

All Hallows Catholic School  
Gulgong

Annual School Educational and Financial Report  
2013



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## ABOUT THIS REPORT

All Hallows Catholic Primary School Gulgong is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Improvement Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the school and CEO websites by 30 June 2014 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on 02 6374 1582 or by visiting the website at [allhallowsgulgong@bth.catholic.edu.au](mailto:allhallowsgulgong@bth.catholic.edu.au)



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PRINCIPAL MRS CATHERINE GAUDRY  
DATE MARCH 20<sup>TH</sup> 2014

## **PRINCIPAL'S MESSAGE**

2013 was an interesting and challenge filled year. During the year I took up a position with the Bathurst Catholic Education Office for Semester 2 and was able to leave the school in the capable hands of the staff. My special thanks to Mr Beau Rogers and Miss Kylie Statham who guided the school in my absence. This opportunity provided me with unimaginable professional development and experiences I could never have dreamt of at a Diocesan and State level. My hope is now, that in 2014 and beyond, I can use some of this knowledge for the continued betterment of the school and the education of the children of Gulgong.

It is a pleasure to present this Annual Report as All Hallows moves briskly into the future. We are as a staff endeavouring to stay up to date with the multiple changes in the world around us, which is particularly important as we are educating the adults of the future. We very much have the philosophy that we need to be proactive in educating the children of Gulgong rather than being reactive to society at large. In this way we follow the example of Christ who rather than responding to his times, set new ways of thinking, responding and behaving into the hearts and minds of those he encountered.

At All Hallows we strive to focus on developing individuals who achieve their potential and are interested and productive members of society. To achieve this we focus upon the whole child; their intellectual, social, emotional, physical and faith development.

Individuals learning needs are catered for and supported through flexible programs and individual assistance. We believe it is important that students see themselves as positive life-long learners who are motivated, show high interest, and develop their personal talents and interests.

We actively encourage parents, families, parish and the wider community to be involved in the education of the students and the activities of the school. Equally we encourage the students and the school community to be involved in the parish and wider community in which they live.

Catherine Gaudry  
Principal

## **PARISH PRIEST'S MESSAGE**

All Hallows Catholic School Gulgong presents a well functioning effective school. The school is working constructively with the Parish of St John the Baptist, Gulgong to create a more united unit. There is much parental involvement and All Hallows takes its rightful place in the local community, being involved in many of the town's community activities. The education of the child is at the heart of All Hallows School and I congratulate the staff, parents and students on a well organised school.

Fr Garry McKeown



## **SCHOOL CAPTAIN'S MESSAGE**

2013 was our last year at All Hallows after 7 years of education. It was a wonderful opportunity to be the School Captains and to work with the House Captains and the student leaders of the school. 2013 was a time of growth and change in the school. Over the year we learnt so much and were given amazing experiences. We will never forget the many wonderful years at All Hallows and the care and education we received. Thank you to everyone at All Hallows. We look forward to continuing to hear great things of the school and the students who are educated here.

Alannah Hill and Nicholas Hensley  
School Captains 2013

## **CATHOLIC IDENTITY**

At All Hallows we endeavour to create a faith filled Catholic community where a caring atmosphere prevails and an educationally sound curriculum is offered. We motivate our community members to strive for excellence, we foster the values of our faith, and we challenge each member of the community to develop a loving relationship with those around them as well as with God our creator. These ideals are expressed more fully in our mission, vision and values statements.

At All Hallows we value the prayer life of each individual and develop prayer through a variety of activities. These include school and class prayer, individual prayer, Sacraments, liturgies and Eucharistic Celebrations. Parents, families and the wider parish and community are encouraged to attend the sacramental celebrations as well as all Masses and Liturgies.

