

**St Finbarr's School,  
ASHGROVE**

# 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

Throughout 2019, we have worked as a staff by strengthening teacher's capacity to lead, engage and teach with a re-contextualised Catholic world view. We have further developed the knowledge to embedding the Catholic identity within all key learning areas and have encouraged teachers to implement this view when relevant. Using this knowledge teachers have continued to implement short term planning cycles using the RE progressions, Line of sight documents and RE curriculum cards. Teachers were also considering the assessment used and differentiation of teaching in the RE curriculum to achieve a deeper learning and more thorough understanding of the RE curriculum. This work assisted with producing suitable assessment pieces to be used for our RE intra and inter moderation opportunities for CTJ this term. The opportunity to discuss and moderate work samples and see other teachers' work samples, in the same year level was a valuable opportunity for all staff.

The Religious Life of the School has been enriched by involvement in social justice opportunities including Catholic Mission, St Vincent de Paul Christmas Appeal and our school Christmas giving tree. All these authentic experiences of social justice link well with our school mission and vision of Faith, Love and Charity and our guiding charisms of St Finbarr, Mary Aikenhead and the missions of the Sisters of Charity. The use of our guiding theme this year; "an attitude of gratitude" has also allowed for our Catholic Identity and Religious Life of the school, to be lived more realistically and authentically.

Our RSE journey has gone to plan this year and we have achieved all our set goals. Near the end of this term, the APRE went to a discussion and questioning day at O'Shea with EORE and other Principals and APRE's to discuss where to next for our school. Teachers were given some planning time this term to look at their Health year level line of sight and progressions for the year level they will be teaching next year. As a school we will be beginning 2020 with some time in our pupil free days to further develop the staff's understanding of the Health curriculum supported by their knowledge of the Shape Paper and embedding a Catholic Perspective.

#### Excellent Learning and Teaching

Throughout 2019 we have engaged in a number of strategies to build a sustainable future at St Finbarr's. Our most appealing events have been the monthly school tours and the Prep Readiness Session, particularly in Term 1. We now have 32 prep children enrolled for 2020, increasing to two classes and employing a new teacher. Due to these numbers and other enrolments throughout the school our numbers are increasing to 183 for 2020, which is similar to our 2019 whole school numbers. Each term we have continued to send out a "News from St Finbarr's" to all prospective parents. With the Term 4 newsletter we asked the parents to complete a survey to gather data to ascertain why they did or did not choose St Finbarr's for Prep. We received 11 responses; the main findings were:

- All families stated the size of the school was one of their main reasons for choosing the school.
- Second reason for choosing the school was for Catholic Schooling.
- Prep Readiness and School Tours were the most popular events.
- The parent who choose not to come to our school stated it was due to no vacation care.

In this survey we received a number of testimonials about the main reasons for choosing St Finbarr’s, why they choose a Catholic school and their main hopes from the child’s time with us. These testimonials will be used in our 2020 marketing strategy.

In 2020 we will continue to engage in these strategies that have been developed this year and build further partnerships with the kindergartens and feeder schools in our community.

### **Building a Sustainable Future**

At the end of 2019, we have achieved our SMART goal for most year levels. 95% or more students in Year 1, Year 2, Year 3, Year 5 and Year 6 achieved BCE’s reading and writing targets. 94.7% of Prep students achieved the reading target and 93.5% of Year 4 students achieved the writing target, just short of our 95% school goal. Throughout the year, activities which proved to have a particularly high impact include collaborative planning sessions across all year levels (particularly our Prep and Year 1 NUDGE Project planning led by Jenny Halliday). Without doubt, our involvement in the Early Years NUDGE Project this year has been instrumental in building teacher capacity in BCE’s Effective and Expected Practices and noticeably shifting teachers’ mindsets and pedagogical practices. Other noteworthy activities include targeted staff Professional Learning run by either our PLL (in conjunction with key staff) or BCEO staff (e.g. Whole Part Whole, high impact strategies, unpacking our NAPLAN and PAT data, reading-writing connection). Involving teachers as leaders in this Professional Learning proved most effective as other teachers could see how the strategies could practically be implemented in the classroom. Visiting other schools (e.g. Christ the King - Deception Bay, St Flannan’s – Zillmere, St Peter Chanel – The Gap) to see the Effective and Expected Practices in action was also extremely worthwhile.

