



All Saints Primary School,
Albany Creek

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

Faith: As people of faith, we are members of a community who celebrate and act justly to enrich and renew our world. Learning: As a community of life long learners, we empower each other to grow towards our full potential. Compassion: As people of compassion, we walk as companions embracing and respecting our gifts and differences of all.

Mission

As God's People, we walk in love with Jesus, through Faith, Learning and Compassion.

Values

"Walk in Love" is our motto. Are values are: prayer, celebration, community, justice, acceptance, forgiveness, teach, challenge, transform

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

Progress was made towards our Catholic Identity, Learning and Teaching and Sustainable Futures Goals in 2018. Catholic Identity was increased through the breaking open of our Mission Statement in weekly newsletter items and discussions with students. Catholic Identity has also been increased through the use of visuals throughout the school depicting our 3 pillars and our 4 house patrons. Further integration of the school Mission statement has occurred through "All Saints Way" PD with all staff.

Significant progress was made towards our Learning and Teaching goals in 2018. In our Writing goals, 85% of Year 3, 85% of Year 4, 96% of Year 5 and 76% of Year 6 achieved in the target zone. In Years 3 to 5 this was considerably higher than the school goal. This could be attributed to improved teacher capacity through professional development and establishment of moderation norms. With commitment from staff to our collective purpose to improve student literacy, teachers engaged in data conversations and literacy planning cycles. In reading, significant progress was made in Prep with 93% of students, 93% of Year 1 and 84% of Year 2 reaching the target benchmarks. This marked significant improvement from the previous year.

After considerable community consultation including parents, staff and students a new homework policy was implemented. This consultation also including significant investigation into current research on homework. This was very informative, and our homework policy has been very successful.

Strong Catholic identity

1. By the end of Term 3, 2018, we will have Implemented the 3rd recommendation of the Catholic Identity Project so that all members of the community will be familiar with the school Mission Statement

Excellent learning and teaching

1. By the end of term 2, 2018 teachers will be able to identify and address the diverse range of learners in the classroom, including high achieving students.

2. By the end of 2018 70% of students in Year 3, 60% of students in Year 4, 80% of students in Year 5 and 80% of students in year 6 will achieve the expected benchmarks for each year level through explicit targeted instruction

3. By the end of term 3 2018, the staff will develop a whole school policy and approach to the place of homework in student learning so that there are consistent expectations in this area.

4. We will continue to build teacher capacity with regards to literacy teaching, so that by term 4 2018, all staff will develop a greater commitment to the collective purpose of improving student literacy.

Building a sustainable future

1. By the end of Term 4 2018 we will have developed contemporary teaching spaces so that student learning and engagement is maximised.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in Reading and Writing with increased targets for student achievement. In 2019 there will be a school goal around writing as per previous years and an introduced goal in reading for Prep – Year 2. The writing goal will include revisiting the school spelling program. Staff planning will move to a short cycle model in which teachers will be able to respond to data in a timely manner. The development of a school wide PB4L program will be implemented in the future.

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 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	645	332	313	6

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

Characteristics of the student body

All Saints Primary School, Albany Creek is located in the northern suburbs of Brisbane. There are 645 students currently enrolled, 410 families with 80% identifying as Catholic. There are number of male students who go to other Religious Institute (RI) schools in Year 5. At the end of Year 6 schools choose Brisbane Catholic Education, RI and local state schools.

The local community mainly consists of people with Australian heritage with an increasing number of students from other cultural backgrounds.

The majority of our students come from local kindergartens in Warner, Albany Creek, Bridgeman Downs, Eaton's Hill and Brendale. The school has an outstanding reputation in the community.

