All Saints Primary School, ALBANY CREEK

Annual Report 2019

Brisbane Catholic Education is a faith-filled learning community creating a better future.

Brisbane Catholic Education

teaching · challenging · transforming

ALL SAINTS SCHOOL

Contact information

School	All Saints Primary School
Postal address	4 Faheys Road East, ALBANY CREEK, QLD, 4035
Phone	(07) 3325 6900
Email	palbanycreek@bne.catholic.edu.au
School website	www.allsaints.qld.edu.au
Contact Person	Roycelyn Wilden - Principal

Principal's foreword

The 2019 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, school funding, workforce composition and student performance.

School progress towards its goals in 2019

All Saints Parish School was successful in achieving each goal most successfully. In regard to monitored data teachers become most proficient in recognising the importance of this data in determining their next area of planning. We have moved the goal to familiarisation and incorporation of Office 365 suite into 2020. Our PB4L committee was most successful in collaborating with staff in developing a behaviour matrix. All staff owned and are successful in ensuring its authenticity

Goal	Progress
Writing: By the end of 2019 85% of students in Years 3 to 6 will achieve in the target zone on the writing analysis assessment tool through explicit targeted instruction.	Achieved
Reading: By the end of 2019 85% of students in Prep to Year 2 will achieve in the target zone on the PM Benchmark through explicit targeted instruction.	Achieved
By the end of 2019, a Catholic perspective is explored through Catholic Social Teaching as it relates to learning areas such as HASS, moving the focus from Values Education into a transformed recontextualisation.	Achieved
By the end of 2019 a Catholic perspective will be integrated and embedded in the teaching and planning of the relationships and sexuality focus area of the Health curriculum.	Achieved
By the end of 2019, we will have developed a behaviour matrix based on the principles of PB4L	Achieved
By the end of 2019 staff will be more familiar with the Office 365 suite and its incorporation into teaching and learning and management of student data.	Not Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in:

Strong Catholic identity

- By the end of 2020, we will have developed a scope and sequence detailing the integration of Catholic Social Teaching in areas of the curriculum across Prep to Year 6.

Excellent learning and teaching

- By the end of 2020, we will have engaged in emerging focus professional development packages (Trusting the count, Real World Problem Solving and Data Analysis in Maths) and introduced trusting the count data collection for P-2.
- By the end of Semester One, we will have engaged in the Digital Skills project to enhance   each teacher's ability to use the digital platforms of the school (eg. portal, browsing).
- By the end of 2020, 95% of students in Prep to Year 2 will reach the BCE targets for reading.
- By the end of 2020, we will enhance student learning through the use of digital technologies in the classroom, thereby integrating the ICT capability across learning areas.
- By the end of 2020, embed the PB4L matrix and build the tier 2 processes and strategies in our school PB4L so that there is consistency across the school.
- By the end of 2020, we will have established practices for teachers to observe and work within and across classrooms, so that our practice is shared.

Building a sustainable future

- During 2020, we will nurture a professional workforce by continuing to build through effective teams, so that a thriving culture of collaboration is created.
- By the end of 2020, we will enrich clearly defined lines of communication so that we cultivate deeper partnerships between school and family.
- By the end of 2020, we will have identified programs which support the wellbeing of staff and students so that a supportive school culture is sustained.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2019:   Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	631	336	295	5

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body

All Saints Parish School was established in 1989 to provide a high quality education to students in Albany Creek, Eatons Hill and surrounding areas. Growing to a mid sized school of approximately 640. We provide a most comprehensive curriculum ensuring the best in academic outcomes whilst always ensuring the well-being and faith formation of every child in our care. We have 26 classes with numbers capped at 28.

Curriculum delivery

Approach to curriculum delivery

We continue to be guided by the Brisbane Catholic Education Model of Pedagogy. Our school employs two Primary Learning Leaders who meet with teachers on a 3 week cycle to review learning, respond to data and plan for differentiated student learning.

Co-curricular activities

All Saints Parish School offers a number of extra curricula activities:

- Extension in Maths, Science and English

- Sport – interschool representative
- Dance Fever; Well-being Programs
- Choirs and Bands
- Instrumental Music
- Chess and Robotics.

How information and communication technologies are used to assist learning

All teachers and designated school officers are trained in the Office 365 suite and its incorporation into teaching and learning and management of student data. The school is well resourced with technology with a 1-1 device program in years 5 and 6 and in each classroom P-4, a device is shared between two people. All teachers use Apple TVs. Staff and years 4-6 are very competent in the use of Teams. All staff use a class Blog to connect with parents and carers via the school parent portal. Our Learning Support Program uses technology to support children's learning needs.

Social climate

Overview

A spirit of collaboration and cooperation is the hallmark of our school climate at All Saints Parish School. Parents are regularly consulted about major school changes through surveys and meetings. An older/younger students' buddy system exists to nurture student to student relationships. New staff are supported by a staff buddy. Each class has a parent contact to facilitate the important social connection between parents.