<b>Goal</b>	<b>Progress</b>
To deepen learning in the RE curriculum using the Learning Progressions and Line of Sight documents, so that by the end of 2019 teachers have a comprehensive working knowledge of the RE curriculum.	Achieved
Developing a sustainable futures strategy for St Finbarr’s inclusive of a range of enrolment strategies to ensure continued future enrolments.	Achieved
We will build teacher capacity in reading and writing using BCE's Effective and Expected Practices, so that by the end of 2019 95% of P-2 students will have achieved BCE's reading targets and 95% of Year 3-6 students will have achieved BCE's writing targets.	Achieved

### **Future outlook**

The explicit improvement agenda for 2020 will focus on gaining improvements in Religious Education by deepening learning in RE through the use of Learning Progressions and Line of Sight documents while embedding a Catholic Perspective in all Learning Areas. We will also gain a thorough understanding of the Health curriculum and ensure there is school wide implementation of the Relationships and Sexuality Shape Paper. In teaching and learning, our focus will remain in Literacy across P-6. We will also have an emerging focus in Numeracy and build teachers’ capacity in the Four Key Dimensions Framework. In addition, we will work towards achieving BCE’s system attendance goal of 90% or more of students attending 90% of the time and will also focus on developing an understanding of how our actions are shaping the future of our planet and design and appropriate response, guided by Laudato Si.

# Our school at a glance

## School profile

St Finbarr's 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	181	108	73	0

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

## Characteristics of the student body

- 89.2% of our student body is Catholic.
- 10.7% of our student body have English as a second language.
- 0.5% of our student body have Indigenous heritage.
- 90.3% of our student body were born in Australia. 5.9% were born in an English speaking country and 3.7% were born in a non-English speaking country.
- In Year 4, the following number of students transitioned from St. Finbarr's: 2 male students to Marist College, Ashgrove, 2 males to Independent schools, 1 male to Other State Queensland primary schools. 1 female to other independent Queensland Secondary and 1 female overseas.
- In Year 6, the following number of students transitioned from St. Finbarr's: 12 females to Mt St Michael's; 1 female to All Hallows; 2 females to Stuartholme, 1 female to Brisbane Girls Grammar; 4 males to Marist College, Ashgrove, 2 males to Terrace, 1 State High School and 1 male unknown.
- There are 26 suburbs in which the students live, with 36.5% of our student body residing in the suburb of Ashgrove.

## Curriculum delivery

### Approach to curriculum delivery

- All eight learning areas of the Australian Curriculum are taught and assessed at St Finbarr's: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages.
- The Arts, Health and Physical Education and Languages (Japanese) are taught by specialist teachers from Prep to Year 6. The school's e-Learning coordinator works in all classrooms across the school.
- Student progress is monitored through the use of BCE's monitoring tools and tracked using data walls as well as BCE's BI Tool. Teachers engage in collaborative marking of the writing analysis task and collectively construct the data walls.
- Teachers plan English in short cycles every 3-4 weeks with the school's Learning Growth Team (Primary Learning Leader, Teacher Librarian and e-Learning Coordinator). Planning always begins by looking at the most up to date data and responding to it in a targeted way.
- All learning areas are taught in short cycles which are responsive to the immediate needs of students.
- Staff have been upskilled in BCE's effective and expected practices and quality pedagogy is maintained by regularly involving staff in quality professional learning, engaging in learning walks and talks and review and response meetings.
- Students receive regular, formative feedback in a variety of ways appropriate to their age. Students engage in a selection of different types of assessment activities, catering for diversity and allowing students to demonstrate learning in a variety of ways.