The school has a Pastoral Care Policy and a Positive Behavior and Discipline Policy which are regularly reviewed and which focus upon the positive development of each individual. To achieve this we have a range of positive practices in place and we are proactive in focusing heavily upon the development of the strengths of each individual. By having this positive focus we find the entire community is engaged and enthusiastic toward schooling and learning. Parents are partners in the development of the individual not only educationally but in terms of their social skills, social justice, and social conscience.

Students at All Hallows are encouraged to form a relationship with Christ and develop this over their time in the school as a basis for their lifelong faith journey. By methods such as retreat days, prayer journals, activities, RE lessons, and personal reflection, they deepen their relationship with God and become more responsive to the call to share His love with everyone.

Staff are our leaders in student formation and thus the ongoing development of their personal faith is also a priority in the school. The Religious Education Program followed at All Hallows is the Bathurst Diocesan Religion Program 'Know Worship Love'. It develops their knowledge, values, understanding and faith.

The school operates three Sacramental Programs in conjunction with the parish. The Sacraments we celebrate are Reconciliation in Year 2, Eucharist in Year 3, and Confirmation in Year 6. Families are involved in these sacraments in both the preparation and reception we endeavor to work together to ensure that each child has the best possible experience of this side of their faith life.

**Our Parish is** St John the Baptist Parish (phone 6372 2122)

**Our Parish Priests are** Fr Garry McKeown and Fr Reynold Jaboneta

## **SCHOOL FEATURES**

All Hallows Catholic Primary School educates students from Kindergarten to Year 6. The school is listed on the National Heritage Register due to its heritage buildings which are Spanish Mission style. All subsequent buildings have been built in sympathy with the Spanish Mission style. Though the school is a mix of old and newer buildings, all buildings have been totally refurbished to bring them up to a 21st Century school quality. Via the Federal Government 'Building the Education Revolution' funds were spent building 2 new classrooms, 2 storerooms, boys and girls toilets, and a new Multi-purpose Hall. Money was also used to refurbish the old classrooms to create a wonderful new Library. Recently the school has also purchased 2 purpose built classrooms to cater for the expansion of the school as the school population grows.

At All Hallows we have consciously avoided focusing our attentions and teaching upon one subject

over others. We have instead maintained a focus upon developing well rounded students who are motivated and show high participation in all areas while developing their personal talents and interests. Our feeder high schools have reflected to us that our students are indeed well rounded, motivated, and interested in a broad range of topics and subjects. They are eager to interact with the wider world and have sound communication skills.

## **ENROLMENT POLICIES AND PROFILES**

### **Enrolment Policy**

Enrolment at All Hallows is open to all families who are prepared to adhere to the school policies and participate in the Catholic practices of the school. Whilst preference is given to children from Catholic families, all children are considered, providing they are supportive of the Catholic ethos, a vacancy exists, and they fulfill the enrolment requirements.

No alterations were made to this policy in 2013. The full text of the Enrolment Policy may be accessed via the School Website [allhallowsgulgong.catholic.edu.au](http://allhallowsgulgong.catholic.edu.au)

### **School Profile**

All Hallows Catholic Primary School is located in Gulgong, a rural community in the centre of Bathurst Diocese and caters for students from Kindergarten to Year 6. The school has a proud history dating back to the Gold Rush of the 1880s when the school was established by Mary McKillop and The Josephite Sisters. Though the Sisters no longer teach in the school the current sisters in the convent are involved in the school and community and are well known and respected by the children.

In 2013 the school had 118 enrolled students in the following grades; Kindergarten – 18, Year 1 – 21, Year 2 – 15, Year 3 – 12, Year 4 – 13, Year 5 – 18, Year 6 – 21. There was a higher percentage of boys than girls in the school, and we had four Indigenous students in the school. The school also had one NESB student who has progressed to Second Phase language acquisition.