All Saints does not tolerate any form of bullying. The school has developed a policy to reflect this stance. The introduction of PB4L has been most successful in making visible the All Saints Walk in Love where we respect, act responsibly, learn together and keep safe.

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	98.1%
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	85.4%
Religious Education at this school is comprehensive and engaging	95.9%
I see school staff practising the values and beliefs of the school	94.2%
This school looks for ways to improve	84.4%
The school is well managed	88.1%
My child is making good progress at this school	87.4%
This school is a safe place for my child	96.2%
This school helps students respect the needs of others	86.5%
Teachers and staff are caring and supportive	95.0%
Teachers at this school expect my child to do their best	93.9%
Teachers and staff relate to students as individuals	94.3%
The teachers help my child to be responsible for their own learning	90.1%
My child is motivated to learn at this school	90.2%
I can talk to my child's teachers about my concerns	93.2%
This school offers me opportunities to get involved in my child's education	85.1%
My child's learning needs are being met at this school	82.1%
I am happy with my decision to send my child to this school	86.7%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	**2018**
At my school, I can express my beliefs	88.4%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	92.6%
Religious Education at my school is interesting and engaging	83.6%
I see school staff practising the values and beliefs of my school	86.2%
My school looks for ways to improve	94.7%
Students at my school are encouraged to voice their concerns or complaints	94.9%
Teachers treat students fairly at my school	93.7%
Teachers recognise my efforts at school	92.3%
I feel safe at school	95.2%
My school helps me to respect the needs of others	95.2%
I am happy to be at my school	89.4%

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	98.4%
Religious Education at this school is comprehensive and engaging	90.2%
I see school staff practising the values and beliefs of this school	98.4%
This school is well managed	100.0%
My concerns are taken seriously by the school	98.3%
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	100.0%
All my students know I have high expectations of them	100.0%
I am proud to be a member of this school	100.0%
Overall, I am happy with my decision to work at this school	100.0%

# '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

- Parents and Friends' Association
- Pastoral Advisory Board
- All Saints Facebook
- Parent Portal
- Fortnightly Newsletters
- Regular teacher/parent communication
- Celebrations of Learnings
- Weekly prayer liturgies and class Masses
- Weekly assemblies
- Parent assistance in classrooms and on excursions.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical Laudato Si' Care for our Common Home.

Both staff and students are committed to ensuring Care for our Creation. We have reviewed our use of air conditioners and a strategic plan is in place to replace units. Signs are placed above all switches with advice on expectations in use of electricity are made very clear to staff. We are committed to following the advice of our recent audit.

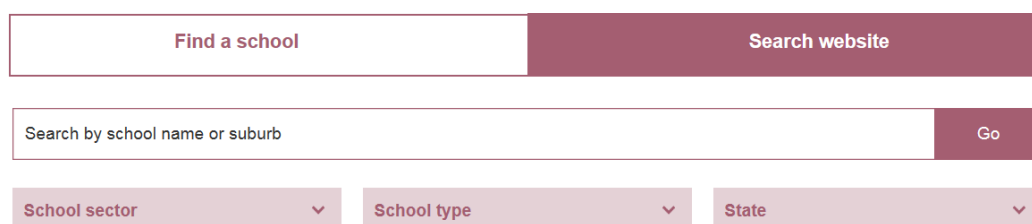| Environmental footprint indicators	
Years	Electricity kWh
2019	135591

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb — Go

School sector | School type | State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	47	36
Full-time Equivalents	38.9	21.6

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate diploma etc.**	4
Bachelor degree	33
Diploma	2
Certificate	0

*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 2019 were $79,546.

The major professional development initiatives are as follows:
- Phonics and Literacy in Context
- Catholic Social Teaching
- Staff Formation
- DISC Profiling
- Planning, Review and Response
- PB4L
- Digital Literacies.

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.1%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 98% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	93.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.5%

Average attendance rate per year level			
Prep attendance rate	93.1%	Year 4 attendance rate	93.4%
Year 1 attendance rate	93.2%	Year 5 attendance rate	92.0%
Year 2 attendance rate	92.9%	Year 6 attendance rate	93.8%
Year 3 attendance rate	92.8%		

*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 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

Description of how non-attendance is managed by the school

Absence is reported to the school office Parent Portal or the BCE Connect App. If no communication is received a text to the parent is automatically sent. Absences of 6 days or more for a family holiday require special paperwork to be completed in order for a child to continue learning through this time. Regular communications are sent to parents reminding them of the importance of attendance and that everyday counts in a child's education. Regular checks are carried out by leadership and notable or recurring absences are followed up with an email or a phone call to the parents requesting further information

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	**Australia**	**School**	**Australia**
Reading	464.4	432.3	536.1	506.0
Writing	441.9	423.1	502.8	473.9
Spelling	419.9	418.7	528.4	500.7
Grammar and punctuation	480.9	439.8	531.0	499.1
Numeracy	433.8	408.1	510.7	495.8