



**St Finbarr's School,  
ASHGROVE**

# Annual Report 2021

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



# Contact information

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<b>Contact person</b>	Ann Hall — Principal

## 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.

St Finbarr's School, Ashgrove is situated in the inner-city suburbs of Brisbane. The school was founded in 1925 by the Sisters of Charity and has a current enrolment of around 178 students. At the core of the school is the belief that children's daily experience of school is not only lifelong and life-giving learning but one that engages them with authentic learning, living, enjoying and celebrating the heart of gospel values. The everyday little things are important in the life of the school. The school provides a broad and inclusive curriculum which not only promotes the basics but also offers opportunities for the diverse range of interests and abilities of the students. The students experience a curriculum that immerses them in the process of lifelong learning including programs such as sustainable gardening, visual arts, dance, drama, music, chess and gymnastics. Buddy and pastoral-care programs actively promote a climate of 'Together Everyone Achieves More'. Extra-curricular activities offered before and after school provide further opportunities to enrich the students' learning. Outside School Hours Care is available. The school is currently undergoing significant refurbishments and infrastructure upgrades which will ensure all learning areas reflect current educational trends.

### School progress towards its goals in 2021

#### Catholic Identity

Throughout 2021 we strived to embody a contemporary Catholic identity in our school community. This took the form of regular celebrations of staff prayer, various opportunities for students and staff to engage in social outreach both within and beyond our school community (e.g. St Vincent de Paul, Caritas and Footprints for Brain Cancer) and ongoing staff professional learning in Catholic Perspectives.

Further to this, staff deepened their understanding of the RE curriculum by engaging in contextualised professional development that enabled formation experiences and more thorough knowledge of our scriptural and theological texts. Staff also participated in RE co-planning sessions with the APRE and EORE to increase their knowledge and understanding of their year level RE curriculum. Active student participation in RE lessons was reported by all teachers and 100% of students were working at or above the expected level in RE by the end of the year.

A goal which we will continue to work on in 2022 is parent involvement in assemblies, masses and prayer opportunities, which was hampered somewhat by COVID-19 restrictions in 2021.

## **Learning and Teaching Goal**

Throughout 2021 we consistently apply BCE's Effective and Expected Practices for the teaching of literacy across P-6 and as a result by the end of the year we reached our target of 95% of P-2 students achieving BCE's reading targets and 95% of Years 3-6 students achieving BCE's writing targets. Spelling was also a major literacy focus area and staff participated in several 'spelling in context' professional learning sessions and immediately put their learnings into practice in the classroom. As a result, the teaching of spelling throughout the school has become more innovative, targeted and responsive to the needs of students.

Due to limitations on professional learning caused by COVID-19, we were unable to participate in as many numeracy professional learning sessions as we had anticipated; however, some opportunities still occurred and staff engaged with the Four Key Dimensions of Mathematics and the 21<sup>st</sup> Century Model of Numeracy. All teachers have adopted some new numeracy strategies to create a responsive, differentiated and engaging Mathematics classroom, and continuing to build teachers' capacity in effective practice in Mathematics is an area we will continue to develop in 2022.

Staff engaged in a variety of professional learning opportunities around Assessment Capable Learners and a whole school strategy was developed and enacted. This strategy enabled our students to be very well prepared for NAPLAN, PAT and other assessments undertaken throughout the year.

## **Wellbeing Goal**

During 2021, we began to develop a wellbeing framework to provide a healthy, safe and productive environment for students, staff and families. This framework continues to evolve and will be published in 2022. In alignment with this framework, a variety of staff and student wellbeing activities were enacted in 2021 including celebrating a Wellbeing Week each term, establishing a staff wellbeing team who coordinate staff social opportunities, providing regular prayer, meditation and yoga activities for staff and students and increased parent communication about wellbeing via articles in the newsletter written by our Guidance Counsellor.

Further to this, we embedded several of the key messages of Laudato si' into our day-to-day activities and analysed the recommendations contained within our ERaMP (Energy Reduction & Management Plan) Report and developed an action plan which we began to enact (e.g. embedding ERaMP teaching and learning opportunities into relevant curriculum plans).

## **Future outlook**

### **Catholic Identity**

#### Goal:

By the end of 2022, staff will facilitate a deeper understanding of the RE Curriculum and embody a contemporary Catholic Perspective throughout our community. We will action a social responsibility in our approach to our own and wider communities.