## **STUDENT ATTENDANCE AND RETENTION**

### **Attendance Rates**

<b><i>Year Group</i></b>	<b><i>Attendance Rate</i></b>
<b><i>1</i></b>	<b><i>95%</i></b>
<b><i>2</i></b>	<b><i>91%</i></b>
<b><i>3</i></b>	<b><i>96%</i></b>
<b><i>4</i></b>	<b><i>93%</i></b>
<b><i>5</i></b>	<b><i>89%</i></b>
<b><i>6</i></b>	<b><i>93%</i></b>
<b><i>Whole School</i></b>	<b><i>93%</i></b>

Absenteeism in the school is generally related to illness or family holidays. Absenteeism as a result of truanting is rare and is addressed as a matter of urgency. The class teacher is the initial point of contact with the home if there is a concern regarding absenteeism. The situation is discussed with the parent and they are encouraged to be more aware of the amount of time a child has away from school, and the reasons for this. If no subsequent improvement is noted in the child's attendance the school Principal has an interview with the parent. The issues are discussed and possible solutions implemented. If no further improvement is noted after this then the CEO and The Department of Education are notified and follow up occurs with the family. These Procedures are listed in our Attendance Policy which can be accessed through the school or website.

## **SCHOOL CURRICULUM**

All Hallows teaches the subjects specified by the Board of Studies. These subjects are;

- Religion,
- English,
- Mathematics,
- Science and Technology,
- Human Society and its Environment,
- Creative and Practical Arts,
- Health Personal Development and Physical Education.

Each Key Learning Area is taught according to the NSW Curriculum. The school also teaches and exposes children to a wide range of co-curricular programs. These include; a variety of seasonal sport programs, public performances, computer usage, social assistance programs and community service projects and programs.

Students who are identified as having specific needs are catered for by their class teacher, the Support Teacher, and Teacher's Aide through Learning Support Programs. These staff work together with parents to develop and implement programs for individuals throughout the year. Often specialist assistance is included in these programs, eg speech therapist, counselor, pediatrician etc. Information related to the Individual Education Program is communicated to the student's parents so they are aware of extra programs undertaken.

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

## **STUDENT PERFORMANCE IN NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN)**

### **Literacy and Numeracy**

Students in Years 3, 5, 7 and 9 around Australia sat the National Assessment Program- Literacy and Numeracy (NAPLAN) Tests in May 2013. Individual student reports were provided in September 2013. Analysis of these results assists the school in planning and is used to support teaching and learning programs.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 3 and 5.

Points to note are:

- In Year 3 students placed in Band 1 are below national minimum standard. Students in band 2 are achieving national minimum standard and students in bands 3 and 4 are “at proficiency”
- In Year 5 students placed in Band 3 are below national minimum standard. Students in band 4 are achieving national minimum standard and students in bands 5 and 6 are “at proficiency”.

### Band Distribution (%) - YEAR 3

	Band	1	2	3	4	5	6	%at/above National Minimum
<b>Reading</b>	School	0	10	20	40	10	20	100
	Diocese	2	7	17	25	21	27	98
	State	3	10	16	25	19	28	97
<b>Writing</b>	School	0	10	30	10	30	20	100
	Diocese	1	5	16	27	39	12	99
	State	2	6	15	23	37	17	98
<b>Spelling</b>	School	0	0	40	20	20	20	100
	Diocese	3	6	20	27	24	21	97
	State	4	6	18	23	24	25	96
<b>Grammar &amp; Punctuation</b>	School	0	10	40	20	20	10	100
	Diocese	2	7	14	22	27	28	98
	State	3	8	14	21	24	31	97
<b>Numeracy</b>	School	0	10	20	20	30	20	100
	Diocese	1	6	19	33	31	10	99
	State	3	8	22	29	25	14	97

Students in Year 3 NAPLAN have shown tremendous growth across all areas. They have improved their individual as well as the school percentages with the bell curve movement evident in all bands moving to the higher bands. This we believe is a direct result of explicit teaching, group focus, PLC activities and improved use of data to direct the learning and teaching. Early Stage 1 and Stage 1 have focused specifically upon literacy and numeracy with results evident in all assessments not just Year 3 NAPLAN.

