

School Name All Saints' School

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Principal's Foreword

Introduction

All Saints' is a Catholic School community dedicated to helping students achieve their full potential as life-long learners, in a school environment that promotes and encourages a partnership between parent and the wider community. We are a small, mid-sized school that provides an education for students from Prep to Year 6.

You will find us in the beautiful township of Boonah, located on the corner of Oliver and Church Street. We are only a short walk from the town centre. We offer an exceptional educational opportunity to our students in a delightful rural setting within the Scenic Rim region.

Our school was founded in 1957 by the Sisters of Mercy. Ours is a learning community which draws on the values of Jesus, founded on the charisms espoused by Catherine McAuley, the founder of the Sisters of Mercy. It is a learning community where each individual is known respected and valued. We are dedicated to assisting all students achieve their full potential as life-long learners.

All Saints' is staffed by quality, caring, motivated and dedicated Teachers, School Officers and Teacher Aides. They demonstrate a commitment to one another, to the students and to the parents, which then flows out into the wider community. There is a connectedness between all members of our community which nurtures the growth of young minds, hearts, bodies and spirits.

School Profile

All Saints' School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total Student Enrolments 216

Girls 109

Boys 107

Characteristics of the student body

Our catchment area includes the town of Boonah and the numerous surrounding rural townships. Whilst a high percentage of our students still come from families that work 'the land', today many of these families are running recreational or hobby farms and are not entirely dependent 'on the land' for their financial subsistence.

A percentage of students at our school come from families who have made a life-style choice – wanting to live the 'country lifestyle' but still be close to the city.

Travelling via 'bus' is a common mode of transport for a percentage of our students: some students can spend up to an hour on the bus per trip, with some students having to travel on more than one bus. Given that there is only one secondary school in the immediate region (Boonah State High) a large percentage of the students maintain some connection with the school and the local community.

The inter-connections within the school community are many and varied. Some staff, who attended the school as students are now working as teachers or school officers. Some families are second or third generation members of the school community. We still have some founding families connected with the school.

Our distinctive curriculum offerings

Our curriculum and learning programs are structured under the key learning areas of the Australian Curriculum. We are very mindful of the learners in our school and we differentiate the curriculum to cater for their learning needs, styles and requirements. We offer students a holistic education, which incorporates the teaching of a Religion Curriculum that has been approved by the Catholic Archdiocese of Brisbane.

We strive to promote life-long learning habits and skills thus enabling all students to contribute in a positive way to the interdependent world in which they exist.

We believe that all learners require multiple and varied opportunities to negotiate, observe, engage in, reflect on, demonstrate and enact on their learning. Such learning opportunities occur in individual, small group and whole group contexts. Learning can be both independent and collaborative; students have access to and use of appropriate technologies and resources to create, collaborate and communicate their learning.

Extra curricula activities

All Saints' strives to provide for and meet the needs, interest and talents of all of our students. We actively participate in our local community in the following ways: Annual community ANZAC Day March; presenting a display at the annual Show; supporting local charities (St Vincent de Paul, Red Cross Blood Bank, fundraising for local community events); visiting local organisations (school choir singing for the residents of Blue Care Aged Care Centre)

Within the school, students are offered the following: swimming program (Years 1 to 6); 10 week dance program (Footsteps Dance Company); biennial trip to Canberra & Sydney (Year 5&6); RAW Art program (3 terms a year); specialist teachers: HPE 9all classes) and LOTE – Years 5&6; educational incursions and excursions; school liturgies, Mass and celebrations: involvement in the Parish Sacramental Program (from Year 3/4); school choir; Buddy Program; student Leadership program (Yr6); sporting opportunities: access to both District team and individual events

How Information and Communication Technologies are used to assist learning

Today's society is evolving at a tremendous rate. New technologies are emerging all the time. Our staff and students need to be confident and competent not only in using current technology, but being capable and ready to engage with new technology. Learning is life-long. As a school, we also aim to educate students to see that technology is simply a tool to assist in their learning: we drive the technology; we are not driven or controlled by the technology or the devices.

Students are provided with access to a variety of devices as learning tools, allowing them to search for information and to create and communicate their learning. This is done in balance with other ways of communicating and learning.

With the assistance of ICLT, students have developed effective strategies to cooperatively and independently focused on learning in an intellectually challenging world. This is applied across all subject areas of the Australian Curriculum. We are committed to upgrading our infrastructure and building upon the staff's knowledge and proficiency in using ICLT to ensure we are preparing our students for learning in the 21st century.

Social climate inclusive of pastoral care and our response to bullying

All Saints' provides opportunities for students to interact pastorally and socially, as well as in the context of their engagement with the curriculum. A School Buddy Program exists within the school, where older year levels 'buddy' up with younger year levels. They participate in a variety of educational and non-educational activities, building relationships and a sense of community throughout the school.

Such programs as: Seasons for Growth, Friends Program and the Virtues Program are used to explicitly teach and support all students, including those with needs in the area of social, emotional and mental health.

The proactive and explicit teaching of expected behaviours is paramount to creating a safe and happy environment for all. Teaching expected behaviours is conducted in all learning spaces. All students are encouraged to learn from their mistakes.

