



## SCHOOL PROFILE

School name All Saints' School

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### Principal's foreword

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 facts

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: 183 Girls: 87 Boys: 96

## Characteristics of the student body

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 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 is a common mode of transport for a percentage of our students: some students can spend up to an hour travelling 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 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.

## Social climate

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.)

## Curriculum - our distinctive 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, 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. 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.

## Curriculum - our 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: Annual community ANZAC Day March, Dawn Service and Church Services; 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); 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: HPE & Class Music, Visual Arts, LOTE – Japanese; Educational incursions/excursions

## Parent, student and teacher satisfaction

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 meeting regularly with the Principal); Student Council members visit classrooms seeking 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 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.

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 ACHIEVEMENTS

### **Achievements against 2017 annual plan**

As a member of Brisbane Catholic Education, our goals align with the 3 pillars of the BCE Strategic Plan:

**Strong Catholic Identity:** through our successful celebration of our 60th Anniversary we continued to strengthen our links with our Mercy heritage; our Yr5/6 students worked with members of the wider community to create a 'sacred' space at the entrance to our school.

**Excellent Learning & Teaching:** a deliberate focus was placed on improving student writing outcomes (particularly in years 3 to 6) as measured by BCE developed monitoring tools.

**Building a Sustainable Future:** strengthening our communication links with our parents/carers and promoting our profile within our local community.

### **Future outlook**

After analysing the data gathered regarding our student's learning, our particular school focus for 2018 will be:

**Strong Catholic Identity:** teachers updating the school scope and sequence; planning with the RE learning progressions in short learning cycles and the development of rigorous and focused assessment tasks

**Excellent Learning & Teaching:** a continued focus on writing for students in years 3 to 6 and new focus on the improvement of student outcomes in reading from Prep to Yr2.

**Building a Sustainable Future:** improving and making more reliable the technological platforms that connect members of our community.

## STUDENT OUTCOMES

Whole school attendance rate		94.00	%
Prep attendance rate	91.00	%	Year 4 attendance rate
Year 1 attendance rate	94.00	%	Year 5 attendance rate
Year 2 attendance rate	95.00	%	Year 6 attendance rate
Year 3 attendance rate	96.00	%	

### Management of non-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. 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.

### NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	417.92	431.30	492.13	505.60
Writing	392.96	413.60	486.25	472.50
Spelling	374.21	416.20	491.94	500.90
Numeracy	385.79	409.40	476.53	493.80

## STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	18	9
Full-time equivalents	13.92	6.63
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	
Masters	
Post Graduate Diploma/ Certificate	8
Bachelor Degree	10
Diploma/Certificate	

### Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 52,000 .

The major professional development initiatives were as follows:

Staff professional learning and engagement with BCE initiatives (High Yield strategies; data gathering opportunities for teachers; cooperative teacher planning opportunities with BCE Education Officers and the school's PLL (Primary Learning Leader); professional development with a focus on the writing component of literacy

**Average staff attendance rate** The staff attendance rate was 97.95 % in 2017.

### Proportion of staff retained from the previous school year

From the end of the 2016 school year, 97.0 % of staff were retained by the school for the 2017 year.

## SCHOOL INCOME

### School income by funding source

School income broken down by funding source is available via the MySchool 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 'Find a school' text box.

Type in the name of the school you wish to view, and select <GO>'.

**Find a school** **Search website**

Search by school name or suburb Go

School sector	School type	State
All <input checked="" type="checkbox"/>	All <input checked="" type="checkbox"/>	All <input checked="" type="checkbox"/>
Government <input type="checkbox"/>	Primary <input type="checkbox"/>	NSW <input type="checkbox"/>
Non-government <input type="checkbox"/>	Secondary <input type="checkbox"/>	Vic <input type="checkbox"/>
	Combined <input type="checkbox"/>	Qld <input type="checkbox"/>
	Special <input type="checkbox"/>	SA <input type="checkbox"/>
		WA <input type="checkbox"/>
		Tas <input type="checkbox"/>
		NT <input type="checkbox"/>
		ACT <input type="checkbox"/>

School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.