Principal’s Foreword
Introduction

Schools each year are required to provide an Annual School Report to their community. This 2013 Annual School report for St Finbarr’s Ashgrove gives a summary of the school’s policies, achievements throughout the year against goals, contains data on student performance and information on current goals and focus areas.

School Profile
St Finbarr’s School Ashgrove 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 213

Total Enrolment 213 Girls 101 Boys 112
Characteristics of the student body

87% of our student body are Catholic.
0% of our student body have English as a second language.
0% of our student body have Indigenous heritage.
93% of our student body were born in Australia, 5% were born in an English speaking country
and 2% were born in a non English speaking country
There are 25 suburbs in which the students live with 45% of our student body residing in the suburb of Ashgrove.

Our distinctive curriculum offerings

In addition to the standard Key Learning Areas guided by the Queensland Studies Authority St Finbarr’s School offers a range of activities/programs facilitated by specialist teachers. These are designed to enhance the life long learning opportunities for all students from Prep - Year 7 and include the following:

Visual Arts
Dance
Music
Drama
Play is The Way
Hip to Skip program
Swimming
Chess
Gymnastics
Bluearth
Japanese-Middle School
Jubilee Sacramental Program
Environmental - Gardening teacher
Teacher Librarian
Learning Support
IT Support Teacher
Yoga
Extra curricula activities

St Finbarr’s students have the opportunity to be involved in the following Extra-Curricula Activities which are provided by outside agencies:
Chess- Gardiner Chess, Instrumental Music Tuition- DDJ Productions, Speech & Drama.

St Finbarr’s Students have the opportunity to be involved in the following Extra-Curricula Activities which are provided and facilitated by staff members:
Musical, Running Club, Readers’ Cup Challenge, Sustainable Gardening Initiatives, Student Leaders' Lunches
Active School Travel, Middle School Choir, Maths’ Team Challenge, Christmas in July.

How Information and Communication Technologies are used to assist learning

At St Finbarr’s there has been a continued emphasis on developing contemporary teaching practices supported by quality resourcing and professional development. This year a 1-1 laptop program was introduced for the year 4 students. Throughout 2013 school and teachers prepared for this through professional development and an expansion of the school wireless network.

The school currently has 105 laptops in use within the classrooms along with additional 20 staff laptops and 30 iPads. Each class within the school has a digital camera, HoverCam viewer and access to an iPod. Short throw projectors have been fitted in each room supported by McTivia wireless technology and Cisco Wi-Fi receivers.

Digital technologies have also been integral in learning support with the allocation of a further 8 laptops, 2 iPads and specialised software to support at risk learners and specialised learning styles.

Staff have been provided with subscription and training for Atomic Learning. This is a web application providing unlimited software support and instruction for a continuously updated list of software.

Students are benefiting from staff involvement in LIFE and 21st Century Learning experiences utilising technology as an integral part of student learning. Each year we have a week on Digital Citizenship with guest speakers and a school wide teaching focus. Further education for families comes from fortnightly tips in the school newsletter.

Social climate inclusive of pastoral care and our response to bullying

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. Celebrations such as Mothers’ Day & 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 self worth.

This year we have introduced a Kids In Action program which is aimed at strengthening our connection to the parish. This program is aligned to the Religious Education Curriculum.
Parent, student and teacher satisfaction with the school

No formal gathering of parent and student satisfaction was undertaken in 2013. Parents feedback was sought for the purpose of informing annual school goals. Further feedback from P&F, Jubilee Schools’ Council, Parish Priest, at P/T meetings have indicated a high level of satisfaction with the development of and subsequent collaborative work undertaken in line with the school’s Renewal Plan.

Parent involvement in their child’s education

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/at sports’ carnivals, running club, library, classroom, specific working parties, tuckshop, development of whole school renewal, writing of grant applications, fund raising ventures.
Class Parent for each class group.
Further ways for parental involvement includes:
Parent/Teacher Meetings; Celebration of Learning events; School/Class/Family Masses; Prayer Gaherings; Assemblies; Parent Information Evenings

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>9%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>18%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>69%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>4%</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2013 was $23,476.

The major professional development initiatives were as follows:

- Professional Development to support implementation of RE Curriculum, the roll out of Australian Curriculum and Cross Curricular Priorities.
- Professional Development in preparation for 1:1 laptop program. On-going ICLT professional development. Engaging in practices which identify and address students' needs in all aspects of school life. Data gathering of student levels of achievement used to inform teacher planning & support student learning.

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 98.63% in 2013.

Proportion of staff retained from the previous school year

From the end of the 2012 school year, 85% of staff were retained by the school for the 2013 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>96 %</th>
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</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>97 %</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>97 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>97 %</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>96 %</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>96 %</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Class rolls are marked twice a day by class teachers using Eminerva. Each teacher has a laptop to assist with this task.
There is a register in office to be completed by parents/carers for late arrivals and early departures of students.
Students who are absent with no explanation are followed up with a phone call to the parent. Days absent are included in written reports to parents which they receive at the end of semester one and semester two.

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following

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