



Ngūnyawaiendi - Play

All Saints Catholic Primary School
**Annual Performance
Report 2022**

About All Saints

All Saints Catholic Primary School is a Catholic R-6 school in Seaford, which promotes the values and teachings of Jesus Christ, within the context of a spirit centred community of learners. A welcoming environment is provided at All Saints, where the staff is committed to providing exciting learning opportunities for children.

With a commitment to explicit teaching of core skills leading to inquiry learning, children are engaged in curriculum activities that are relevant and purposeful. All Saints is a leading educational facility that provides learning within safe and secure grounds. The school features large play areas, play equipment and a wide range of extra-curricular activities including, garden club, music tuition, choir, social skills groups, cooking classes and sporting activities.

Teachers are focused on the child as a learner, where curriculum, pedagogy, assessment and reporting are all aligned to facilitate good learning outcomes for all.

Teachers and support staff are devoted professionals, who work to ensure children are engaged in learning activities that will enable them to develop the skills and dispositions to be ongoing active citizens of the world.

Information technologies are important learning tools in all classrooms. All rooms have interactive panels and the children readily have access to laptops and iPads. The school caters for children with a wide range of learning needs and provides particular support in Literacy through key teachers and targeted intervention.

All Saints promotes a relational approach to learning and working together and uses restorative justice practices to reconnect children. All Saints places relationships at the heart of good teaching and learning. This supports a strong partnership between staff and families in working towards successful learning outcomes for all children. All Saints has a proud tradition of building community through the development of positive relationships.



Student NAPLAN Outcomes

NAPLAN RESULTS 2022	% of Students who achieved the top 2 Bands	
	Year 3 (5+6)	Year 5 (7+8)
Reading	45	20
Writing	41	10
Spelling	38	12
Grammar and Punctuation	49	7
Numeracy	30	6

NAPLAN RESULTS 2022	% of Students who achieved Band 3 and above for Year 3 and Band 5 and above for Year 5	
	Year 3 (3 and up)	Year 5 (5 and up)
Reading	88	89
Writing	86	64
Spelling	83	77
Grammar and Punctuation	91	68
Numeracy	84	64

School Improvement

Listed below are some of the deliverables from our School Improvement Plan.

By the end of 2022:

- Develop and implement an Ecological and Environmental Sustainability Team (EEST) to implement Sustainability Living Policy to be used across the school.
- Implement a retreat/reflection day program across the school, making school prayer, Masses and liturgies more meaningful to children.
- Develop a staff formation program to cater to the needs of our staff in their understanding of the Catholic faith.
- Investigate an evidenced based approach to the teaching of writing (The Writing Revolution).
- Embed Science of Reading strategies in classroom literacy practices.
- Explore tools and develop understanding for explicit direct instruction of mathematical skills.
- Develop consistent literacy assessment practices R-6.
- Align Mathematics curriculum, content and assessments.
- Development of relationships through - Berry Street, Learning Hub evolution, OT services, review of LEGO therapy and the development of escalation profiles.
- Completion of Strategic Plan 2022 – 2025.

We are proud to report that all of these have been completed during the year.

Communication

Email, the School Star messaging app and our Newsletter comprise our main whole school communication methods. The Seesaw app and email remain classroom tools for communication with Facebook and Instagram presenting public information to the community.

SEQTA

All Saints Catholic Primary School expanded its usage of the student management system called SEQTA which is also in use at Cardijn. As well as utilising the attendance and pastoral care aspects of this application, we are now engaged in using it for programming and planning of class learning with a view to SEQTA becoming our main avenue for reporting children's progress to families.

Curriculum

In addition to upskilling in the area of online learning, staff continued to work together on improvements to their understanding of English and Maths teaching and learning. A maths intervention program, QuickSmart, is being expanded with more ESOs trained in its use. This program is used for upper primary classes. Staff continued to work with the Primary Maths Association.

