



**St Finbarr's School,
ASHGROVE**

Annual Report 2020

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



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.

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 185 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 life, 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 2020

Strong Catholic Identity

Throughout 2020, we have worked as a staff by strengthening teacher's capacity to lead and teach with a re-contextualised Catholic world view. We have further developed the knowledge of embedding the Catholic identity within all key learning areas and have encouraged teachers to implement this view when relevant and authentic. Using this knowledge teachers have continued to implement short term planning cycles using the updated RE Line-of-Sight documents and the new updated Core and Complimentary documents. Staff have also considered the assessment they are using and differentiation of teaching in the RE curriculum to achieve a deeper learning and more thorough understanding of the RE curriculum. While also supporting students to achieve higher results and demonstrate progress.

Staff have consistently worked with the Health curriculum and RSE program this year to achieve a school wide implementation. They have developed more confidence and understanding of the curriculum and shape paper and have made relevant connections with whole school experiences such as student wellbeing and Day for Daniel. This program has also been supported by our Guidance Counsellor.

Excellence in Teaching and Learning

At the end of Term 3 our school was already ahead of schedule, we had achieved (in fact, exceeded) our SMART goal in Year 1 and Year 2 (ie 95% of students reaching BCE's reading benchmarks) and also achieved (and exceeded) our SMART goal in Years 4, 5 and 6 (95% of students achieving 20-24 in the Writing Analysis Task). This success has continued, and all year levels have achieved their smart goals. We continued to develop staff knowledge of the Four Key Dimensions Framework in maths with another staff meeting in Term 4 on this topic to help build teacher capacity.

Building a Sustainable Future

This year we have continued our journey of understanding and dialogue around the Laudato Si theme. In term four we participated in a staff meeting in the school garden where staff were made aware of the supporting role of the gardening teacher with the sustainability message staff are teaching the students. Information is regularly sent out in the newsletter for parents to further develop their understanding of their role in looking after our common home to further support the children's knowledge. As a school we have tried to be more sustainable and considerate with how we dispose of our food rubbish to support the compost for the garden.

BCE's Attendance Matters strategy has regularly been included in newsletters throughout the term with a particular emphasis on the fact that 'Just a little bit late does matter' and providing examples including that 10 minutes later per day equates to 1.5 weeks per year. There has been an overall improvement this term with less people arriving after the bell. In this COVID year, it is worth noting that the school has had several students absent for one or two days who are awaiting COVID test results. St Finbarr's has 90.5% students attending 90% or more of the time

Goal	Progress
To deepen learning in the RE curriculum using the Learning Progressions and Line of Sight documents while embedding a Catholic Perspective in all Learning Areas so that by the end of 2020 teachers have a comprehensive working knowledge of the RE curriculum.	Achieved
We will gain a thorough understanding of the Health curriculum so that we can ensure there is school wide implementation of the Relationships and Sexuality Education Shape Paper.	Achieved
We will consistently apply BCE's Effective and Expected Practices for the Teaching of Literacy across P-6 so that by the end of 2020 95% of P-2 students will have achieved BCE's reading targets and 95% of Year 3-6 students will have achieved BCE's writing targets. We will also have an emerging focus in Numeracy and build teacher's capacity in the Four Key Dimensions Framework.	Achieved
Guided by Laudato Si, the Pope's 2015 encyclical, the school community will develop an understanding of how our actions are shaping the future of our planet and design and implement an appropriate response.	Achieved
By the end of 2020 we will have achieved the BCE student attendance system goal of 90% or more of students attending 90% or more of the time.	Achieved

Future outlook

The explicit improvement agenda for 2021 will focus three priorities, Catholic Identity, Learning and Teaching and, Wellbeing.

Catholic Identity:

Goal: We will embody a contemporary Catholic Perspective in our school community.

We will action a social responsibility in our approach to those in our own and wider communities.

We will facilitate a deeper understanding of the RE Curriculum and Catholic Perspectives.

Strategies:

- Celebrating and praying together
- APRE facilitating opportunities for social outreach

- Engaging in contextualised professional development that enables formation experiences and more thorough knowledge of our scriptural and theological texts
- Co planning opportunities with APRE and EORE to increase knowledge and understanding of year level RE curriculum
- Provide opportunities for a staff formation

Success measures:

- Catholic Identity is immediately recognisable to anyone entering our school
- Connection with local St Vincent de Paul chapter and Caritas
- Student performance and knowledge is demonstrated in RE lessons and RE assessment with at least 40% of students working above expected
- Parent involvement and attendance at assemblies, masses and prayer opportunities.
- Students actively participating in RE lessons, assessment and the RLOS
- Parent feedback in listening surveys

Learning and Teaching:

Goal: We will consistently apply BCE's Effective and Expected Practices for Teaching of Literacy across P-6.

We will continue to have an emerging focus in Numeracy and build teachers capacity in the strategies and practices that underpin effective practice in Mathematics.

We will develop and implement a whole school strategy to enable our students to be assessment capable learners.

Strategies:

- Have a particular focus on spelling, providing professional development on teaching spelling in context
- Engage with the Four Key Dimension and the 21st Century Model of Numeracy
- Attend professional development around Assessment Capable Learners and create a whole school strategy

Success measures:

- By the end of 2021 95% of P-2 students will have achieved BCE's reading targets
- 95% of Year 3-6 will have achieved BCE's writing targets
- Spelling data will improve in our WAT with 95% of students reaching scoring 3 50% of the time
- Teachers engage with numeracy strategies to create responsive, differentiated and engaging classroom
- Consistency in NAPLAN data and improvement with PAT-M and PAT-R school data

Wellbeing:

Goals: We will develop a wellbeing framework to provide a healthy, safe and productive environment for students, staff and families.

We will embed the messages of Laudato Si into our day to day activities.

