

All Saints' School, BOONAH

Annual Report 2019

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



Contact information

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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

Strong Catholic Identity

Mercy charism

Positive groundwork continues to be made to embed the 'mercy' pillars that have been identified as underpinning the 'why' we do what we do at All Saints'. This is achieved through information shared through the school newsletter and through explanations shared at communal gatherings as to why we do what we do. Further work is required in this area to further explain and demonstrate how these 'mercy' charisms underpin our school's philosophy and ways of working.

Relationships and Sexuality Education

Whilst several professional learning opportunities were organised for teachers, through circumstances beyond our control this 'learning' was not able to happen. (Key BCEO personnel were unable to present or attend the professional learning due to illness or role restructuring in at the Office.)

The work that we have undertaken has increased teacher knowledge and understanding of the components of Relationship and Sexuality Education from a Catholic Perspective. Further work in this area will continue into 2020, especially in our informing and engaging with our parent community.

Learning and Teaching

Literacy targets

Generally, we are very pleased with the results that we have achieved this year.

Reading targets: Prep score of 5 or higher-100%; Yr1 score of 14 or higher-86.5% (equivalent to 2 students not achieving); Yr2 score of 22 or higher-95%.

Writing targets: Yr3, 70% or more achieving 20 or higher-55%; Yr4, 80% or more achieving 20 or higher-61% (these two year levels will be a focus area for 2020); Yr5, 85% or more achieving 20 or more-87.5%; Yr6, 90% or more achieving 20 or more-81%.

NuMa targets

This was our first year of engaging with the 'Trust the Count' monitoring tool developed by BCE. In hindsight, setting a target of 100% for students in Yr2 to 6 was too aspirational. A more realistic target of 90% would have seen us being far more successful in achieving our goal.

Teachers have worked diligently administering the monitoring tool and have also actively shared strategies they have used to enhance and progress student learning. We are very satisfied with the improvements that students across all year levels have demonstrated in their use of mathematical language and their conceptual understandings.

Digital skills – teachers

Throughout Semester 1, teachers were given the opportunity to work with an ICLT Education Officer from the Office to build their own ICT skills, capabilities, competencies, and confidence.

This renewed staff confidence has resulted in them engaging the students more in their use of the digital devices within the school.

Attendance

Despite an extensive information drive, informing parents of the importance of consistent attendance, we fell short of our intended goal. During terms 1 to 3, we recorded an increase of student illnesses that negatively impacted upon ability to attain our stated goal.

There are positive signs that the 'importance of attendance' is taking hold: discussions started by parents at P&F and School Board meetings; comments from individual families around this topic; a higher portion of student participation in school events (school sporting carnivals); an increase in families contacting the school when their child/children are absent from school.

Building a sustainable future

Celebrations of learning

Throughout the year, several classroom teachers, and specialist teachers, organised opportunities for parents/carers to share in the work that students have undertaken. The presentation of our school musical in T4 was very successful, allowing our students to show casing their talents.

ICLT infrastructure improvements

Coupled with our focus on improving staff core digital competencies, we have continued to work with BCE to ensure that staff and students have 'confidence' with a consistent, reliable connectivity with our network system.

Goal	Progress
By the end of 2019, Literacy targets have been achieved: Reading - 80% of Prep score 5 or more; 90% of Yr1 score 14 or more; 95% of Yr2 score 22 or more. Writing - 70% of Yr3 score 20 or higher; 80% of Yr4 score 20 or higher; 85% of Yr5 score 20 or higher; 90% of Yr6 score 20 or higher	Achieved
By the end of 2019 teachers are planning and teaching units of work that incorporate components of Relationships and Sexual Education	Not Achieved
By the end of 2019 student numeracy targets (using the monitoring tool 'Trust the Count') will be: 90% of Yr1; 100% of students in Yr2 to 6	Not Achieved
By the end of 2019 teachers will have core digital competencies and will engage in collaborative sharing using these skills to enhance teaching and student learning	Achieved
By the end of 2019, celebrations of learning, recognising and promoting student achievement, are occurring at least once a semester	Achieved
By the end of 2019 members of the school community will be able to name the 4 Mercy charisms underpinning our school	Not Achieved
By the end of 2019, school attendance levels are 82% or higher	Not Achieved

Future outlook

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

Strong Catholic Identity

- Reinvigorated Vision & Mission statement
- School Religion scope & sequence chart reviewed
- Key components of RSE introduced to parents/carers

Excellent learning and teaching

- Literacy and numeracy goals
- Staff re-connected with All Saints' Positive Behaviour for Learning and introduction to Reboot pillars
- Attendance goals
- Development of staff charter

Building a sustainable future

- Positive Increase in engagement with the BCE listen survey (students, staff, families)
- BGA application
- Marketing and communication strategy for the school

Our school at a glance

School profile

All Saints' School is a Catholic Parish 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	167	74	93	3

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

Characteristics of the student body

Family composition: 1 child family = 58; 2 child family = 41; 3 child family = 9.

Whilst we have families who have a wide variety of cultural backgrounds, most of our current families are second or third generation Australians. In 2019 we had 3 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 good percentage of the students maintain a strong connection with the local community and with the school. There has been a trend towards a few families choosing to send their child to a secondary school outside of Boonah. (Beaudesert and Ipswich)

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 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 (an opportunity for students, staff & parents to support our local community)

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. Our Prep to Yr3 students has access to iPads (approximately 1 device per 2 students). Students in years 4 to 6 has access to laptops (approximately 1 device per 2 students).

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 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, which is located on our school website. This document outlines our 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 Learning Support Team (which consists of ST'IE, Guidance Counsellor, PLL and Principal) meets regularly to discuss the learning needs of students.
- Through the planning process, teachers regularly record the adjustments that are being made to support all students within the school.
- IEP (Individual Education Plans) meetings are held at least twice a year. These collaborative meetings include parents/carers, teachers, School Officers, and other specialists. Through this process the specific learning needs of a student are identified, goals are set and later reviewed, learning strategies are put into place.

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. As a school, we did not receive any data from this new initiative of the Office until the final term of 2019. As such, we did not implement any new strategies to reduce our environmental footprint.

Environmental footprint indicators	
Years	Electricity kWh
2019	53190

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.

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

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

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	17	10
Full-time Equivalents	12.0	6.0

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate diploma etc.**	9
Bachelor degree	8
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 2019 were \$56,000.

The major professional development initiatives are as follows:

- Numeracy and Literacy (focus on the BCE initiatives: High Yield strategies, data gathering, collaborative planning opportunities for teachers)
- Building and developing the ICT capabilities of teachers
- Religion in-service opportunities for all teachers in Relationships & Sexuality Education and the inclusion of Catholic Perspectives in Health units

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	96.7%

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 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	90.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	84.6%

Average attendance rate per year level			
Prep attendance rate	90.0%	Year 4 attendance rate	91.6%
Year 1 attendance rate	91.1%	Year 5 attendance rate	91.0%
Year 2 attendance rate	90.4%	Year 6 attendance rate	88.5%
Year 3 attendance rate	91.5%		

*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

- At All Saints', students are marked, by their classroom teacher, twice a day on an electronic attendance roll. When informed, staff members can 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 many 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.
- Reminders of the importance of students attending school are regularly placed in the school newsletter. Posters highlighting the importance of regular attendance of students at school are also positioned near the sign-in station for late arrivals & early collection of students.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	399.0	432.3	505.6	506.0
Writing	390.6	423.1	471.7	473.9
Spelling	375.8	418.7	488.7	500.7
Grammar and punctuation	392.0	439.8	500.0	499.1
Numeracy	357.8	408.1	499.6	495.8