



All Saints' School, BOONAH

Annual Report 2020

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



**Brisbane
Catholic
Education**

teaching • challenging • transforming

Contact information

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Principal's foreword

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 2020

Strong Catholic Identity

- Positive progress made with the construction of a reinvigorated school Vision and Mission statement. This included work with staff and parents connected with the P&F and School Board. (COVID restrictions delayed initial timelines.)
- Professional learning opportunities for staff around the 'principles of storytelling in Religion' were not possible due to COVID restrictions regarding Education Officers visiting school communities.
- Staff, parent and student information sessions on the topic of relationships and sexual education were presented by the company 'Real Talk'. Again, COVID delayed the opportunity to deliver these sessions.

Excellent Learning and Teaching

- Year level literacy and numeracy targets were successfully achieved for most year levels.
- A positive impact of 'Learning from Home' was the increased engagement for staff and students with the use of technology. When students returned fully to school, staff and students continued to look for ways to use devices and learning platforms to promote differentiate learning and provide opportunities for students share what they know and what they can do.

- Staff professional learning with the 'pillars' of Reboot were placed on hold due to COVID restrictions and outside professional facilitators being able to engage with the staff.
- Development of staff charter was also delayed due to COVID restrictions. Work started in mid-term 3 and continued into term 4 and the beginning of term 1, 2021. Staff engagement in this process was very positive and productive.
- Attendance targets were not met in all classes. Connection with families became our priority when 'Learning from Home' became our reality at the end of term 1 and the first half of term 2. Staff successfully connected with most students and families through our online programs, our weekly 'pick-up' bundles, our 'show' experience activities at school and our tireless efforts to find ways to safely hold events and not just say no to events that strive to build community.

Building a sustainable future

- Marketing and communication strategy for the promotion of the school was hampered due to COVID restrictions. School ventured into promotion of the school through local radio stations. We continued with our regular viewings in the local print media and substantially increased our profile on social media sites. Further work will continue in this area into 2021.

Future outlook

Outline of 2021 School priorities/goals:

Catholic Identity:

Build teacher capacity to deepen teacher's theological background and knowledge of the Catholic story to inform and enrich all learning and teaching.

- Staff exploring and understanding Catholic perspectives within the English curriculum
- Refinement of RE scope & sequence

Learning & Teaching:

Transform practice and wholly engage each student in deeper learning that is rich, rigorous, relevant and responsive.

- Consistent use of High Yield Strategies to monitor & report on student learning growth
- Focus on reading & comprehension strategies
- Developing assessment capable learners for internal & external assessment tasks

Build a collaborative culture by developing a community wide shared understanding of the importance of regular student attendance at school and school related events.

- Regular sharing with families of the importance and value of students attending school every day
- Year level celebrations of learning

Organisational effectiveness:

Maximising sustainable resourcing to successfully reinvigorate All Saints' future.

- Engaging with BCE support personnel to secure financial literacy & sustainability.
- Collaboration with architect and BCE building services to enact school master plan
- BGA submission

Diversity and Inclusion:

Promote the dignity of every person by growing an understanding of the spirituality and histories of the different cultures that make up our school and local community.

- Increased cultural awareness amongst staff, students, families.
- Development of school Reconciliation Action Plan.

Wellbeing:

All Saints' is united in fostering innovative school wide practices to maximise learning growth and wellbeing for each learner.

- Staff engagement and understanding of the 'pillars' of Reboot to enhance our Positive Behaviour for Learning approach.

Our People:

Build staff capacity in schoolwide processes and pedagogical practices to collaboratively secure accountability.

- Development and implantation of staff charter.
- Sharing of our revised vision & mission statement.

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 2020: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	151	74	77	1

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

Family composition:

1 child family = 62; 2 child family = 33; 3 child family = 6; 4 child family = 2

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 the events listed below did not happen in 2020 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 – cancelled due to COVID.
- 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) – cancelled due to COVID.
- 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) – cancelled due to COVID.