## Band Distribution (%) - YEAR 5

	Band	3	4	5	6	7	8	%at/above National Minimum
<b>Reading</b>	School	0	16	28	34	22	0	100
	Diocese	1	8	23	32	25	13	99
	State	2	9	23	29	22	15	98
<b>Writing</b>	School	17	28	28	22	5	0	83
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
<b>Spelling</b>	School	11	22	44	17	6	0	89
	Diocese	4	7	25	33	23	8	96
	State	5	8	21	27	25	13	95
<b>Grammar &amp; Punctuation</b>	School	11	22	50	11	6	0	89
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
<b>Numeracy</b>	School	11	11	34	33	11	0	89
	Diocese	2	12	30	32	15	9	98
	State	5	15	26	26	13	15	95

Year 5 NAPLAN in 2013 was disappointing overall and did not reflect the work students and staff have been putting into the areas of literacy and numeracy. This cohort has a number of students who are on IEPs and having literacy and numeracy assistance and their level of learning is a contributory factor to these results. In 2013 the IEPs and group work were set up and these results validated our ongoing efforts to address the needs of these individuals. This will continue again in 2014 for these students.

## PROFESSIONAL LEARNING AND TEACHER STANDARDS

### Professional learning

2013 saw Professional Development for all staff which was wide ranging. The staff has varying levels of teaching skills and experience, and also personal areas of interest related to their teaching. These were catered for in the range and extent of Professional Development undertaken. This was done in accordance with the school's Annual Improvement Plan and individual staff goal setting.

All staff continued their involvement in QCE and growing our school and their professional skills through this work. They also started informally working on PLC principles with the aim to move to more structured implementation in 2014. This was found to be an invaluable professional development tool. Implementing the new English Syllabus in 2014 consumed much of the professional development focus with Staff Development Days and professional learning evenings being used for this preparation.

**Teachers were involved in the following professional learning activities in 2013:** Gifted and Talented Days, Support Teacher In-servicing, Executive Development Days, Mentor Days, CEO New Teacher's Day, ACSP Conference, ICT Seminar, Clerical Days, BOS Compliance, Speech Pathology PD, REC Assembly, Impact leadership, Website Training, Athletics PD, Quicksmart PD, Pirozzo PD, Mini-Lit PD, Meet Manager refresher, PLC days, Teachers Conference day, Hub and Spoke meetings and PD, and WHS Compliance.

The total number of professional learning activities for 2013 was 194.

### Teacher Standards

The NSW government requires that this report detail the number of teachers in each of the following categories:

Teacher Qualifications	Number of Teachers
1.Those having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	100% 11 teachers
2. Those having qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	--
3. Those not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed: - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	--

### Teacher Attendance and Retention Rates

Teacher Attendance	96%
Teacher Retention	100%

### WORKFORCE COMPOSITION

	Male	Female	Male Indigenous	Female Indigenous
<b>Principal</b>	<b>1 (Acting )</b>	<b>1</b>		
<b>Assistant Principal</b>		<b>1</b>		
<b>Teachers/Coordinator</b>		<b>10</b>		
<b>Teacher Assistants</b>		<b>2</b>		
<b>Librarians</b>		<b>1</b>		
<b>Ancillary Staff</b>		<b>1</b>		

### SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

#### Student Welfare Policy and Anti-Bullying Policy

The Student Welfare Policy is amalgamated into the Pastoral Care Policy. The Pastoral Care Policy at

All Hallows is based upon the belief that for children to grow to mature, responsible, selfless, integrated adults, they need appropriate structures to develop and support these skills. The policy focuses upon positively reinforcing behaviours and encouraging a learning environment which is culturally accepting and academically stimulating. The policy contains over a dozen positive reinforcement systems which are currently used in the school. It also encourages other forms of positive reinforcement, which will develop values that the school and parents esteem worthy. There were no changes made to the Pastoral Care Policy during 2013.

The School also has an Anti-Bullying Policy.