Across the school we use a number of standardised assessment tools to monitor the progress of all children. Using these tools (DIBELS) allows the teacher to establish those children who require a boost to their learning or those that need to be extended and challenged.

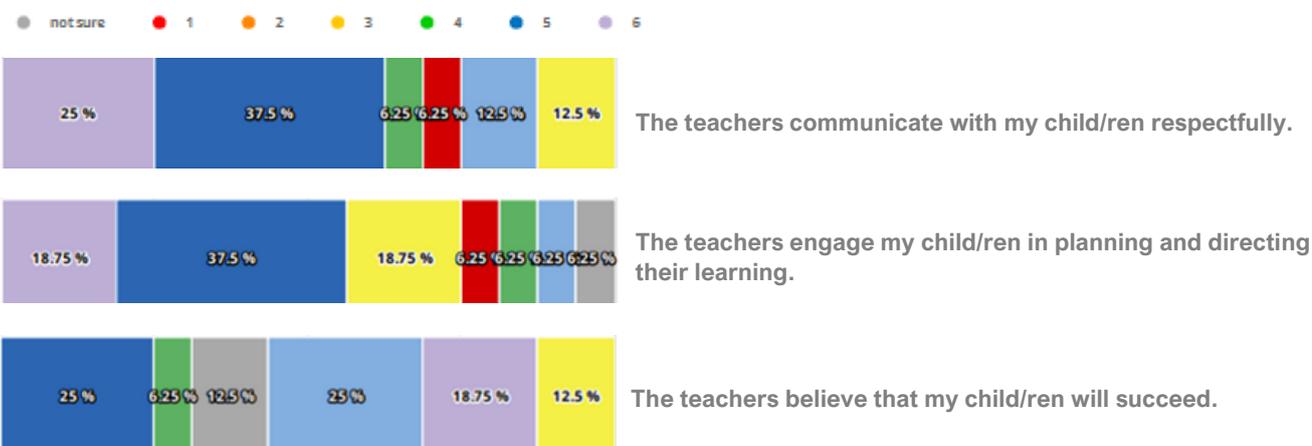


Parent Satisfaction

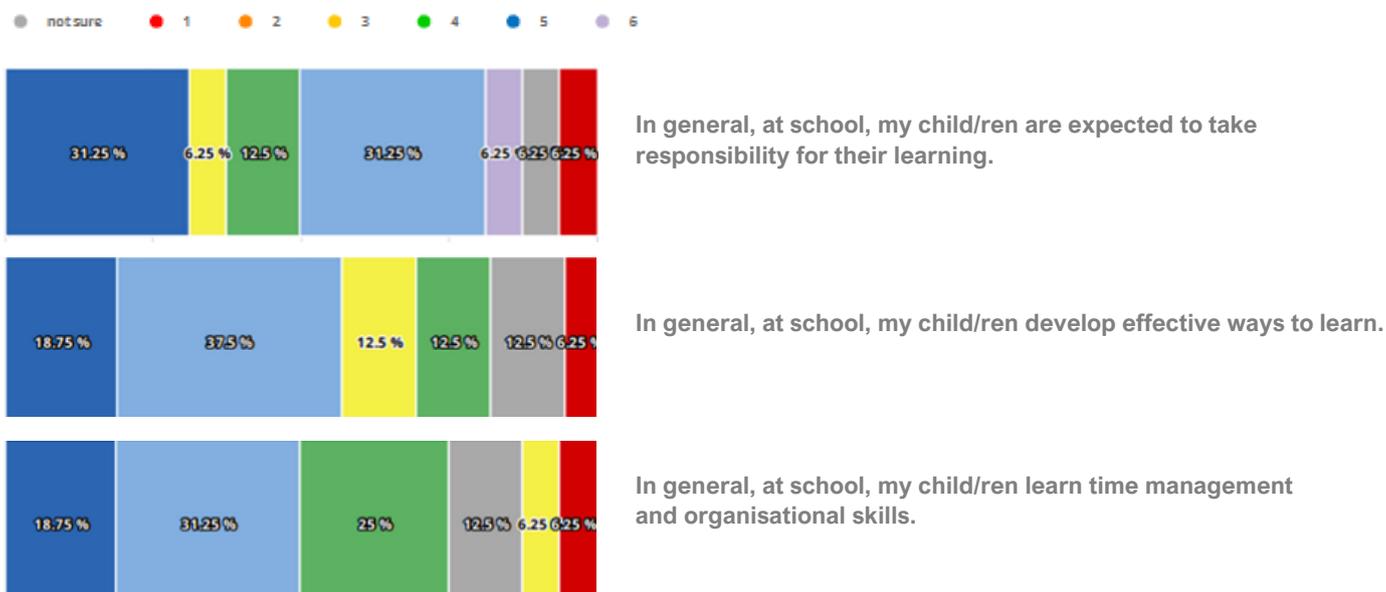
Throughout 2022, communication channels included our School Star app, Seesaw, regular newsletters, formal and informal communications, emails and meetings. Parents were kept informed of the activities and developments at school and as always, are invited to express concerns and opinions either direct to the Leadership team or through teaching or admin staff.

