



St Finbarr's School, Ashgrove

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

Our Mission as a Catholic School is to: celebrate and know the person, vision and teachings of Jesus; provide excellence in education that encourages life-long learners; meet challenges and reach out with confidence, courage and compassion; promote respect for ourselves and others and the world around us; and strive to be the best that we can be, in a safe, welcoming environment.

Mission

Our Vision is to be a community living and learning in Faith and Love.

Values

Holistic in Nature - The development of the whole person: spiritual, physical, social, emotional, moral and cognitive, which is nurtured in a variety of contexts. Community Building - A strong sense of community where every person is valued and belongs. The Pursuit of Excellence - Personal, active and interactive learning and teaching opportunities that the curriculum offers, progresses each student's learning forward. Enriching and Enlightening Experiences - Learning and teaching experiences that are grounded in contemporary evidence based practice which are supportive of students being responsive participants in their own learning journey. Purposeful and Meaningful in Contemporary Context - Learning and teaching opportunities which are relevant and connected to students' own experiences as well as those connecting to the world in which students live.

Principal's foreword

Introduction

The 2018 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

By the end of 2018 we achieved our goal in **Strong Catholic Identity**. Teachers' religious literacy and understanding of the RE curriculum was strengthened and RE units of work moved to short cycles (5 weeks) and were planned with the support of the APRE. In **Excellent Learning and Teaching** all year levels achieved their nominated writing targets, with the exception of Year 3, who were 0.7% below (94.3% of Year 3 students reached the target as opposed to our goal of 95%). Our ICT goal was also achieved with teachers involved in extensive ICT professional learning throughout the year as well as our e-Learning coordinator being involved in English short cycle planning sessions to encourage the embedding of ICTs in all curriculum areas.

Strong Catholic identity

1. To build teacher capacity in religious literacy and deep learnings in the RE Curriculum, so that by the end of 2018 all units of work have moved to short term focused blocks of teaching and learning.

Excellent learning and teaching

1. We will build teacher capacity in writing instruction using the BCE Effective and Expected Practices, so that by the end of 2018: ~ 95% of Year 3 students will achieve a total score of 20-24 ~ 96% of Year 4 will achieve a total score of 20-24 ~ 85% of Year 5 will achieve a total score of 20-24 ~ 80% of Year 6 will achieve a total score of 20-24. These figures have been calculated based on class size, SRS and Faces data from 2017. They are aspirational but achievable.

2. By December 2018, there will be an embedded school culture which has teachers as learners with ICT to grow engagement, progress, achievement and wellbeing for each student.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in Religious Education by deepening learning in RE through the use of Learning Progressions and Line of Sight documents. In teaching and learning, our whole school focus will shift to reading (particularly in P-2), whilst still maintaining our concentration on writing (particularly in Years 3-6). We will engage teachers in rich professional learning (including our involvement

in BCE's Early Years NUDGE Project) as well as continued supported short cycle planning in English. We will also develop a sustainable futures strategy for St Finbarr's inclusive of a range of enrolment strategies to ensure continued future enrolments.

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 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	191	114	77	0

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

DW = Data withheld to ensure confidentiality.

Characteristics of the student body

- 88.9% of our student body is Catholic.
- 4.4% of our student body have English as a second language.
- 0.5% of our student body have Indigenous heritage.
- 91.1% of our student body were born in Australia. 5.5% were born in an English speaking country and 3.3% were born in a non-English speaking country.
- In Year 4, the following number of students transitioned from St Finbarr's: 5 male students to Marist College, Ashgrove; 1 male student to St Joseph's College; 1 male student overseas school; 1 female student to Ashgrove State School; 1 female student to All Hallows.
- In Year 6, the following number of students transitioned from St Finbarr's: 7 females to Mt St Michael's, Ashgrove; 3 females to Stuartholme, Toowong; 2 females to Brisbane Girls Grammar; 1 female overseas; 3 males to Marist College, Ashgrove; 1 male to Kelvin Grove College.
- There are 26 suburbs, in which the students live, with 48% 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 every 5 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 5- week 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)

How information and communication technologies are used to assist learning

The school has employed 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 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

The P & F motto, "Working Together for the Benefit of Our Children" in many ways provides the impetus for the social climate of the school. Further this climate is blessed with a strong partnership between home and school, which has at its 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 them with life; living, enjoying and celebrating the heart of gospel values. In 2017, the P & F introduced an initiative, Just One Thing, to encourage more parent involvement in school events. With this initiative, all parents are encouraged to be actively involved in Just One Thing. This proved most successful with each year level taking on the responsibility for organising one nominated 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 EVERYONE ACHIEVES MORE. Assemblies and Prayer Gatherings which acknowledge His presence in the everyday further support an ethos that nurtures each child's sense of belonging and their selfworth. 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.

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 - 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 - 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 evenings, school, class and/or family masses, prayer gatherings, parent information evenings
- Completion of BCE Listening Surveys and school based surveys to gather data for school's renewal processes.