The full text of the school Student Welfare Policy and Anti-Bullying Policy may be accessed via the school website [www.allhallowsgulgong.catholic.edu.au](http://www.allhallowsgulgong.catholic.edu.au)

There were no changes made to the Student Welfare Policy or Anti-Bullying Policy during 2013.

### **Discipline Policy**

The School has a Positive Behaviour and Discipline Policy which was completely revised and rewritten in 2012. The policy focuses, as its name states on Positive Behaviours. With positive behaviours in place and logical consequences for actions, children take greater responsibility for their behavior and see the consequences of their behavior on themselves and others. The policy states a wide range of positive procedures which the school employs to encourage appropriate and positive behavior in the students. The policy develops each of these in depth.

The policy also deals with inappropriate behavior in terms of Discipline. The children are encouraged to take responsibility for their behavior and to be given opportunities to correct and improve inappropriate behavior.

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

During 2013 the Positive Behaviour and Discipline Policy was reviewed and parents asked to comment. The only change made was that parents are notified each time a yellow card is given to a child.

The full text of the school Positive Behaviour and Discipline Policy may be accessed via the school website [www.allhallowsgulgong.catholic.edu.au](http://www.allhallowsgulgong.catholic.edu.au)

### **Complaints and Grievances Policy**

The Complaints and Grievances Policy is based upon the policy which the Bathurst Diocese has developed. The purpose of the policy is to ensure a safe, pleasant and effective environment for students and staff at All Hallows. The policy is governed by the principles of impartiality, confidentiality, commitment to fairness and timeliness. The process for a complaint or grievance is outlined in the policy.

There were no changes made to the Complaints and Grievances Policy during 2013. The full text of the school Guidelines for Managing Complaints may be accessed via the school office or Catholic Education Office Bathurst.

The full text of the school Complaints and Grievances Policy may be accessed via the school website [www.allhallowsgulgong.catholic.edu.au](http://www.allhallowsgulgong.catholic.edu.au)

## **SCHOOL DETERMINED IMPROVEMENT AND TARGETS**

During 2013 the following targets were worked towards;

### Catholic Life and RE

- Review Assessment Strategies
- Embed ICT in Religious Education teaching
- Staff Retreat
- Student Leadership Strategies
- Social Justice – look at one aspect during year

### Teaching and Learning

- Look at National Curriculum in more depth
- Review Existing KLAs in line with National Curriculum
- Develop approach to implement new curricula
- Embed Differentiation in Programming and Teaching
- Implement more strategies to Improve NAPLAN scores
- Whole Staff and School Approach
- Collaborative Programming
- Generic Framework for Programming KLAs
- Review Assessment Tools and Functions of Assessment
- Review Assessment Tools toward reporting
- Develop Assessment Tools
- Review Report Format
- Begin upgrading Report in line with National Curriculum

### Leadership for School Improvement

- Continuation of QCE – 4 components if possible
- Develop KLA Statements in conjunction with the National Curriculum
- Annual Goal setting for all staff in line with new guidelines

### Strategic Resourcing

- Review Resources for each KLA in line with National Curriculum and cull as appropriate
- Upgrade staff toilets
- Maintenance on Basket ball court
- Develop a designated eating area
- Playground seating near basketball court
- Continue upgrading of furniture in school

