



**All Saints**  
Catholic Primary School

RECEPTION

2024

# School Board AGM Report

# SCHOOL BOARD MEMBERS

## 2024

|                         |                        |
|-------------------------|------------------------|
| Fr Josy Sebastian       | President              |
| Nick Wright             | Principal              |
| Megan Lovering          | Deputy Principal       |
| Kim Marchetta           | Teacher Representative |
| Mark Gagliardi          | Chairperson            |
| Matt Thomas             | Parent Representative  |
| Carly Cox               | Parent Representative  |
| Michelle Davidson-Kumar | Parent Representative  |
| Margorie Basnight       | Parent Representative  |
| Damien Mader            | Parent Representative  |

Thank you to our departing School Board members  
Margorie Basnight & Mark Gagliardi for their time  
and commitment to the All Saints Community.







## Principal's Report

2024 started in earnest with the school in a great position as we looked towards our new structures and programs in place. We were also excited to be celebrating our 30th Anniversary Year and all the exciting events we had planned over the year.

### Staffing

We began the year with several new staff members. Megan Sinclair (Yr 1), Phoebe Watkins (Yr 2) and Ashlee Fenson (Yr 3) joined our teaching team along with Ben Currie, Tanya Gramola and Benjamin Hardy as our new Curriculum ESOs, Connie Francis as Media and Communications and Carly Best as School Counsellor. During the year we were also joined by Monica Doherty as Acting Deputy, teacher Paula Gerrard (Year 2), Kirsty Banna as Curriculum ESO and Sam Criniti as our Sports Assistant.

Following work with the Leadership Team and staff on structures of support within the school, Sherrilie Burton, Assistant Principal: Teaching and Learning continued to work with Kylie Sumner and Sarah Baker as Literacy and Numeracy Leaders respectively on the development of the curriculum at All Saints. We also created three new positions based on the ongoing needs of the school. Monica Doherty was appointed Assistant Principal: Wellbeing, Tom Knauer was appointed as our PBIS Leader and Fiona Graff as our Leader of Professional Practice. All of these positions enable the school to continue to move forward and deliver on learning, wellbeing and behaviour goals for our children across the school.

Over the year we farewelled a number of staff members who were moving on from All Saints to pursue a variety of new opportunities in 2025. We farewelled: Heidi Hill, Simon Holmesby, Brittany McKay, Georgia Osborne, Paula Gerrard, Kirsty Banna and John Harker.

Appointment of staff for 2025 took place and new staff members to join the community in 2025 were Joanne Calvanese, Rhiannon Hale, Phillip Houghton and Allie Geddes, who joined us as Year 2, Year 4, Year 5 and Year 6 teachers respectively. Jordan Reilly joined as our new Indonesian teacher and we welcomed back Cassie Dillion who would be working with Allie Geddes in Year 6. Jo Sidel also joined us as a new Curriculum ESO.

### Enrolments

Our enrolments continued to increase over the year and the Principal's Tours were well attended, especially our tours on a Saturday morning. At the end of the year, we finished with 560 children across 23 classes. Reception numbers for the beginning of 2025 were back to normal with our numbers for mid-year 2025 well above, which is why we made the decision to have 2 mid-year classes of Reception in 2025. Therefore, we will increase from 22 classes at the beginning of 2025 to 24 classes in July 2025.





## Principal's Report continued

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### **Fees**

Again, in response to the cost of living, the South Australian Commission for Catholic Schools through Catholic Education South Australia decided not to increase school fees for another year. Mid-year Reception enrolments were also again offered fee free. Along with this, our school continues to offer options for financial support.

### **Building and grounds**

We moved forward with the next stage of the Master Plan with our architect's Detail Studio. Stage 2 is the development of our new two-storey, 16 classrooms, building where the transportables were located. Once final plans were submitted and approved, Cook Building were chosen to build the new building. Cook began initial work at the end of 2024, with the main build to take place during 2025. We look forward to the project's completion in November 2025.

