



All Saints' School, Boonah

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

As a faith community we are committed to living our daily lives according to Christian Values. Our Mission is to strengthen and develop in our students the Catholic faith that reflects the values of Jesus Christ. We aspire to provide in a caring friendly environment a holistic education in which the uniqueness of each person is welcomed and valued. We strive for excellence through a progressive curriculum that promotes lifelong learning enabling our students to contribute in positive ways to an interdependent world.

Mission

All Saints' Primary School partners with parents and the community to foster gospel values, responsible learning and individual growth.

Values

Inspired by the Mercy charism we value: hospitality, service, compassion and community

Principal's foreword

Introduction

The 2018 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

Strong Catholic Identity

Professional learning opportunities for teachers to develop their understanding of a 'recontextualised' Catholic perspective: work undertaken with Education Officers from BCE, professional readings and discussion. From this:

- Teachers are developing more focused assessment tasks
- Our Easter and Christmas reflections were developed and shared with the wider school community

Through newsletters, P&F and School board meetings and Information Evenings – the 'WHY' we do or participate in various events and activities was shared with parents and families. Our particular Mercy 'charism' is the lens through which we promote our involvement.

As a school and Parish we farewelled Fr Peter and welcomed Fr Nicholas (May/June). School liturgical celebrations moved from the school Hall back into the Church. This move has generated a more reflective and solemn tone to our Eucharistic celebrations.

Excellent Learning and Teaching

Professional learning continued throughout the year for teachers. Our particular focus: Reading for Prep to Yr2; Writing for Yr3 to 6. Significant improvement and growth for ALL students was identified through the following markers:

- Internal: data gathered from BCE monitoring tools; school assessment tasks
 - External: NAPLAN results (our Yr5 students recorded the 4th highest growth rate in QLD)
- These achievements can be attributed to the commitment and focused work of the staff; the positive impact of our Primary Learning Leader; the development of learning 'posters' to help students and staff connect the 'learning journey' at All Saints'.

Building a sustainable future

- New laptops purchased for upper grades; iPads have reached their ceiling for 'upgrades'; devices are in AirWatch (device management program)
- Adequate training in Parental Portal & School Website did not eventuate – key personnel from the Office were tied to other schools; (we are on their list as a school to work with in 2019)
- Ground work laid throughout the year to review and update our vision and mission statement

Strong Catholic identity

1. By the end of the year teachers have a clear understanding of a recontextualised Catholic perspective which informs their planning and the development of rigorous & focused assessment tasks

2. By the end of 2018, staff, students, parents can: name 2 of the Mercy charisms (hospitality and service) to explain the tradition of All Saints' community's words and actions; actively participate in Catholic liturgical practices

Excellent learning and teaching

1. By the end of 2018: when measured against the Writing Analysis monitoring tool, 60% or more of year 3 to 6 students will achieve a score of 20 or higher; when measured against the PM Benchmarks 45% of Prep will reach 5 or more, 70% of Yr1 will reach 14 or more and 80% of Yr2 will reach 22 or more

Building a sustainable future

1. By the beginning of Term 3, 2018, we have formulated and enacted a plan (with guidance from Catherine Foley) to lead the staff in Reclaiming the Spiritual Heart of All Saints'

2. By the end of Term 2, 2018 we have: access for all students to the technological platforms within the school (including devices managed under the BCE AirWatch program); parents/carers accessing our Parent Portal and School Website

3. By the beginning of Term 4, 2018, we have completed a review of, and updated, our current school Vision & Mission statement

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in: Literacy (reading focus for Prep to Yr2; writing focus for Yr3 to 6); Numeracy (focus on 'Trust the Count', Prep to Yr6); Digital skills and confidence for staff and students; gathering data indicating the quality adjustments made to support and enhance student learning.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	181	85	96	5

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

Family composition: 70 students – 1 child family; 43 students – 2 child family; 9 students – 3 child family.

Whilst we have families who have a wide variety of cultural backgrounds, the majority of families connected with the school are currently second or third generation Australians. In 2018 we had 6 students who identify as being Indigenous.

Our catchment area includes the town of Boonah and the numerous surrounding rural townships. Whilst a 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 as entirely dependent 'on the land' for their financial subsistence.

A percentage of students from 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, to and from school, is a common mode of transport for a small percentage of our students: some of these students can spend up to an hour travelling on the bus, 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 a strong connection with the local community and with the school.

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.

Curriculum delivery

Approach to curriculum delivery

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, through a positive 'growth mind-set', thus enabling all students to become productive contributors 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.

Assessment is ongoing and consists of both formative and summative tasks. 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.

Co-curricular 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:

- Annual community ANZAC Day March, Dawn Service and Church Services
- Presenting a display at the annual Show
- Supporting local charities (St Vincent de Paul, fundraising for local community events)
- Visiting local organisations (school choir singing for the residents of Blue Care Aged Care Centre, ANZAC Dawn service, Boonah Show)
- Supporting Community events: Boonah Show (staffing the 'show gates' each year), Winter Harvest Festival (staffing a community stall to support the Scenic Rim Council)

Within the school, students are offered the following:

- School Swimming program (Years 1 to 6)
- Performance Workshop classes (Dance and Drama)
- Biennial trip to Canberra & Sydney (Year 5&6)
- School Camps: Yr4&5
- RAW Art program (3 terms a year)
- Specialist teachers: PE, Class Music, Visual Arts, LOTE – Japanese
- Educational incursions and excursions
- School liturgies and celebrations
- Involvement in the Parish Sacramental Program (from Yr3-6)
- School choir
- Buddy Program
- Student Leadership program (Yr6)
- Sporting opportunities: access to both District team and individual events, inter-school sports (swimming, Gala Days, team sports)

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 in appreciating the need to be competent and confident in learning new technology and to see this learning as lifelong for everyone.