We encourage parents, staff and students to share feedback throughout the daily life of the school. In 2022 the school community was invited to participate in the LLL Parent Survey. Some of the data gathered appears below.

The extent to which parents and caregivers feel that their children's teachers support their learning, engage them in planning and self assessment and have high expectations for their success.



The extent to which parents and caregivers feel that their children are expected to take responsibility for their own learning and are provided with the skills to work independently.

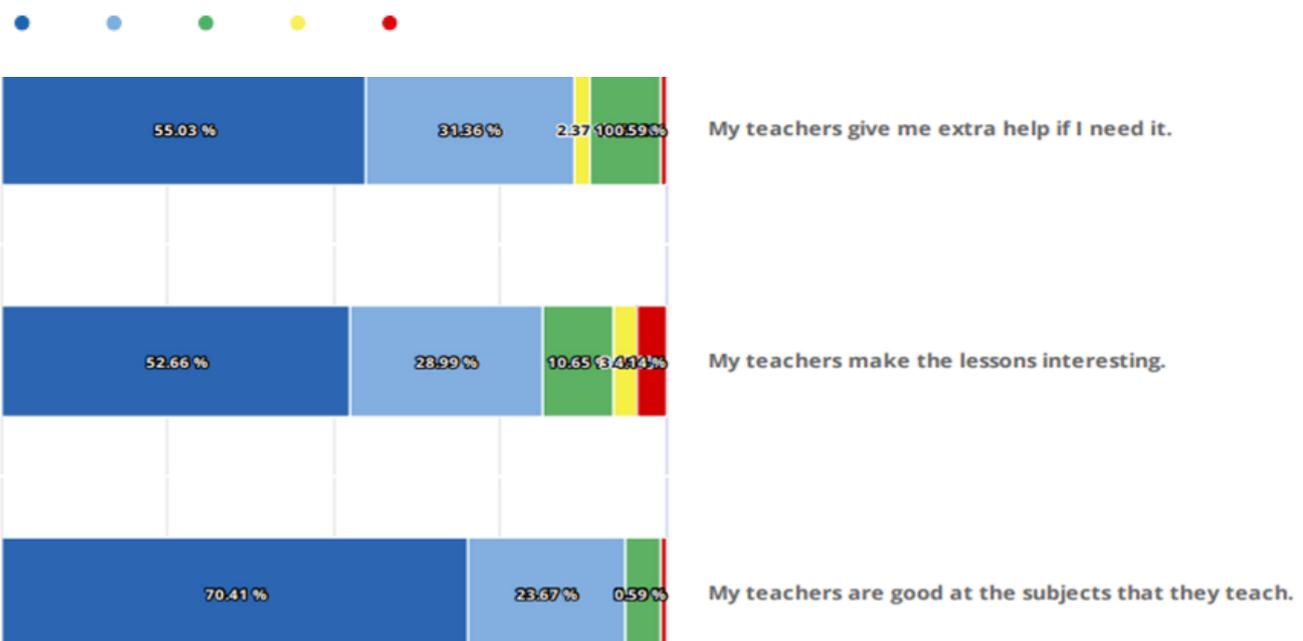


Student Satisfaction

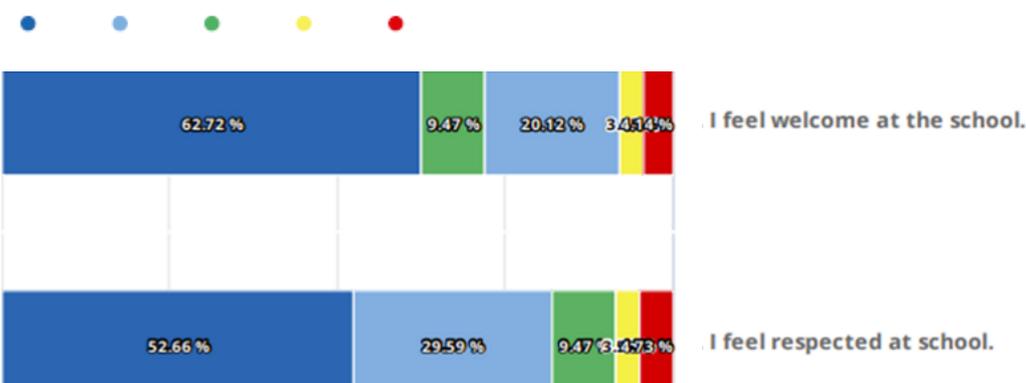
Students were excited to celebrate with the Principal when they were nominated to be an All Saints Star. This initiative provided regular opportunities for our students to engage in a small group situation and celebrate their outstanding achievements whilst enjoying a juice/milkshake with the Principal.

Years 4, 5 and 6 also engaged in the Engagement and Wellbeing Survey allowing us to monitor the success of initiatives that have been implemented. Opportunities for feedback and monitoring of satisfaction and wellbeing included the Classroom Pulse Check and the LLL Student Survey. Some of the data collected, appears below.