During 2014 the following targets are being worked towards

<p><u>Catholic Life and RE</u> Review school and CEO Resources Review and utilise Assessment Strategies Accreditation to teach RE New PD program for Year 5 &amp; 6</p>
<p><u>Learning and Teaching Targets</u> Introduce National Curriculum Develop approach to implement new curricula Interim KLA teaching until other KLAs are developed Embed Differentiation in Programming and Teaching Collaborative Programming Review Assessment Tools and Functions of Assessment Utilise Assessment in planning and programming KLA specific ICT Professional Development Develop Program of Supervision of classroom activities Develop Program of Supervision of class programs and workbooks Develop Assessment Tools Review Report Format Upgrade Report in line with National Curriculum Identify Gifted and Talented Students Develop Programmes specific to their G&amp;T needs Differentiate Curriculum in class to address needs</p>
<p><u>Leadership for School Improvement</u> Develop Approach to Environmental Responsibility Install sustainable practices in the school Review of Budget each term Develop KLA Statements in conjunction with the National Curriculum Develop Sport co-ordinator Release allocation</p>
<p><u>Strategic Resourcing</u> Review Resources for each KLA in line with National Curriculum and cull as appropriate Develop Resource Lists for each KLA Playground seating near basketball court Basketball court maintenance Investigate safety windows in classroom doors Develop plan for purchase new furniture for classrooms, library, hall, specialist teacher areas, computer upgrading</p>
<p><u>State Action Plan for Literacy and Numeracy</u> Employ a State Action Plan teacher Introduce Numeracy Block K – 6 per stage Continue to develop leadership capacity, data literacy, teacher quality and the school as a community centre. Trial innovations with volunteers Explicitly document improvement strategies in Annual School Improvement Plan Adopt common tool for reporting learning outcomes K – 2</p>

## **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

All Hallows runs a wide range of activities which promote respect and responsibility. These may be community based activities such as participation in the ANZAC Day Ceremonies, Clean Up Australia Day, Remembrance Day Service, Vinnies Visits and Hostel visits. They may be church based such as church cleaning, Lenten Missions, fundraising for the parish, parish Sacramental Programs and Retreats. They are however mostly school based activities.

A most successful program is the buddy program whereby Kindergarten students are matched with a buddy from Year 6. These buddies are there to assist them specifically in the early weeks of school but throughout the year. They show them so much of the culture and ethos of the school by their behaviour, the way they treat each other, and the activities they undertake together.

Another successful ongoing program in 2013 was the use of our School Motto as a basis for learning - Know Love Serve. The individual classes worked with this and developed these to show respect and responsibility. Our All Saints Day activities reflected this as the children and staff went into the community to serve others in practical ways.

Other examples of ways respect and responsibility are undertaken would include Class Captains, School and House Captains, class jobs, Peer Leadership Program, Values education, School focus upon specific values, fundraising activities, and in the daily way we treat each other and the positive and responsive way issues are dealt with by mediation.

## **PARENT, TEACHER AND STUDENT SATISFACTION**

At the end of 2013 parents were formally surveyed and asked to comment upon the school. This process aligned with the QCE processes and so provided a tool not only for comment here but an opportunity to have a voice in the QCE process. Overwhelmingly the responses of the parents were positive. They commented upon the teacher attitudes and professionalism, the programs of work and assistance given, the standards of discipline, values and uniforms. They also commented upon the positive environment and the encouragement of individuality and talents as well as the quality of buildings and the physical environment. There were also many positive comments upon RE Activities and extra-curricula activities such the All Saints Day Activities and Jump Rope for Heart.

In the survey parents asked that consideration be given to the following;

- Communicate to parents more regularly (2)
- Introduce a second language into the school (1)
- Review staff roles especially in light of Principal absence ( 2)

Staff were able to respond to the question of their satisfaction in a number of ways which revolved around the QCE process. They were positive about the school, the processes in place, and the overall way their ideas and comments were listened to and developed. They very much see the school as a work in progress and their part in it as important and collaborative.

Students were not specifically asked about their satisfaction but the following indicate their enjoyment of the school

- Their eagerness to be here and participate in all activities.
- The positive way they speak about the school.
- The number of students who return and maintain contact with the school.
- The way the children respond with sadness and disappointment if the school is damaged or resources are broken.
- The pride with which they wear their uniform.
- The Community events they take part in on behalf of the school.
- The attendance at non-compulsory, out of hours functions.
- The way that they share school information with their parents.

## FINANCIAL STATEMENT (2013)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, K-10 and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually

