Brisbane Catholic Education
teaching • challenging • transforming

School Name   All Saints' Catholic School

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Contact Person   Mr Shane Seymour - Principal

Principal's Foreword

Introduction

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 parent and community partnerships. We are a mid-sized school that provides an education for students from Prep to Year 7. (This will be our final year having Yr7 students. In 2015 Yr7 moves to the secondary school.) You will find us in the beautiful township of Boonah, at 15 Oliver Street, a short walk from the town centre. We offer an exceptional educational opportunity to our students in a delightful rural setting in the Fassifern Valley which is located 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 and school officers. They demonstrate a commitment to one another, to the students and to the parents, which then flows out into the wider community. There is a connectedness that nurtures the growth of young minds, hearts, bodies and spirits.

School Profile

All Saints' Boonah is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational ✓ or Single Sex ☐

Year levels offered: Primary ✓ Secondary ☐ P-12 ☐

Total student enrolments for this school 229

Total Enrolment 229   Girls 115   Boys 114

Characteristics of the student body

The school's catchment area includes the town of Boonah and the numerous rural townships that surround it. In the past, the majority of students that attended our school came from working farms and properties. This number is dropping. Whilst a large percentage of our students still come from families that work 'the land', today these families are running recreational or hobby farmers or consist of families who have made a life-style choice – wanting to live the 'country lifestyle' but still be close to the city.
A percentage of students travel via 'school bus' every day: sometimes travelling on more than one bus, travelling up to an hour each way.
Given that there is only one secondary school in the immediate region, a large percentage of the students maintain some connection with our school and the local community.
The inter-connections with the local community are many and varied. Staff, who attended the school as students are now working as teachers or school officers. Some students are the second or third generation members of the school community. Some founding families are still connected in some way with the school.

Our distinctive curriculum offerings

Our curriculum and learning programs are structured under the organisers of the Australian Curriculum and take into account differentiation for learners at all levels of learning. We offer students a wholistic 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 thus enabling all students to contribute in a positive way to an interdependent world.
We believe that all learners require multiple and varied opportunities to negotiate, observe, engage in, reflect on, demonstrate and enact on their learning. Such learning opportunities occur in individual, small group and whole group contexts. Learning can be both independent and collaborative; students have access to and use of appropriate technologies and resources to create, collaborate and communicate their learning.

Extra curricula activities

All Saints strives to provide for and meet the needs, interest and talents of all of our students. We are active participants in our local community: joining in the annual ANZAC Day march; presenting a display at the Show; supporting local charities and organisations (St Vincent de Paul, Red Cross Blood Bank). Students are also given opportunities to trial for the numerous sporting teams that are available in our district.

Other activities include: swimming lessons Years 1 to 7; Dance Lessons; incursions and excursions; school liturgies and celebrations; involvement in the Parish Sacramental program; biennial trip to Canberra (Years 5-7); end of year school concert (All Saints' got talent); PE specialist teacher; year level Bubby Program; school leadership program.

How Information and Communication Technologies are used to assist learning

Today's society is evolving at a tremendous rate. New technologies are emerging monthly. Staff and students in our school community need to be confident and competent not only in using current technology, but also require the skills and competencies to engage with the new technologies around the corner. Learning is a life-long journey for everyone.

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, create and communicate their learning. This is done in balance with other ways of communicating and learning.

With the assistance of ICLT, students have: developed effective strategies; engaged with flexible learning environments; modelled and promoted inquiry; cooperatively and independently focused on learning in an intellectually challenging world. This has been 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 inclusive of pastoral care and our response to bullying

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 grades 'buddy' up with younger grades. They participate in a variety of educational and non-educational activities, building relationships and a sense of community throughout the school.

Such programs as: Seasons for Growth, Friends Program, Virtues Program and the School wide Positive Behaviour 4 Learning policy, are used to explicitly teach and support all students, including those with needs in the area of social, emotional and mental health.

The proactive and explicit teaching of expected behaviours is paramount to 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.

(A more detailed explanation can be found in our Positive Behaviour 4 Learning document, particularly in response to the issue of bullying.)

Parent, student and teacher satisfaction with the school

At All Saints', we aim to create a welcoming, happy and safe learning environment which includes a spirit of hospitality and openness. Through open and honest communication, feedback is actively sort from all members of the school community so as to ascertain the various levels of satisfaction within the school.

Parental feedback is sort through a variety of sources: School Board (held once a month); P&F Meetings (held every third Wednesday of the month); Parent/Teacher interviews and Information evenings; School functions; Working bees; informal chats before or after school.
Student's feedback is sort via: individual classroom student 'council' meetings; classroom visits to classes requesting feedback;
Staff feedback is collated through: weekly staff meetings; participation in the annual school renewal process.

Parent involvement in their child's education

Our philosophy at All Saints' is that parents are the first and foremost educators of their children. We see parents as partners in our student's education and endeavour to involve our parent community as much as possible in all of the learning opportunities that exist at All Saints'.
Parents and friends are invited to participate in the school in a variety of voluntary capacities. Some examples of these are: Parent & Friends Association; School Board; helping out in the classroom; working in the Tuckshop; a variety of sporting events; celebrations of learning; school assembly.
Parents are also invited to attend beginning of the year Parent Information Evenings and at least one formal Parent/Teacher Interview a year. Other Parent/Teacher interviews are arranged if and when required.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	18	11
Full-time equivalents	13	9
Indigenous		

Qualifications of all teachers

Highest level of attainment	Percentage of teachers and leaders at the school attaining this level
Doctorate	
Masters	20
Post Graduate Diploma/Certificate	13
Bachelors Degree	60
Diploma/Certificate	7

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2014 was $ 27,500
The major professional development initiatives were as follows

Design Thinking Projects; New Religion Curriculum; Positive Behaviour for Learning; Positive
Partnerships; developing a school vision for Learning and Teaching
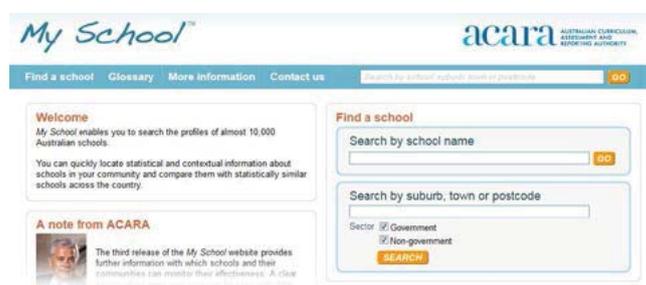
School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.

Average staff attendance rate

The staff attendance rate was _____ 97.79% % in 2014.

Proportion of staff retained from the previous school year

From the end of the 2013 school year, _____ 94 % of staff were retained by the school for the 2014 year.

Key Student Outcomes

Whole School Attendance Rate	92	%

Prep Attendance Rate		N/A	Year 4 Attendance Rate	93	%
Year 1 Attendance Rate	91	%	Year 5 Attendance Rate	93	%
Year 2 Attendance Rate	93	%	Year 6 Attendance Rate	95	%
Year 3 Attendance Rate	91	%	Year 7 Attendance Rate	96	%

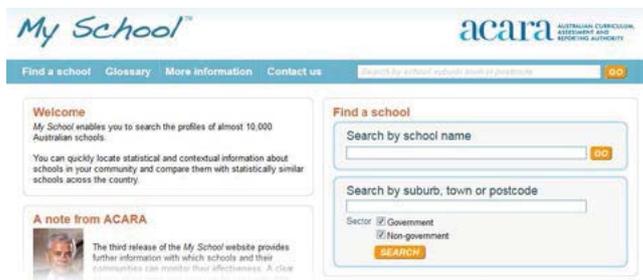## Policy and practice to manage student attendance

Students are marked electronically on an attendance roll twice a day. Reasons for an absence can also be recorded. This report can be generated to indicate the number of days absent and the reasons for their absence. Students with a large number of unexplained absences are referred to the Principal and the student support team for further investigation, under our Student Protection Policy.

A sign in / sign out register is located on the counter in the School Office. All parents must sign this register if their child(ren) are late for the beginning of school. (Any time after 9:05am) This register must also be signed if parents are taking their children home before the official end of the school day, which it at 3pm each day. This procedure has been put in place to ensure that we can account for all of our students at all times. Especially in the case of any emergencies that might arise. Parents are asked to ring the school if their child is absent. This is kept in a register and entered into our electronic attendance records.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

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