The general maintenance of the school continued and we were lucky enough to receive a grant from the State Government to help with the cost of construction of an outside kitchen area. This has been well used with the Kitchen/Garden program we have at All Saints.

As always, I would like to thank all the staff, children, Board and community members who helped to make 2024 a wonderful 30th anniversary year at All Saints. We look forward to 2025 with our new structures and the completion of our new building.

Nick Wright  
PRINCIPAL







# Deputy Principal's Report

## **Positive Behaviour Interventions and Support (PBIS)**

In 2024, eight of our staff attended Positive Behaviour Interventions and Support (PBIS) Training. PBIS is a framework for creating safe and orderly learning environments in schools, while improving the social-emotional outcomes for students. It is a proactive approach that relies on research-based practices, including developing clear behavioural expectations, teaching these expectations, acknowledging appropriate behaviour, consistently correcting inappropriate behaviour and using data to systematically solve problems.

## **Real Schools**

Last year we worked with Kirsty Lush, Real Schools Facilitator to look at the Culture of our School and how language is used to support Rhythm, Routines and Rules. Kirsty led staff on a School Closure Day where we focused on how we implement Restorative Practices as the underpinning methodology of our School Culture. Kirsty then spent the next day in classrooms mentoring and coaching teachers to build restorative practices and processes in classrooms.

## **Classroom Pulse Check In**

In 2024, children once again participated in the Classroom Pulse Check-In. We look at students' answers and respond to information, provided directly by the students in order to support their learning, wellbeing, and engagement. Staff compare data from each term, look closely at responses from individual children and touch base with those children and families to support their wellbeing at school.

## **Wellbeing and Engagement Survey**

Year 4, 5 and 6 children were invited to take part in the Wellbeing and Engagement survey which the Year 5 and 6 children also participated in during 2023. Catholic Schools in South Australia have been involved with the Wellbeing and Engagement Collection (WEC) since 2013, providing young people with the opportunity to tell their schools about their social and emotional wellbeing, learning in school, and activities outside of school. The information collected helps inform work in the education system and broader community to help improve young people's health and wellbeing.

## **Mother's Day and Father's Day**

Last year we had an overwhelming turn out to our Mother's Day and Father's Day Breakfasts. Our Father's Day Breakfast was celebrated in the Courtyard for the first time. These are such a significant event in our calendar which brings so much joy and happiness to our community.

## **LLL Survey**

We were also involved in the Catholic Education SA (CESA) Live, Learn, Lead survey which is an important tool used by schools and CESA to track school satisfaction data. The school community was invited to participate in a short (5/10 minute) survey about All Saints Catholic Primary School's Performance. Similar surveys were also administered to all staff and students (from Year 2 through Year 6) to enable us to capture a snapshot of the performance of our school. The information provided was used to affirm the strengths of the school, whilst also providing feedback to identify areas of opportunity to improve the school. This data was useful to inform decision making when planning the school's Strategic Goals for the short and long term.





## Religious Identity & Mission

2024 was a very special year for All Saints Catholic School, with the celebration of our 30 years of Catholic education. This milestone year has been filled with faith, community, and joy, marking three decades of excellence in Catholic education.

We continue to embrace our community spirit, welcoming families, friends, and the SCC community to join us for Liturgical celebrations. Our Holy Week and Easter events were especially meaningful, with different year levels leading liturgies in the Hall and courtyard. The children's re-enactments of the events leading up to Jesus' death and resurrection were reverent and touching, made even more special by the presence of their families. All Saints Day, as always, was a highlight of the year, especially celebrating our 30 years of education. Michael Mangan led the school in preparation for our Mass and helped Dan Roberts and the choir in leading a beautiful celebration.

On Thursday 28th November, we were lucky enough to celebrate a beautiful Mass in the Courtyard, celebrating our 30th Anniversary of Catholic Education at All Saints. The Mass was led by Archbishop Patrick O'Regan and Father Dominick. During the Mass, we prayed for the many blessings that God has bestowed on our community and asked for continued guidance, grace, and wisdom.

