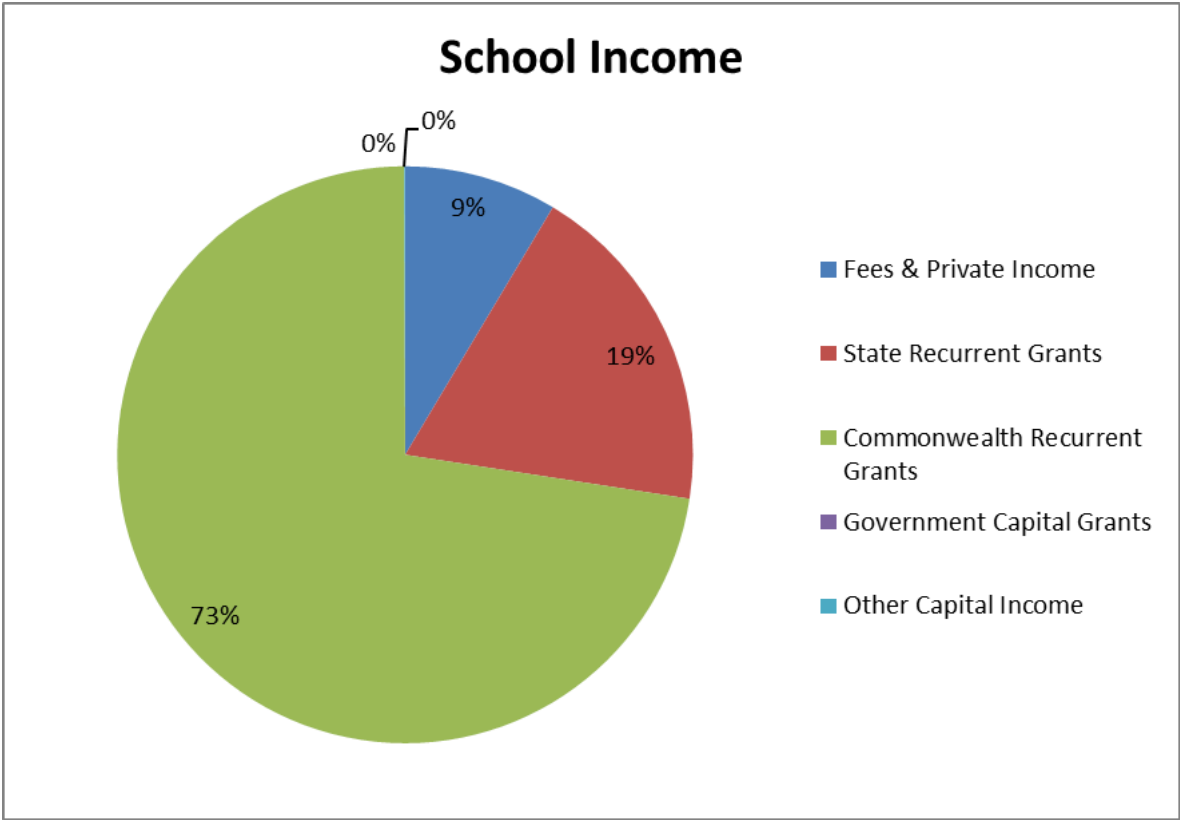
Our school's accomplishments have been adequately acknowledged and celebrated	My Team's or department's accomplishments have been adequately acknowledged and celebrated.	My individual accomplishments have been adequately acknowledged and celebrated.	School leader's acknowledge and celebrate individual accomplishments, teacher, team and whole' school accomplishments in a variety of ways (eg. newsletters, announcements, assemblies etc)	School leaders regularly celebrate the success of individuals in a variety of positions in the school. (such as teachers and SLSO's)
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1.8 The fiscal operational, and technological resources of the school are managed in a way that directly supports teachers.



I have adequate materials to teach effectively	I have adequate time to teach effectively	School leaders develop, submit, and implement detailed budgets	School leaders successfully access and leverage a variety of fiscal resources (such as grants)	School leaders manage time to maximise a focus on instruction	School leaders direct the use of technology to improve teaching and learning	School leaders provide adequate training for the instructional technology teachers are expected to use.
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Financial Report



School Expenses