## Co-curricular activities

- Play is The Way program which promotes social and well-being and is integral to the school's Behaviour Support Plan.
- Japanese for all year levels
- Speech and Drama (external provider offering program outside of school hours for Year 2-6)
- Junior Engineers (external provider offering program outside of school hours for Prep-6)
- Chess Mates (external provider offering program outside of school hours for Prep-6)
- Sustainable Gardening Program for all year levels
- Jubilee Youth Club (Parish Youth worker facilitates this program for Year 6 outside school hours)
- Instrumental Music Program (external provider offering program inside school hours for Prep-6)
- Running Club (organised for HPE specialist, two mornings per week during Athletics season)
- Yoga (Term 2)
- Gymnastics (Term 3)
- Hooked on Books (Before School Student Book Club)
- Go Sports (external provider which provides before and after school sport coaching Yr 2-6)

## How information and communication technologies are used to assist learning

The school continued to employ an eLearning coordinator who works with the teachers to incorporate technology across the curriculum. This is done through planning meetings where the eLearning coordinator works alongside the PLL and TL to plan English and other subject areas units incorporating ICT where appropriate. The teachers are increasing their use of Office 365 and educational apps throughout the curriculum and continuing with support.

The eLearning coordinator also supports teachers with team teaching to overcome their own hesitations with using the technology in the classroom. The staff and students are using iPads and MacBook's to access office 365, educational apps and the school portal.

## Social climate

### Overview

As a small inner-city Catholic school, the social climate of St Finbarr's is a warm and welcoming community that draws strength from the Sisters of Charity Charism. Further, this climate is blessed with a strong partnership between home, school and parish, which has at its shared core, the children. This partnership by example and witness desires that each child's daily experience of school is not only life-long and life-giving learning but one that engages all with a diverse range of life and learning experiences, enjoying and celebrating the heart of gospel values. All parents are encouraged to actively be involved in 'Just One Thing'. This proved most successful with each year level taking on the responsibility for organising one nominated social event. Celebrations such as Family Masses, Mothers' Day and Grandparents' Masses nurture this strong sense of community. The buddy and pastoral care programs actively promote a climate of 'together we can achieve so much more'. Assemblies and prayer gatherings which acknowledge our Gospel teachings and classroom learning experiences in the everyday further support an ethos that nurtures each child's sense of belonging and their self-worth. The school's Behaviour Support Plan provides the framework and procedures for managing incidents of bullying. Integral to this Behaviour Support Plan is proactive practices which include whole school reward system, positive behaviour focus and mindfulness activities. Within our planning and data gathering process teachers work with support staff to differentiate the work students are accessing each day to support and extend their individual abilities.

## BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	86.7%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	95.0%
Religious Education at my school is interesting and engaging	82.3%
I see school staff practising the values and beliefs of my school	92.5%
My school looks for ways to improve	95.2%
Students at my school are encouraged to voice their concerns or complaints	82.8%
Teachers treat students fairly at my school	83.9%
Teachers recognise my efforts at school	80.0%
I feel safe at school	95.1%
My school helps me to respect the needs of others	96.7%
I am happy to be at my school	90.2%

## 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	97.0%
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	96.9%
Religious Education at this school is comprehensive and engaging	93.5%
I see school staff practising the values and beliefs of the school	93.8%
This school looks for ways to improve	80.0%
The school is well managed	87.1%
My child is making good progress at this school	93.8%
This school is a safe place for my child	93.8%
This school helps students respect the needs of others	90.6%
Teachers and staff are caring and supportive	93.5%
Teachers at this school expect my child to do their best	79.4%
Teachers and staff relate to students as individuals	96.9%
The teachers help my child to be responsible for their own learning	84.4%
My child is motivated to learn at this school	82.4%
I can talk to my child's teachers about my concerns	85.3%
This school offers me opportunities to get involved in my child's education	82.4%
My child's learning needs are being met at this school	85.3%
I am happy with my decision to send my child to this school	90.6%