Curriculum delivery

Approach to curriculum delivery

All Saints curriculum is planned directly from and informed by:

- the Australian Curriculum (ACARA) - in the learning areas of Mathematics, English, Humanities and Social Sciences (HASS), The Arts, Technologies, Languages and Health and Physical Education (HPE).
- the Religious Education Guidelines of the Archdiocese of Brisbane
- Brisbane Catholic Education Learning & Teaching Framework and Early Years Policy
- Brisbane Catholic Education's Model of Pedagogy - Focus on learners and their learning; Establish clear Learning Intentions & Success Criteria; Activate multiple ways of knowing, interacting and multiple opportunities for practice; Respond with feedback that moves learning forward & Evaluate the impact of teaching on student achievement and success
- Brisbane Catholic Education's Effective & Expected Practices

School, year level and Class planning focusses on;

- Religious Education that nurtures the faith life of all students through opportunities to be involved in prayer and liturgy & opportunities to support local charity community groups
- Establishing positive classroom environments
- Collaborative planning across all year levels
- Ongoing responsive cycles of learning and teaching
- Teaching explicitly and differentiating to move each student's learning forward towards the success criteria
- Latest research in how to improve student learning
- Developing the literacy of all subject areas

Assessment and Reporting

Assessing student learning is an integral part of the school classroom. It improves learning and informs teaching. Students are assessed against the ACARA achievement standards that:

- provide an expectation of the quality of learning students should typically demonstrate by a particular point in their schooling
- emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply knowledge expected of students
- comprise a written description and illustrative student work samples
- support formative and summative assessment practices
- provide a basis for consistency

At All Saints, reporting student progress and achievement follows current Australian Government legislative requirements:

- an opportunity for parents to meet with the child's teacher at least twice a year
- a written report to parents at least twice yearly that includes each learning area or subject studied, against achievement standards using a five-point scale
- an offer of information on a child's achievement relative to the child's peer group (cohort data)

Co-Curricular activities

- Music Program – Choirs, Bands and String Ensembles
- Comprehensive sporting opportunities – weekly sport, gala days, affiliation with District, State and National pathways
- Chess
- Speech and Drama
- Clubs – art, coding and garden
- Dance
- Debating
- Japanese speaking competition

How information and communication technologies are used to assist learning

In partnership with parents/carers, students are empowered to become digital citizens through the development of knowledge and skills to use and apply information communication technologies in real life tasks. These tasks include accessing and organising information, problem-solving, decision making, communication, creating and reasoning. There are both benefits and challenges in the use of information technology, especially in online environments. As part of the home/school partnership we need parents/carers to foster an ICT environment outside of school that relies on parental permission and supervision of student ICT use.

All Saints takes a whole school approach to digital citizenship. Students participate in a structured program introducing age-appropriate aspects of digital citizenship such as online safety and security, accessing online content, use of social media, communication and publishing. Year 5 and 6 students are asked to sign a statement at the beginning of each school year to demonstrate an awareness of the expectations of ICT use. Parents/Carers are asked to sign this statement at this time as well. The children of All Saints are provided with every opportunity to experience 'technology' in all its forms. They are assisted to develop the skills necessary to meet the demands of the present and future. The school has invested significantly to provide the infrastructure and ready access to relevant technologies for all students as appropriate for their learning needs. We have a one-to-one iPad program for Years 5 and 6 and multiple sets of iPads and laptops are available for use by all year levels. Lunchtime activities include use of the Mac Lab.

Social climate

Overview

All Saints as a learning community employs a positive approach to student behaviour. The current approach is called Play is the Way and aims to develop student self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centered community. In line with Brisbane Catholic Education ENGAGE strategy, All Saints will be moving to a PB4L framework. At All Saints, positive student behaviour support is an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all their diversity, experience connectedness and feel valued and safe. It is acknowledged that a diverse range of personal, social, cultural, family, technological and religious influences can impact on the relational and behavioural responses of students at any point in time. This approach aligns with the Australian Curriculum, Personal and Social Capabilities.