Throughout this milestone year, we remained committed to giving back to the community through various fundraising and awareness initiatives. From Comfy Clothes Day supporting the St. Vincent DePaul Winter Appeal to the ever-popular 'Market Day' led by our Year 6 students as part of their Civics and Citizenship unit, our students demonstrated generosity and creativity. We continue to have sustainability as a key focus, with students designing stalls that minimise waste while still creating a festival atmosphere in the hall.

We also came together as a school to recognise important events such as Faith in Action, Sorry Day, Walk-a-Mile, Reconciliation Week, and Remembrance Day. These moments of reflection and service were marked with meaningful liturgies, reminding us of the work of Jesus and our Saints.

Prayer, liturgical celebrations, and faith formation remained central to our school life, with students and staff engaging in authentic experiences that deepened their connection to their faith. Our Sacramental Program was another highlight, with fifteen children receiving the sacraments of Reconciliation, Confirmation, and First Communion, and six children being baptised at our family Mass.

As we celebrated 30 years of faith, learning, and community, we give thanks for the blessings of the past and look forward with hope and joy to the future of our school.







## Curriculum/Teaching and Learning

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Literacy was a key focus for Curriculum improvement in 2024. We began the year with training for all teachers and ESO's in the implementation of the Playberry Laser structured approach to Phonics, Spelling, Reading and Writing. This highly structured program was implemented R – 6. Feedback from teachers and students has been positive and initial data is reflecting improvement in Spelling and Reading outcomes for students. In 2025 we will continue to build on this strong start, training key staff members in Tier 2 and Tier 3 interventions to support learners requiring additional support with their learning in these areas.

We introduced two key curriculum leadership positions in 2024: Leader of Literacy and Leader of Numeracy. These leaders worked closely with the Assistant Principal: Teaching and Learning throughout the year to analyse assessment data, identify key areas for improvement and to research programs, interventions and tools for ensuring the continued improvement of student achievement in these core curriculum areas. Together with the Leader of Literacy, key teachers from lower, middle and upper primary, were selected to attend a three-day intensive study tour to explore the science of teaching reading and writing at Salisbury Primary School. This group shared highlights from the tour during staff professional development meetings throughout the year. The Leader of Numeracy developed a Mathematics committee who worked to explore evidence-based Mathematics programs and interventions with the result of their findings being the planned implementation of the Explicit Mathematics Program (EMP) in R – 2 in 2025.





# Wellbeing Report

2024 was a fruitful and productive one in terms of wellbeing across the school. Monica Doherty joined All Saints in Term two and was warmly welcomed and included by all. Monica's main focus was to promote the school expectations and support all staff and students. Each week she facilitated assemblies for each Year level. Each assembly unpacked the weekly theme and provided opportunities for students and staff to delve deeper and they were given opportunities for discussion and follow up activities. Each week the assemblies were tailored to suit the audience:

- **Respectful:** School behavioural expectations; Respect of self and others; Unpacking our classroom rules and ways in which we can get along and be an integral part of the school community.
- **Safe:** Safety around the school especially at Recess and Lunch; Safety with peers and a focus has been on positive relationships, anti-bullying and cyber safety.
- **Learner:** How we learn; How our brain works and how we can help it operate to its full potential; Learning styles and ways to learn; Growth Mindset and Control of self and working with others.

Term 3 and beyond: Focus was on expectations/Real Schools and PBIS continued and was based around the Habits of Minds themes, one for each week. There was also a targeted response to year levels, and I worked to tailor assemblies and year level in class support sessions to meet the needs and wants of specific classes. This was focused on bullying, friendships and relationships and what the teachers felt was needed. This built connections and growth.

Our wellbeing focused on three key expectations: Respectful; Safe and Learner. Both staff and students embraced these themes and there was a shift in compliance, understanding and implementation of both teaching and strategies to ensure that we embed wholesome values and expectations across the school.