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 COVID.
- School choir – cancelled due to COVID.
- Buddy Program
- Student Leadership program (Yr6)
- Sporting opportunities: access to both District team and individual events, inter-school sports (swimming, Gala Days, team sports) – most cancelled due to COVID.

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.

Percentage of parents/ carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	91%	94%
School staff demonstrate the school's Catholic Christian values	94%	97%
Teachers at this school have high expectations for my child	91%	97%
Staff at this school care about my child	100%	100%
I can talk to my child's teachers about my concerns	97%	97%
Teachers at this school encourage me to take an active role in my child's education	81%	86%
My child feels safe at this school	100%	100%
The facilities at this school support my child's educational needs	NA	92%
This school looks for ways to improve	87%	92%
I am happy my child is at this school	91%	92%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	80%	79%
I enjoy learning at my school	92%	85%
Teachers expect me to work to the best of my ability in all my learning	100%	98%
Feedback from my teacher helps me learn	91%	97%
Teachers treat students fairly at my school	80%	88%
If I was unhappy about something at school I would talk to a school leader or teacher about it	96%	76%
I feel safe at school	94%	83%
I am happy to be at my school	87%	86%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	95%	83%
School staff demonstrate this school's Catholic Christian values	90%	83%
This school acts on staff feedback	78%	78%
This school looks for ways to improve	95%	83%
I am recognised for my efforts at work	95%	83%
In general, students at this school respect staff members	90%	89%
This school makes student protection everyone's responsibility	95%	100%
I enjoy working at this school	84%	100%

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

As part of their student leadership within the school, all Year 6 students participate in a variety of committee groups. One of the Yr6 committee groups is an environmental group. To raise student awareness of need of each person to play a part in the care of our environment, the students embarked upon the following tasks:

- Reminding classes to turn lights off when not in the room. To open windows and operate ceiling fans before turning on the air-conditioning. Letting in natural lighting, turning lights off.
- Cash for cans/bottles – containers placed around the school to collect these items which were then cashed-in. Student committee then discussed how this money could best be used for the environment.
- Establishment of a worm farm: utilising food scraps from the bin; assisting with the aeration of soil/garden beds.

As a school living in a rural community that was impacted by an on-going drought, our school community were ever mindful of our use of water. Leaking taps were repaired; toilets are flushed when required; NO watering of school ovals was undertaken; tank water was used when and where required.

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.

The screenshot shows the search interface on the My School website. It features a navigation bar with 'Find a school' and 'Search website' buttons. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search field are three dropdown menus labeled 'School sector', 'School type', and 'State'.

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

A rectangular button with a thin border and the text 'View School Profile' centered inside.

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

The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a dark background.

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	11
Full-time Equivalents	11.1	6.5

*Teaching staff includes School Leaders

Qualification of all teachers*

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

*Teaching staff includes School Lead

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

Professional development

The major professional development initiatives are as follows:

- First Aid/CPR training
- Finalisation of our School Vision & Mission statement
- Development of staff charter
- Short-term planning cycles – focus on student data and planning for the 'next' steps in learning.
- Exploration and understanding of 'pillars' of Reboot – empowering students to become more willing and capable of engaging in the opportunities presented to them.

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, **91%** of staff was retained by the school for the entire 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years Prep-6 was 92.1%.

Description	%
The overall attendance rate* for the students at this school	91.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	86.0%

Average attendance rate per year level			
Prep attendance rate	91.6%	Year 4 attendance rate	92.3%
Year 1 attendance rate	91.7%	Year 5 attendance rate	90.7%
Year 2 attendance rate	92.7%	Year 6 attendance rate	90.8%
Year 3 attendance rate	93.1%		

*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.

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 image 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 image shows a horizontal navigation menu with several items: "School profile", "NAPLAN" (which is highlighted with a white background and 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.