The extent to which students feel that their teachers support their learning.



The extent to which students feel that the culture of the school is welcoming and that they are safe when they are at school.

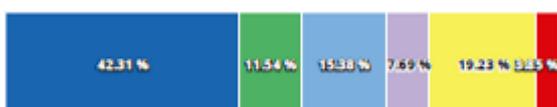


Staff Satisfaction

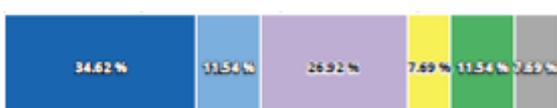
Staff are invited to meet and discuss any concerns on a regular basis with the Leadership team, Learning Hubs, focus groups and on an ad-hoc basis as needed. As well as being involved in the Strategic Planning processes for All Saints, the staff have had the opportunity to take part in the LLL Teacher Survey. Some of the data collected, appears below.

The extent to which the school's infrastructure meets the needs of the students and assesses the school's capacity to plan future capital development.

● notsure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6



The school's infrastructure meets the needs of the students.



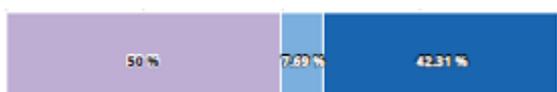
Improving the facilities and infrastructure is a priority at this school.

The extent to which teachers feel that the culture of the school is welcoming and inclusive of parents, caregivers and their families.

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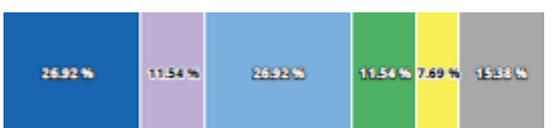
There is a welcoming culture.