Consultation and engagement occurs with the parents, guardians or carers about a student's diverse needs. This occurs whether the disability affects the student's participation in the learning 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 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. 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. In Term 4 we held our first Community Prep Readiness Information Session

where we invited any community members who had children starting Prep in 2019, 2020 or beyond. This was well received and we will continue to develop this in 2019 with Prep Readiness sessions, adding other information sessions when appropriate.

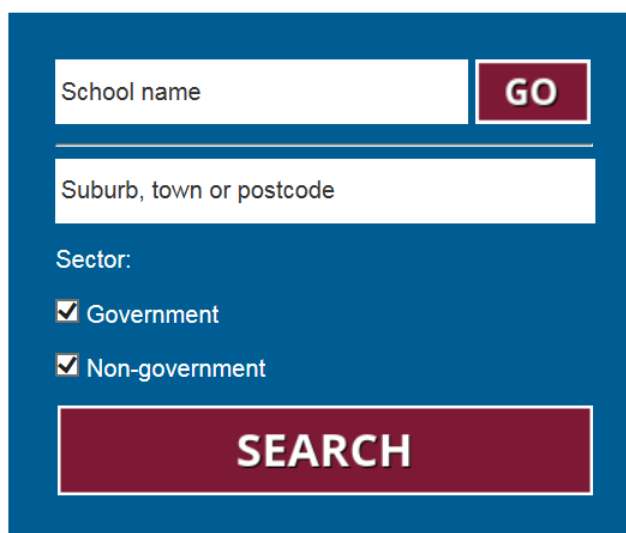
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	24	9
Full-time Equivalents	16.6	4.2

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	4
Bachelor degree	15
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 2018 were **\$33 714**

The major professional development initiatives are as follows:

- Whole staff coaching workshop (3 days)
- Student Behaviour Support
- Embedding technologies throughout the curriculum
- Teacher clarity (Learning Intentions and Success Criteria)
- Consistency in the delivery and marking of BCE's monitoring tools (particularly the writing monitoring tool)
- Teaching using Whole Part Whole
- Literature rich classrooms and teaching English through quality literature
- Religious Education

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	97.4 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100 % of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	95.0 %

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	94.7 %	94.7 %	94.8 %	95.9 %	94.3 %	95.1 %	95.6 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

ATTENDANCE PROCEDURES

<p>Attendance Marking</p>	<p>Attendance Marking</p> <p>Rolls must be marked twice a day:</p>
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	<ul style="list-style-type: none"> • AM rolls by 9.00am • PM rolls after 3rd break and by 3pm. <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>Present Categories</p>	<p>Present Categories</p> <p>Students who are:</p> <ul style="list-style-type: none"> • 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 <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>Absent Categories</p>	<p>Absent Categories</p> <p>Students who are:</p> <ul style="list-style-type: none"> • not in class, and notification has <u>not</u> been received from a Legal Guardian, will be marked 'Absent – Unexplained'

	<ul style="list-style-type: none"> 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'. <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.</p> <p>If Legal Guardians have informed the school office of the absence the school officer will enter these details into eMinerva.</p> <p>Class teachers should enter any information regarding future planned absences of students by entering a Notified Absence into e-Minerva.</p> <p>Students will only be marked as 'Absent – Not Required to Attend', 'Absent – Truant' or 'Absent – Internal Suspension' upon instruction from School Leadership.</p>
<p>Unexplained Absences</p>	<p>Unexplained Absences</p> <p>An unexplained absence occurs when the student is not present at school and the Legal Guardian does not contact the school.</p> <p>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.</p> <p>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</p>

	<p>student's Legal Guardians they must update the absence category in eMinerva and enter details in a log.</p>
<p>Late Arrivals</p>	<p>Late Arrivals</p> <p>A student is considered to have arrived late any time after the 8.30 am bell.</p> <p>All students arriving late must be signed in by a Legal Guardian at the School office.</p> <p>The late arrival information will be entered by office staff.</p> <p>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>Early Departures</p>	<p>Early Departures</p> <p>A student is considered to be leaving early any time before 3.00pm.</p> <p>As with Late Arrivals, all students leaving early must be signed out at the School Office by a Legal Guardian.</p> <p>The early departure information will be entered by office staff.</p>
<p>SMS Messages</p>	<p>SMS Messages</p> <p><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>Strategies being used to increase attendance</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.</p>

	<p>Use <i>BCE Attendance Matters</i> posters to promote awareness of the initiative with school community.</p> <p>Communicate the importance of student attendance amongst all stakeholders using BCE resources.</p> <p>Staff reminded of school's Attendance Policy and related procedures.</p>
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NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	465.7	433.8	536.2	509.0
Writing	452.1	407.2	506.8	464.6
Spelling	438.9	417.8	523.9	502.5
Grammar & Punctuation	484.3	431.7	548.4	503.6
Numeracy	437.1	407.7	511.9	494.2