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	94.1%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0%
Religious Education at this school is comprehensive and engaging	100.0%
I see school staff practising the values and beliefs of this school	94.4%
This school is well managed	100.0%
My concerns are taken seriously by the school	100.0%
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

Establishing and maintaining a positive and welcoming relationship with parents ensures their involvement and their sense of inclusion in all aspects of school life. Thus, the school is blessed with a very active and interested parent body which is supportive in the following ways:

- Assistance in and at sports' carnivals, running club, library, classroom, specific working parties eg writing of grant applications, tuckshop, development of school annual goals, fund raising ventures, role of class parent.
- Attendance and participation in Parent/Teacher Meetings, Celebration of Learning events, school, class and/or family masses, prayer gatherings, parent information evenings.

Consultation and engagement occur regularly with the parents or carers about a student's diverse needs. This occurs whether the disability affects the student's participation in learning and any school experiences. With parent and school collaboration, it is determined if it is necessary to make adjustments to enable full access and participation. These adjustments may also include expert advice where necessary. The adjustments are then implemented and monitored as the student's needs change. Currently at St Finbarr's adjustments are recorded on an adjustment document (and documented in Engage) or a Personalised Support Plan (PSP) discussed with the parents, guardians and carers. These adjustments are reviewed at the end of the reporting cycle Semester 1 and 2. Teacher planning documents also note differentiation in learning activities. Short cycle planning provides another context for reviewing the success of the embedded differentiation adjustments and supports. Students who require substantial adjustments in their ability to access and participate may require ongoing review and consultation with parents, guardians and carers.

This year we have increased our engagement with the wider community to find potential enrolments. We hosted a community education event facilitated by author and Teacher Librarian Megan Daly: 'Raising Readers – How to Nurture a Child's Love of Books'. We also held a Community Prep Readiness Information Session where we invited any community members who had children starting Prep in 2019, 2020 or beyond. Both of these community sessions were well received. We will continue with the Prep Readiness session in 2020 and add other information relevant sessions when appropriate.

## 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.

Some key actions St Finbarr's established in 2019 to reduce the school's environmental footprint include:

- Development of Energy Reduction and Management Plan following audit of school's energy usage.
- ERaMP presented and discussed with Parish Priest as several parish groups use facilities.
- Establishing a plan for teacher professional learning in 2020 around *Laudato Si'*
- Presentation of ERaMP to Parents and Friends meeting.
- Professionally checking all/servicing air conditioning systems throughout the school annually.
- Operating Guidelines for air conditioning systems align with ERaMP.
- Continuing our whole school gardening program including composting of food waste.
- Working with Building Officer to review Building Plans in light of ERaMP.

Environmental footprint indicators	
Years	Electricity kWh
2019	80073

## 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

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	23	8
Full-time Equivalent	15.3	3.4

### Qualifications of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate diploma etc.**	4
Bachelor degree	14
Diploma	2
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 \$32 932

The major professional development initiatives were as follows:

- BCE's Early Years NUDGE Project (Changing Gears in the Early Years)
- Strategies that maximise impact
- Relationships and sexuality
- Raising Readers – How to Nurture a Child's Love of Books (Megan Daley)
- Diving into data
- First Steps reading
- Embedding technologies throughout the curriculum
- Consistency in the delivery and marking of BCE's monitoring tools (particularly the writing monitoring tool)

- An introduction to Reading to Learn
- Religious Education curriculum
- ICLTs throughout the curriculum
- Writing like an author (Christine Bongers)
- Teaching reading: a whole school approach

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	98.2%

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

From the end of the previous school year, 95 % 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	93.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	87.5%

Average attendance rate per year level			
Prep attendance rate	93.3%	Year 4 attendance rate	92.8%
Year 1 attendance rate	92.8%	Year 5 attendance rate	93.2%
Year 2 attendance rate	92.7%	Year 6 attendance rate	93.4%
Year 3 attendance rate	94.5%		

