



All Saints' School, BOONAH

Annual Report 2021

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



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Principal's foreword

The 2021 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.

The 2020 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.

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 rural 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/carers, 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 progress towards its goals in 2021

Catholic Identity:

- All teachers actively participated in professional learning around the 4 key Catholic perspectives identified within the English curriculum: Human Dignity, Choices, Humans are sacred and social, Genuine belonging. This learning was facilitated by one of the BCE Education Officers. Teachers then looked for opportunities when these perspectives could be addressed stories or topics being discussed within the delivery of the English curriculum.
- Through their continual work and planning with our APRE and Education Officers, teachers are engaged in developing and refining our Religion scope and sequence document.

Learning and Teaching:

- Year level literacy and numeracy targets were successfully achieved for most year levels.
- Through student engagement with school devices (iPads & laptops) all students were prepared to be 'assessment capable learners', ready to engage in external and internal assessment tasks.
- BCE Education Officers provided professional learning for teachers to build teacher capacity in the use of ICT to enhance teaching and student learning.
- Work continues in developing a school wide approach to the teaching comprehension strategies.

Organisational effectiveness:

- Unfortunately, we were unsuccessful in our application for funding to enact components of our current master plan to revitalise school buildings. Further work will continue with this into 2022.

Diversity and inclusion:

- Stemming from professional development in January 2021, the staff identified the need for our school community to focus on several significant cultural events throughout the year. Those events were: Harmony Day (T1); Reconciliation Day (T2); NAIDOC Week (T3). These days were opportunities to deepen everyone's knowledge and understanding of the importance of these events.

Wellbeing:

- Through the Reboot program, students were invited to make the decision to 'step' over the line of opportunity available to students every day. Students were also encouraged to identify their 'emotional' state, each day and then to look for ways in which they can move themselves into a 'better' or more appropriate emotion state for learning.

Our People:

- Staff charter continues to be developed and was referred to throughout the year, during staff meetings.

Future outlook:**Catholic Identity:**

By the end of 2022, class teachers have incorporated the 'English' Catholic Perspectives in term planning documents and, in learning and teaching delivery to students.

- Creation and publication of All Saints' Catholic Perspectives statements to school community
- Year level unpacking of the 4 Catholic Perspectives in the English curricula and documented in English Responsive Cycles (when natural and powerful fit within selected quality text/s)

Learning and Teaching:

By the end of 2022, all students are actively engaged in their learning.

- Evidenced through staff and student engagement with elements of our explicit improvement agenda plan

Organisational effectiveness:

By the end of Term 3, 2022, All Saints' has successfully secured funding to reinvigorate our facilities.

- Continue to collaborate with architects and BCE building services to enact our school master plan
- Submission of a revised BGA application
- Continuation of community consultation regarding the redevelopment of facilities at All Saints'

Our People:

By the end of 2022, an Induction Program will be established for staff.

- Continual spiritual formation: Mercy tradition and charism; symbols (utilise support from BCE personnel); Vision, Mission and Values
- Collaborative unpacking of school roles to refine staff engagement

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 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	128	66	62	4

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

Whilst we have families who have a wide variety of cultural backgrounds, most of our current families are second or third generation Australians. In 2020 we had only 1 student 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 implementation

Curriculum overview

Our curriculum and learning programs are structured under the 8 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.

Extra-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, giving back to the community that supports us. (Several of the events listed below did not happen in 2021 due to COVID restrictions.)

- Annual community ANZAC Day March, Dawn Service and Church Services – cancelled due to COVID.
- Presenting a display at the annual Show.
- Supporting local charities (St Vincent de Paul, fundraising for local community events)
- Visiting local organisations and inviting these groups to visit our school (school choir singing for the residents of Blue Care Aged Care Centre, School events).
- Supporting Community events: Boonah Show (staffing the 'show gates' each year).

Within the school, students are offered the following:

- School Swimming program (Years 1 to 6)
- Performance Workshop classes (Dance)
- Biennial trip to Canberra (Year 5&6) – cancelled due to COVID.
- School Camps: Yr4 to 6
- RAW Art program (3 terms a year)
- Specialist teachers: PE, Class Music, LOTE – Japanese
- Educational incursions and excursions – most cancelled due to COVID.
- School liturgies and celebrations
- Involvement in the Parish Sacramental Program (from Yr3-6) – cancelled due to a restructure from the Parish.
- 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 and belonging across 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.)

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2020
This school helps my child to develop their relationship with God	94.1%
School staff demonstrate the school's Catholic Christian values	97.2%
Teachers at this school have high expectations for my child	97.2%
Staff at this school care about my child	100.0%
I can talk to my child's teachers about my concerns	97.3%
Teachers at this school encourage me to take an active role in my child's education	86.5%
My child feels safe at this school	100.0%
The facilities at this school support my child's educational needs	91.9%
This school looks for ways to improve	91.9%
I am happy my child is at this school	91.9%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	78.9%
I enjoy learning at my school	84.7%
Teachers expect me to work to the best of my ability in all my learning	98.3%
Feedback from my teacher helps me learn	96.6%
Teachers at my school treat me fairly	88.1%
If I was unhappy about something at school I would talk to a school leader or teacher about it	76.3%
I feel safe at school	83.1%
I am happy to be at my school	86.4%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2020
Working at this school helps me to have a deeper understanding of faith	83.3%
School staff demonstrate this school's Catholic Christian values	83.3%
This school acts on staff feedback	77.8%
This school looks for ways to improve	83.3%
I am recognised for my efforts at work	83.3%
In general students at this school respect staff members	88.9%
This school makes student protection everyone's responsibility	100.0%
I enjoy working 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

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 Thing', either organised by the school or the P&F.

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.

The 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.

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 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	15	9
Full-time Equivalents	11.0	5.6

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate diploma etc.**	7
Bachelor degree	8
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives in 2021 were as follows:

- Raising staff knowledge & understanding of indigenous cultural events celebrated throughout the year.
- Spiritual formation: Mercy tradition and charism; My story, Our story, The story; symbols (utilise support from BCE personnel); Vision, Mission and Values
- Multi-age learning; flexible and personalised learning

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	90.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	82.8%

Average attendance rate per year level			
Prep attendance rate	85.6%	Year 4 attendance rate	90.6%
Year 1 attendance rate	90.4%	Year 5 attendance rate	90.1%
Year 2 attendance rate	88.0%	Year 6 attendance rate	91.6%
Year 3 attendance rate	90.3%		

*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.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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.



The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN" (which is highlighted with a dropdown arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.