#### Success Measures:

- Opportunities to celebrate and pray together as a school and parish community.
- Knowledge demonstrated by students in their Religious Education results in SRS and all formative and summative assessment pieces.
- Displayed classroom work, assemblies, masses and prayer demonstrated within each year level.
- RE CTJ where staff can share work samples and discuss moderation of students.
- Participation as a school and community during important liturgical times, Lent, Easter and Christmas.
- Involvement in a variety of social justice activities.

#### Strategies for Improvement:

- Opportunities to plan in short cycles to support knowledge and understanding of the RE Curriculum.

- Inservice opportunities to support knowledge and understanding and accreditation to Teach RE in a Catholic School and to teach in a Catholic School.
- As a staff we will be guided by our formation for mission this year on Anthropology and the knowledge that we are all created in God's image and likeness, through staff meetings and twilights.
- Whole school participation continued with previously connected charitable organisations.
- Whole school participation in new charitable organisations.

## **Teaching and Learning**

### Goal:

By the end of 2022 teachers will be proficient in planning for and teaching writing so that all students are achieving at or above the expected level and demonstrating progression in their writing.

### Success Measures:

- 95% of students in Prep to Year 6 will be achieving 'at expected level' or above in English by Semester 2.
- 95% of students in Years 3-6 will score 20-24 in the Writing Analysis Tool by Term 4.
- NAPLAN trend data in writing will reflect improvement from 2021 to 2022.
- During Learning Walks and Talks, evidence of excellent writing practice will be apparent across the school.

### Strategies for Improvement:

- Daily writing will be embedded into classroom practice across the school.
- Teachers will use exemplar texts, bump it up walls and modelled writing opportunities to clearly articulate 'above expected level' writing expectations to students.
- Students across the school will be explicitly taught developmentally appropriate editing strategies.
- Teachers in Years 4-6 will embed strategies from the Writer's Toolbox into the teaching and learning of writing.
- High ability learners will be offered opportunities to further extend themselves as writers in and beyond the classroom.
- Students from Prep to Year 6 will engage in developmentally appropriate tasks to prepare them for the life skill of standardised test taking.
- Students in Years 3 and 5 will write (type) on their devices daily and become increasingly competent when working in a digital environment.

## **Wellbeing**

### Goal:

By the end of 2022, the school has created an environment that has a positive effect on the wellbeing of our students, staff and families.

### Success Measures:

- Staff, student and parent feedback in Listening Surveys.
- Meditation and Mindfulness established in classroom routine.
- Staff receptive to Wellbeing Week.
- Professional Learning recorded in iLearn.
- Parents responsive to Student Behaviour Support Plans.
- The school's Gardening Program is aligned to Laudato Si.

### Strategies for Improvement:

- Establish a staff wellbeing team.
- Term Wellbeing Week.
- Staff Professional Learning Plan.
- Parent Communication: Guidance Counsellor to provide regular wellbeing articles in Newsletter.

- Explicit teaching of Mindfulness and Meditation.
- Further develop authentic student participation in staff-student partnerships – Year 6 Ministry Groups.
- Refine processes for Student Behaviour Support Plans.
- Formalise ways to gather Wellbeing data.
- Making connections between Laudato Si and the school’s gardening program.

## 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 2021:** Primary

#### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	178	103	75	3

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

The student body at St Finbarr’s in 2021 consists predominantly of male and female students from Prep to Year 4 and females in Year 5 and Year 6. The number of boys staying on after Year 4 varies each year. Whilst you would expect students attending St Finbarr’s to reside in the suburb of Ashgrove, the school does have students attending from up to 25 other Brisbane suburbs. The majority of the students are Catholic and were born in Australia and /or English-speaking countries. Many students engage in the extra-curricular activities which are offered.

## Curriculum implementation

### Curriculum overview

- 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 using 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.

## Extra-curricular activities

Extra-curricular activities in 2021 were affected by COVID-19 as external providers could not be used during Terms 2 and 3. Despite this, we provided as many COVID-safe extra-curricular opportunities as possible, which included:

- 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)
- 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 has 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 ICTs where appropriate. As a result, teachers' confidence when using ICTs throughout the curriculum is increasing as is their use of Office 365 and educational apps throughout the curriculum. 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 as 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, Mother's 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.