Each Friday, all teachers received resources and instructional PowerPoints for the week ahead, related to the theme of the upcoming week. These were tailor made for the developmental needs of students in each year level and teachers could use these both partially and fully depending on the needs of their classes and the time they had. Each PowerPoint provided "Hook in" videos on the theme and gave students with opportunities for discussion and to dive deeper into what they have learned at assemblies. Extra resources are given to use as supplementary material.

School movies: These were an amazing way to involve staff and students to continue to drive the key message/theme of the week. No movie was the same and students loved to participate in them as well as providing input of material. The movies showcased both student voice and that of staff. These were shown each Monday, and they were often the highlight of the week. One week we had a focused theme of Kindness, and this idea stimulated ideas and passion from both staff and students and as a result, the whole week had a drive around kindness and involved students and staff hosting activities in the yard and ensured the theme of kindness flooded the school day.

2024 has been a successful year and it has provided a solid foundational springboard into 2025 where we will build on all areas of Wellbeing and focus on growing resilience, deepening relationships and ensuring that everyone at All Saints flourishes and grows.







## Inclusive Education

To further support consistency and clarity, the Nationally Consistent Collection of Data on School Students with disability (NCCD) and Personalised Plans for Learning (PPL) guidelines, expectations and teacher checklists were reviewed and updated.

An ESO professional development program was formalised in 2024 with a 1 hour weekly meeting. During Semester 1 the focus was on building understanding of the functional impact of various disabilities and the relevant adjustment to enable students with disability to access and participate in education on the same basis as their peers. In the second semester the program focussed on the implementation school wide of PBIS, data collection processes and Tier 1 numeracy intervention for Year 3 -6. In 2025, the professional development program will also include Wellbeing and Religious Education.

Along with school based professional development, external service providers were also engaged. Karyn Carlson's presentation on Developmental Language Disorders (DLD) highlighted that DLD is a life-long neurodevelopmental condition affecting approximately 7% of the population. This means there may be at least 2/3 learners with a DLD in any class. Karyn's practical presentation provided many strategies to support children within the classroom at the Tier 1 level and Tier 2/3 (small group / individual) level.

Several staff also attended professional learning focussing on Demand Avoidance, how it can look in Autistic and ADHD children and what PDA (Pathological Demand Avoidance) is. Presented by Christina Keeble, an explanation as to why traditional behaviour strategies may not work and how to best support with trauma informed, relationship based, approaches were shared.

Throughout 2024 All Saints participated in the Autism SA, Capacity Building Program. Children's wellbeing and learning profiles, progress notes and observations were collated, and individual goals were then established with the Autism SA consultant working in partnership with staff and the child to achieve the goals. This program will continue in 2025.

In late 2024 the CILAH (CESA Improved Learning through Allied Health program) was shared with schools. This program aims to use allied health expertise in CESA schools to strengthen inclusion and equity for students with disability through excellence in teaching and learning. The CILAH service mechanism will be available from February 2025. Accessing this program for direct and indirect service, will be an ongoing goal in 2025.

### Intervention programs

MiniLit and MacqLit, QuickSmart, Lego Therapy and Phonological Processing programs continued in 2024. These Tier 2 interventions supplement the existing Tier 1 quality practices in the classroom. Children's progress is closely monitored with children exiting the programs on meeting the relevant criteria and communication with teachers and families should a child's progress be concerning.

The Hub continues to be an integral part of our wellbeing strategy for students at All Saints. In collaboration with staff and families, identified children participated in small group or individual social skills and emotional regulation programs. This will be an ongoing focus in 2025.





# Chairperson's Report

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Welcome to 2025.

Over the past two years, I have been honoured to serve on the All Saints Catholic Primary School Board and was privileged to be nominated as chairperson in its 30th year in 2024.