\*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

#### ATTENDANCE PROCEDURES

<p><b>Attendance Marking</b></p> <p>Rolls must be marked twice a day:</p> <ul style="list-style-type: none"> <li>• AM rolls by 9.00am</li> <li>• PM rolls after 3rd break and by 3pm.</li> </ul> <p>Rolls will be checked by the School Office by 9.15am each day. A phone call will be made to teachers if their rolls are not marked. If rolls are frequently not marked this information will be passed to School Principal.</p> <p>School Leadership will be advised of unmarked and incorrectly marked rolls. Incorrectly marked rolls will be corrected by the teacher responsible for the class.</p>
<p><b>Present Categories</b></p> <p>Students who are:</p> <ul style="list-style-type: none"> <li>• in Class will be marked 'Present – In Class'</li> <li>• participating in activities (excursion; camps etc.) will be marked accordingly by the teacher responsible for the activity</li> </ul> <p>These attendance categories <u>must not</u> be changed, unless the student is present in class and then the category should be changed to 'Present – In Class'.</p>

<p>Students will only be marked as 'Present – Not Required to Attend' upon instruction from School Leadership.</p> <p><b>Absent Categories</b> Students who are:</p> <ul style="list-style-type: none"> <li>not in class, and notification has not been received from a Legal Guardian, will be marked 'Absent – Unexplained'</li> <li>not in class and notification has been received from a Legal Guardian advising the student is unwell, will be marked 'Absent – Illness'. Other absence reasons will be marked accordingly e.g. 'Appointment', 'Personal/Family'.</li> </ul> <p>When marking the roll, if teachers have received written information from Legal Guardians regarding a student's absence from school, they should enter the details into eMinerva. If Legal Guardians have informed the school office of the absence the school officer will enter these details into eMinerva. Class teachers should enter any information regarding future planned absences of students by entering a Notified Absence into e-Minerva. Students will only be marked as 'Absent – Not Required to Attend', 'Absent – Truant' or 'Absent – Internal Suspension' upon instruction from School Leadership.</p>
<p><b>Unexplained Absences</b> An unexplained absence occurs when the student is not present at school and the Legal Guardian does not contact the school. An SMS message will be sent to the Main Contact by approximately 10am each day. The School Office will follow up any unexplained absences by making contact with the student's Legal Guardians. Past unexplained absences are indicated by the red Unexplained Absence Alert icon on class rolls. When the School Office receive written explanation of the absence from student's Legal Guardians they must update the absence category in eMinerva and enter details in a log.</p>
<p><b>Late Arrivals</b> A student is considered to have arrived late any time after the 8.30 am bell. All students arriving late must be signed in by a Legal Guardian at the School office. The late arrival information will be entered by office staff. If teachers observe a student has made a habit of arriving late or is late for three consecutive days, they will contact the student's Legal Guardian as per the policy for absentee students in this document.</p>
<p><b>Early Departures</b> A student is considered to be leaving early any time before 3.00pm. As with Late Arrivals, all students leaving early must be signed out at the School Office by a Legal Guardian. The early departure information will be entered by office staff.</p>
<p><b>SMS Messages</b> <u>Unexplained Absences</u>: An SMS message will be sent to students' Main Contact by 10am each day advising of any 'Unexplained' absences.</p>
<p>Staff use BI to analyse attendance data which in turn will inform a goal for student attendance in school's 2020 annual plan. Use <i>BCE Attendance Matters</i> posters to promote awareness of the initiative with school community. Communicate the importance of student attendance amongst all stakeholders using BCE resources. Staff reminded of school's Attendance Policy and related procedures.</p>

## NAPLAN

### Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	468.6	432.3	547.9	506.0
Writing	459.7	423.1	524.8	473.9
Spelling	458.5	418.7	547.9	500.7
Grammar and punctuation	497.2	439.8	554.7	499.1
Numeracy	435.7	408.1	516.6	495.8