Strategies:

- Establish Staff Wellbeing team (Book club, social opportunities)
- Term Wellbeing Week
- Scheduled prayer, mediation and yoga activities for staff and students
- Parent Communication: Guidance Counsellor to provide regular wellbeing articles in Newsletter
- Establish Laudato Si Steering Committee as per ERaMP audit/recommendations
- Review ERaMP report
- Identify teaching and learning opportunities which are inherent in the ERaMP program
- Invite speaker from ASSURE to speak to staff

Success Measures:

- Staff implementing teaching & learning ERaMP opportunities in unit plans
- Parent feedback in Listening Surveys
- Staff and students receptive to meditation and yoga opportunities in wellness weeks
- Photocopying decreases throughout the year

Our school at a glance

School profile

St Finbarr's School is a 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	185	108	77	0

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

Characteristics of the student body:

The student body at St Finbarr's in 2020 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 through the use of BCE's monitoring tools and tracked using data walls as well as BCE's BI Tool. Teachers engage in collaborative marking of the writing analysis task and collectively construct the data walls.
- Teachers plan English in short cycles every 3-4 weeks with the school's Learning Growth Team (Primary Learning Leader, Teacher Librarian and e-Learning Coordinator). Planning always begins by looking at the most up to date data and responding to it in a targeted way.
- All learning areas are taught in short cycles which are responsive to the immediate needs of students.
- Staff have been upskilled in BCE's effective and expected practices and quality pedagogy is maintained by regularly involving staff in quality professional learning, engaging in learning walks and talks and review and response meetings.
- Students receive regular, formative feedback in a variety of ways appropriate to their age.
- Students engage in a selection of different types of assessment activities, catering for diversity and allowing students to demonstrate learning in a variety of ways.

Extra-curricular activities

Extra-curricular activities were affected by COVID-19 as external providers could not be used during Term 2 and 3.

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

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

Social climate

Overview

As a small inner-city Catholic school, the social climate of St Finbarr's is a warm and welcoming community that draws strength from the Sisters of Charity Charism. Further, this climate is blessed with a strong partnership between home, school and parish, which has 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.

Percentage of parents/carers who agree# that:	2018	2020
This school helps my child to develop their relationship with God	97%	100%
School staff demonstrate the school's Catholic Christian values	94%	98%
Teachers at this school have high expectations for my child	79%	88%
Staff at this school care about my child	94%	98%
I can talk to my child's teachers about my concerns	85%	91%
Teachers at this school encourage me to take an active role in my child's education	82%	91%
My child feels safe at this school	94%	95%
The facilities at this school support my child's educational needs	NA	86%
This school looks for ways to improve	80%	90%
I am happy my child is at this school	91%	95%

Percentage of students who agree# that:	2018	2020
My school helps me develop my relationship with God	89%	94%
I enjoy learning at my school	95%	99%
Teachers expect me to work to the best of my ability in all my learning	85%	100%
Feedback from my teacher helps me learn	100%	99%
Teachers treat students fairly at my school	84%	97%
If I was unhappy about something at school I would talk to a school leader or teacher about it	83%	92%
I feel safe at school	95%	94%
I am happy to be at my school	90%	97%

Percentage of staff who agree# that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	94%	96%
School staff demonstrate this school's Catholic Christian values	94%	100%
This school acts on staff feedback	100%	96%
This school looks for ways to improve	100%	100%
I am recognised for my efforts at work	100%	88%
In general, students at this school respect staff members	89%	100%
This school makes student protection everyone's responsibility	100%	100%
I enjoy working at this school	94%	100%

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.

Environmental footprint

Reducing the school's environmental footprint.

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This is the second year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical Laudato Si' Care for our Common Home.

Some key actions St Finbarr's established in 2020 to reduce the school's environmental footprint include:

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

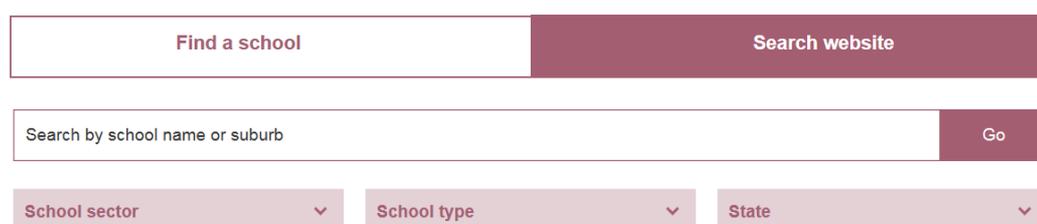
School funding

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	8
Full-time Equivalents	15.6	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	
Masters	3
Graduate diploma etc.**	4
Bachelor degree	14
Diploma	2
Certificate	

*Teaching staff includes School Leaders

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

Professional development

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2020 were \$15 000.

Due to COVID, no external consultants were able to come onto the school grounds therefore many professional development days were cancelled or carried out using Teams.

The major professional development initiatives were as follows:

- Reading to Learn
- My Story, our story, the story
- Face to Face Compliance Training
- Complaints Management Policy
- Interconnectedness of Learning and Teaching
- Guided Reading
- Staff Formation
- Analysing Reading Data
- Extending High Potential Learners
- Formation for Mission
- Religious Education Planning

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	98.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	94.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	95.1%

Average attendance rate per year level			
Prep attendance rate	95.3%	Year 4 attendance rate	93.6%
Year 1 attendance rate	94.3%	Year 5 attendance rate	94.6%
Year 2 attendance rate	93.4%	Year 6 attendance rate	94.7%
Year 3 attendance rate	93.4%		

*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 PROCEDURES

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.

Staff use BI to analyse attendance data which in turn will inform a goal for student attendance in school's 2020 annual plan.
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.



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.



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.