## 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	100.0%
School staff demonstrate the school's Catholic Christian values	97.7%
Teachers at this school have high expectations for my child	87.8%
Staff at this school care about my child	97.7%
I can talk to my child's teachers about my concerns	90.7%
Teachers at this school encourage me to take an active role in my child's education	90.7%
My child feels safe at this school	95.3%
The facilities at this school support my child's educational needs	86.0%
This school looks for ways to improve	89.7%
I am happy my child is at this school	95.2%

### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	94.3%
I enjoy learning at my school	98.6%
Teachers expect me to work to the best of my ability in all my learning	100.0%
Feedback from my teacher helps me learn	98.6%
Teachers at my school treat me fairly	97.2%
If I was unhappy about something at school I would talk to a school leader or teacher about it	91.5%
I feel safe at school	94.4%
I am happy to be at my school	97.2%

### 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	96.0%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	95.8%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	88.0%
In general students at this school respect staff members	100.0%
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

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.



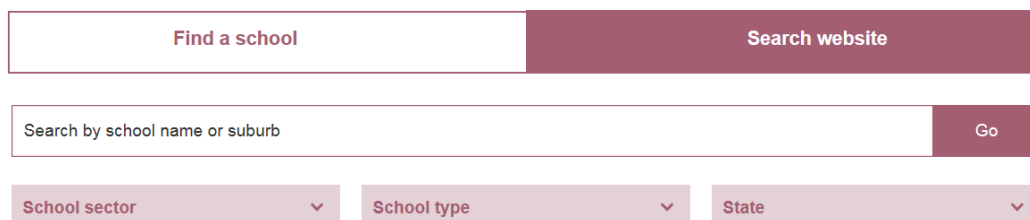
## School funding

### 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	23	7
Full-time Equivalents	15.5	3.3

\*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	3
Graduate diploma etc.**	4
Bachelor degree	14
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional development

The total funds expended on teacher participation in professional development in 2021 were \$2,000.

Due to COVID, few external consultants were able to come onto the school grounds and teachers were unable to attend external professional learning days, therefore many professional development opportunities were cancelled or carried out using Teams.

The major professional development initiatives in 2021 were as follows:

- A Heart Open to All (staff formation)
- Spelling in Context
- Faith in the Future – 200 Years of Catholic Education
- Workplace Health and Safety
- Inclusive Education
- Scripture Twilight
- Engaging Gospel Texts to Plan Class Masses
- CTJ – English Moderation
- CTJ – RE Moderation
- Technologies Curriculum

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	97.9%

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

From the end of the previous school year, 96% 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	95.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	82.3%

Average attendance rate per year level			
Prep attendance rate	94.2%	Year 4 attendance rate	95.5%
Year 1 attendance rate	96.1%	Year 5 attendance rate	96.3%
Year 2 attendance rate	95.4%	Year 6 attendance rate	95.6%
Year 3 attendance rate	94.2%		

\*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

#### Attendance Marking

Rolls must be marked twice a day:

- AM rolls by 9.00am
- PM rolls after 2nd break and by 3pm.

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.

School Leadership will be advised of unmarked and incorrectly marked rolls. Incorrectly marked rolls will be corrected by the teacher responsible for the class.

#### Present Categories

Students who are:

- in Class will be marked 'Present – In Class'
- participating in activities (excursion; camps etc.) will be marked accordingly by the teacher
- responsible for the activity

These attendance categories must not be changed, unless the student is present in class and then the category should be changed to 'Present – In Class'.

Students will only be marked as 'Present – Not Required to Attend' upon instruction from School Leadership.

#### Absent Categories

Students who are:

- not in class, and notification has not been received from a Legal Guardian, will be marked 'Absent –Unexplained'
- 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'.

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.

### **Unexplained Absences**

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.

### **Late Arrivals**

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.

### **Early Departures**

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.

### **SMS Messages**

Unexplained Absences: An SMS message will be sent to students' Main Contact by 10am each day advising of any 'Unexplained' absences.

### **Strategies to improve attendance**

- Staff use BI to analyse attendance data.
- Use *BCE Attendance Matters* 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.

## 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 menu.

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 downward 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.