Teachers are directed to teach these capabilities to support students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills. A pastoral care program within the school ensures that community needs are met, through the Class/Parent Pastoral Representative system. The aim of the class/parent representative is to assist in community building. We are a large school and this system is one way in which we can try to ensure that each person has a sense of belonging and a sense of contributing to the life and welcome of All Saints.

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

All Saints offers many and varied opportunities for parents to be involved with the school community and their child's education. Parental involvement in the Queensland Catholic School Parents Association, the annual school fair, sports carnivals, social events across the year and classroom activity volunteering offer parents a variety of ways to engage with their child's education. Regular meeting with class teachers and the learning support team offer a consultation process for parents to meet and discuss the diverse needs of their children. Specialist support is also sort from the wider community to provide individual support for student diverse needs. The school offers parent workshop to skill and support parents with the education of their children.

A large percentage of families engage with the Parish through family mass each month and the Sacramental Program from Year 3.

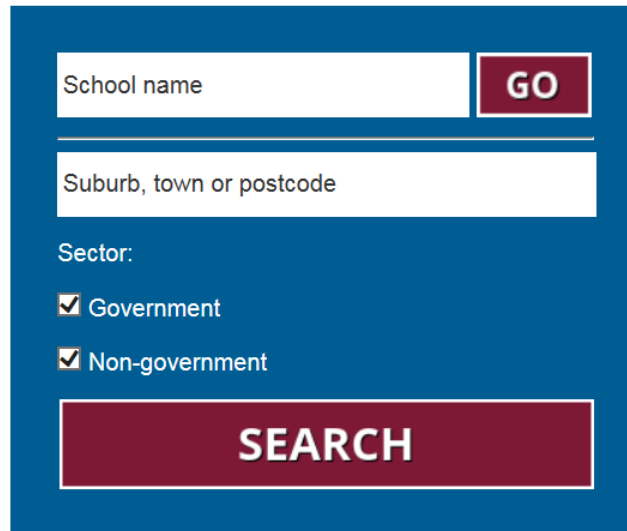
School funding

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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	50	32
Full-time Equivalents	41.8	20.4

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	5
Bachelor degree	32
Diploma	4
Certificate	1

*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 \$60,000

The major professional development initiatives were as follow:

- Building teacher capacity in teaching of reading and writing
- Diverse learner's policy
- Developing Learning Intentions and Success Criteria
- Quality assessment in Religious Education
- Catholic Identity

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
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, 97.6% 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).	93.3 %

*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.

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	93.9 %	93.6 %	93.1 %	93.3 %	92.5 %	93.5 %	93.5 %

*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

Rolls at All Saints School are marked electronically. Rolls must be marked as soon as possible after 8:40am, no later than 9:00am. They must be reviewed again by 2:00 pm to verify accuracy of the pm data. Administration staff check rolls daily to ensure they have been marked accurately and on time. The 9:00 am marking deadline is critical as the office staff are required to print an absentee list to be added to the emergency evacuation folder in the office. An automatic SMS message is generated, for student identified as absent, to advise the parent(s) of a child's absence. The system also uses this data to record unexplained absences.

If rolls cannot be marked electronically, the office is provided with a hard copy of absentees from each class. Hard copies of class lists are kept in classrooms. The office will mark any children absent if notified by phone or BCE Connect APP. If a child is absent and the office has not been notified an SMS message is sent to the parent's mobile phone. Absences are recorded on report cards at the end of both semesters. If it is necessary for a child to leave the school at a time other than normal dismissal time, prior notification must be made to the class teacher. The child must be signed out at the office by the adult accompanying the child. The accompanying adult must sign in children coming to school late. Student attendance is good, however there has been an increase in families taking time out of school for family holidays.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	453.3	433.8	504.3	509.0
Writing	424.9	407.2	445.6	464.6
Spelling	411.2	417.8	485.6	502.5
Grammar & Punctuation	449.1	431.7	502.9	503.6
Numeracy	416.7	407.7	486.1	494.2