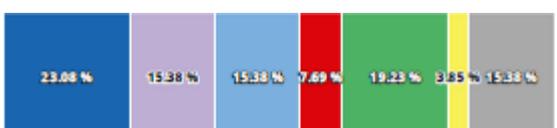
Staff encourage parents and caregivers to approach them with queries

The extent to which the school has built strong relationships with the parish, families and communities and has developed structures to ensure that families have agency in the decision-making process.

● notsure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6



There are structures to ensure that families collaborate in developing the school's strategic direction.



The school has structures, policies, and procedures to strengthen family involvement and engagement.

School Performance Information

Children's Attendance

As a school we monitor the attendance of children daily. The importance of regular attendance is discussed with families at enrolment. Attendance information is also distributed to families in the form of a brochure and via the newsletter.

We have several processes, including an SMS system, in place to monitor attendance and communicate with families whenever there are unexplained absences.

For regular or lengthy periods of absence, teachers contact parents/carers to discuss the issue. Where significant absences are observed families are asked to meet with the Principal or Deputy Principal.

Occasionally we have children who require significant monitoring where the family is contacted if the child does not arrive at school. We also ensure that there is ongoing support for those families where required.

The District Attendance Officer from DECD is contacted and reported to, regarding significant absences.

At All Saints we take a proactive approach to support high levels of attendance at school.
In 2022, our overall student attendance rate was 85.7%.

Attendance Rates

Year Level	Attendance Rate
RE	86.0%
1	86.1%
2	85.8%
3	85.1%
4	86.0%
5	85.6%
6	85.1%

2022 Enrolments as at Census

(includes 17 students who identify as Aboriginal or Torres Strait Islander)

Year Level	Total
Reception	96
Year 1	74
Year 2	86
Year 3	76
Year 4	72
Year 5	72
Year 6	89
Totals	564

Staff Qualifications

In 2022, All Saints Catholic Primary School had the following breakdown of staff qualifications. All staff are encouraged and supported to undertake relevant professional learning.

Qualifications	No. of Staff Members
Masters Degree	6
Bachelor Degree	39
Graduate Diploma	11
Chartered Accountant	1
Diploma/Adv. Diploma	9
Graduate Certificate in RE	7
Certificate III or IV	14

Workforce composition

(including staff who identify as Aboriginal or Torres Strait Islander)

In 2022 the All Saints Catholic Primary School workforce was as follows:

Teaching Staff: 34

Non-Teaching Staff: 26

Leadership: 4

Female: 75.86%

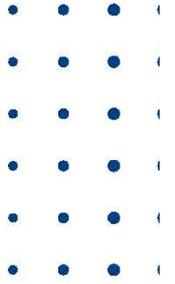
Male 24.14%

1 staff member identified as Aboriginal or Torres Strait Islander.

2022 FINANCIAL REPORT

Income and Expenditure Summary

INCOME	2022	2021
Fees Income	1,052,470	931,742
Grants Income	7,942,248	7,143,373
Other Income	529,282	294,530
TOTAL	9,524,000	8,369,645
EXPENDITURE		
Teaching Salaries & Oncosts	4,824,646	4,454,489
Administration Salaries & Oncosts	827,139	679,718
Administration & Site Expenses	559,355	440,715
Teaching & Classroom Expenses	441,674	381,427
Utilities & Rate Expenses	82,727	72,357
Levies Expenses	535,684	431,386
Interest Expenses	20,965	38,413
Capital Depreciation	517,542	498,388
TOTAL	7,809,732	6,996,893
SURPLUS / (DEFICIT)	1,714,268	1,372,752



2022 FINANCIAL REPORT

Balance Sheet Summary

	<u>31 DEC 2022</u>	<u>31 DEC 2021</u>
Asset: Cash at Bank	2,975,825	4,321,865
Asset: Property, Plant and Equipment	9,461,035	7,462,628
Liability: MacKillop Building Loan	-	-995,516
Liability: Laptops Replacement Loan	-	-7,131