As a school, we also aim to educate students that technology is simply a tool to assist in their learning: we drive the technology; we are not driven or controlled by it.

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, engaged with flexible learning environments, model and promoted inquiry, 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

Overview

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 in 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 and to explore ways to employ restorative practices to improve relationships that have been fractured or harmed.

Bullying behaviours or attitudes are not tolerated within our school. Students are actively encouraged to speak up when they witness or experience such behaviour.

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

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	90.6 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	80.8 %
Religious Education at this school is comprehensive and engaging	96.4 %
I see school staff practising the values and beliefs of the school	93.5 %
This school looks for ways to improve	87.1 %
The school is well managed	81.3 %
My child is making good progress at this school	87.1 %
This school is a safe place for my child	100.0 %
This school helps students respect the needs of others	96.9 %
Teachers and staff are caring and supportive	100.0 %
Teachers at this school expect my child to do their best	90.9 %
Teachers and staff relate to students as individuals	100.0 %
The teachers help my child to be responsible for their own learning	97.0 %
My child is motivated to learn at this school	91.2 %
I can talk to my child's teachers about my concerns	97.0 %
This school offers me opportunities to get involved in my child's education	81.3 %
My child's learning needs are being met at this school	76.5 %
I am happy with my decision to send my child to this school	90.6 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2018
At my school, I can express my beliefs	84.0 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	89.8 %
Religious Education at my school is interesting and engaging	73.1 %
I see school staff practising the values and beliefs of my school	87.5 %
My school looks for ways to improve	96.2 %
Students at my school are encouraged to voice their concerns or complaints	95.9 %
Teachers treat students fairly at my school	80.4 %
Teachers recognise my efforts at school	95.7 %
I feel safe at school	94.2 %
My school helps me to respect the needs of others	98.1 %
I am happy to be at my school	86.5 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	95.2 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	90.5 %
Religious Education at this school is comprehensive and engaging	88.9 %
I see school staff practising the values and beliefs of this school	90.5 %
This school is well managed	61.9 %
My concerns are taken seriously by the school	77.8 %
This school is a safe place to work	100.0 %
This school has an inclusive culture	100.0 %
This school has a culture of striving for excellence	95.2 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	95.2 %
Overall, I am happy with my decision to work at this school	94.7 %

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
 DW = Data withheld to ensure confidentiality.

Family and community engagement

At All Saints' we believe parents/carers are the first and primary educators of their child/children. We seek to work in partnership with parents/carers as their child/children attend our school and engage in the learning opportunities offered. In conjunction with the P&F, the school actively promotes families to become involved in 'At Least One' P&F or school event.

Parents/Carers (and friends) are actively invited to volunteer their time, skills and talents in a variety of ways to support the learning opportunities that are offered at All Saints'. Listed below are some of the ways in which parents/carers 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 classrooms; participating in selected 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 held in early term 1 and formal Parent/Teacher meetings held during term 2. Other Parent/Teacher interviews can be arranged when required.

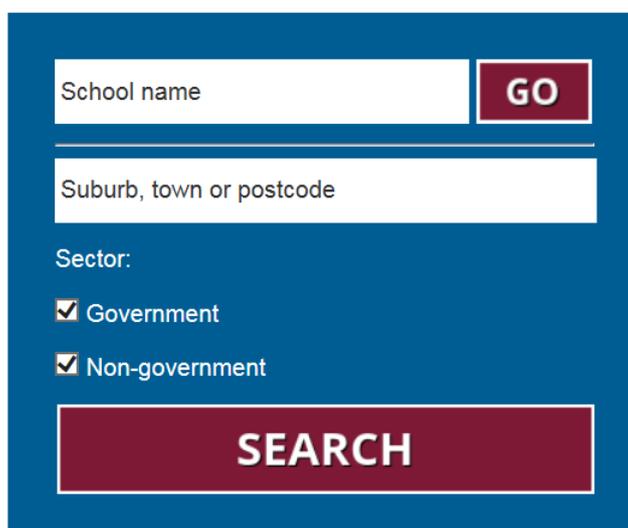
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our 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.

Find a school



Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	16	9
Full-time Equivalents	12.4	5.9

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	9
Bachelor degree	7
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$54,000

The major professional development initiatives are as follows:

- Staff professional learning and engagement with BCE initiatives (High Yield strategies; data gathering opportunities for teachers; collaborative teacher planning opportunities with BCE Education Officers and the school's PLL (Primary Learning Leader);
- focused professional development for key staff in ICLT, Relationships and Sexual Education, numeracy and writing

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	97.1 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 97% of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	91.6 %

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	90.9 %	91.5 %	93.3 %	91.8 %	92.4 %	90.5 %	90.6 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

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. After the morning roll has been marked, parents/carers are sent a text message when an 'unexplained absence' is recorded beside a student's name. (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. Parents/Carers must complete this register if their child/children are late for school (after 9:05am), and if they 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 essential if we need to account for students during an evacuation or lockdown.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	418.8	433.8	514.2	509.0
Writing	419.3	407.2	473.9	464.6
Spelling	387.7	417.8	496.3	502.5
Grammar & Punctuation	388.9	431.7	513.2	503.6
Numeracy	371.6	407.7	487.9	494.2