I think everyone would agree, that celebrating the school's 30th Anniversary throughout the year was a remarkable occasion. The organisers executed an exceptional job in ensuring a memorable year. It was great to read accounts of teachers, administrators, and support officers who commenced their careers at All Saints in 1994 and have maintained a strong connection with the school over the years (I didn't realise how many foundation staff there were). The 30th Anniversary Mass, held on November 28th, was well-attended, with dignitaries from Catholic Education SA and former teachers and principals in attendance. It was also great to see the rain hold off in what was a well-planned ceremony.

By now everyone would be aware of the start of the building project that has transformed the western side of the school into a construction zone. The newly constructed building will offer enhanced facilities and working environments for both teachers and students. It will incorporate modern amenities and facilitate the school's expansion to accommodate the anticipated growth in student enrolment over the years.

While it was great to see out the year and the 2-year term on the board there are still a number of decisions needing to be made over the coming years. A decision on the future of the school uniform will hopefully be made during the year and I look forward to seeing some change in that space.

I encourage anyone who wishes to have a say and assist in making decisions on the future direction of the school should consider joining the All Saints Catholic Primary School Board.

Let's have a great 2025!

Mark Gagliardi  
Chairperson





# 2024 Financial Report

## Income and Expenditure Summary

| INCOME                            | 2024              | 2023             |
|-----------------------------------|-------------------|------------------|
| FEES INCOME                       | 1,015,134         | 1,014,627        |
| GRANTS INCOME                     | 9,692,057         | 8,387,666        |
| OTHER INCOME                      | 391,383           | 452,559          |
| <b>TOTAL</b>                      | <b>11,098,574</b> | <b>9,854,852</b> |
| EXPENDITURE                       |                   |                  |
| TEACHING SALARIES & ONCOSTS       | 5,674,028         | 5,206,078        |
| ADMINISTRATION SALARIES & ONCOSTS | 939,867           | 834,629          |
| ADMINISTRATION & SITE EXPENSES    | 688,845           | 648,972          |
| TEACHING & CLASSROOM EXPENSES     | 383,200           | 441,372          |
| UTILITIES & RATES EXPENSES        | 90,715            | 85,153           |
| LEVIES EXPENSES                   | 524,708           | 512,925          |
| INTEREST EXPENSE                  | -                 | -                |
| CAPITAL DEPRECIATION              | 637,894           | 595,764          |
| <b>TOTAL</b>                      | <b>8,939,257</b>  | <b>8,324,893</b> |
| <b>SURPLUS / (DEFICIT)</b>        | <b>2,159,317</b>  | <b>1,529,959</b> |

## Balance Sheet Summary

|   | 31 DEC 2024 | 31 DEC 2023 |
|---|-------------|-------------|
| ASSET: CASH AT BANK                         | 5,218,485   | 4,521,878   |
| ASSET: PROPERTY , PLANT AND EQUIPMENT (NET) | 10,653,024  | 9,726,417   |
| LIABILITY: LOANS                            | -           | -           |



# 2024 Financial Report

## 2025 Fees

| Student        | School Fees | Financial Assistance Fee (School Card Eligible) |
|----------------|-------------|---|
| One Child      | \$2,400     | \$1,440   |
| Two Children   | \$4,120     | \$2,472   |
| Three Children | \$5,150     | \$3,090   |
| Four+ Children | \$5,788     | \$3,473   |

### What is included in the above fees:

- Camps, excursions and incursions
- Stationery and curriculum books
- Information Technology usage
- Building Fund contribution

### What is not included in the above fees:

- Out of School Hours' Sport (optional)
- Private music lessons (optional)
- Year 6 windcheaters

- 2025 Fee Changes
- Temporary fee reduction levy of \$138 per child introduced by School Board in 2022 has been permanently incorporated into fee structure above. Levy has been successful and any wording around it being temporary has been removed now.
- Financial assistance fee is available based on school card or individual family circumstances. All family fees dealt with confidentiality.
- Family fee packs have all been posted out at start of Term 1 Week 2.





# Notes

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Catholic Primary School

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