(A more detailed explanation can be found in our Positive Behaviour 4 Learning document, particularly in response to the issue of bullying.)

Parent, student and teacher satisfaction with the school

At All Saints', we strive to create a welcoming, inclusive, happy and safe environment for all members of our school community. To ascertain the level of satisfaction from the various members of our community, constructive feedback is sought through a process of open and honest communication.

Parental feedback is sought from a variety of sources: School Board; P&F Meetings; Parent/Teacher meetings; letters of information requesting feedback; school functions; informal chats before and after school.

Student feedback is gathered through: Student Council (Yr6 students meet weekly with the Principal); Student Council members visiting classrooms a couple of times a Term to inform and seek student feedback; classroom visits by the Leadership Team.

Staff feedback is collated through: weekly staff meetings; individual and group meetings between staff and Principal; staff participation in the development and review of school goals.

Parent involvement in their child's education

At All Saints' we believe parents/guardians are the first and primary educators of their child/children. We seek to work in partnership with parents/guardians as their child/children attend our school and engage in the learning opportunities offered.

Parents/Guardians (and friends) are actively invited to volunteer their time, skills and talents in a variety of situations. Listed below are some of the ways in which parents/guardians are invited to become active in our school: attending the monthly P&F Meetings; being a member of the School Board; assisting in the tuckshop; assisting in the classrooms; participating in incursion or excursion events; attending school Masses/Liturgies, class celebrations of learnings; weekend working bees; helping out at school sporting events.

Parents are also invited to attend Parent Information Evenings and formal Parent/Teacher meetings held at least once a year. Other Parent/Teacher interviews can be arranged when required.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	17	11
Full-time equivalents	14.00	6.53
Aboriginal and Torres Strait Islanders		

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	
Masters	1
Post Graduate Diploma/Certificate	5
Bachelors Degree	10
Diploma/Certificate	1

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 29,000

The major professional development initiatives were as follows

Staff to assist in the preparation of the School's Religion Curriculum for validation

Implementing the school's Positive Behaviour for Learning policy

Engaging in the system wide DELT initiatives (selection of staff members for school's Visible Learning team)

Release of staff to work with key curriculum coordinators to develop and refine school programs

Continued up-skilling of staff to engage in the LMS LIFE program

School Income by Funding Source

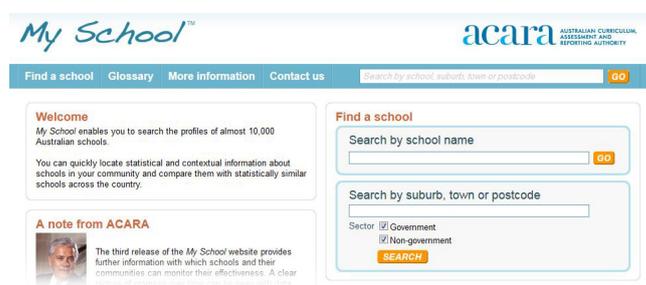
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 96.93 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 96.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	92.00 %
Prep Attendance Rate	92.00 %
Year 1 Attendance Rate	90.00 %
Year 2 Attendance Rate	89.00 %
Year 3 Attendance Rate	93.00 %

Year 4 Attendance Rate	95.00 %
Year 5 Attendance Rate	91.00 %
Year 6 Attendance Rate	91.00 %

Policy and practice to manage student attendance

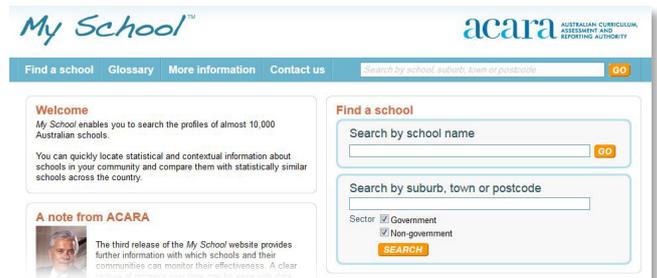
At All Saints', students are marked, by their classroom teacher, twice a day on an electronic attendance roll. When informed, staff members are able to record the reason for a student's absence from school. (Parents are asked to inform the school when their child/children are absent from school.) Students with a large number of unexplained absences are referred to the Principal for further investigation.

An electronic sign-in/sign-out register is also located at the front counter of the School Office. All parents/guardians must register if their child/children are late for school (after 9:05am), are leaving the school during the day or departing early (before 3:00pm). This procedure has been put in place to ensure that all students are accounted for at all times of the school day. This is vital if we need to account for students during an evacuation or lockdown.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



The screenshot shows the My School website interface. At the top, there is a navigation bar with 'My School' and 'acara' logos, and a search bar with a 'GO' button. Below the navigation bar, there are several sections: 'Welcome' with a brief description of the site's purpose, 'A note from ACARA' with a small image of a man, and 'Find a school' which includes a search box for school name, a search box for suburb, town or postcode, and a 'Sector' dropdown menu with 'Government' and 'Non-government' options, and a 'SEARCH' button.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following

'Find a school' text box.

Type in the name of the school whose NAPLAN results you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access our NAPLAN data.