

St Francis



CATHOLIC PRIMARY SCHOOL
TANNUM SANDS

St Francis Catholic Primary School Tannum Sands

2018 Annual School Report



Catholic Education
Diocese of Rockhampton

System

Catholic Education Diocese of Rockhampton

Principal

Kathleen Watt

Address

Francis Way
PO Box 3506
Tannum Sands QLD 4680

Total enrolments

226

Year levels offered

Prep – Year 6

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

St Francis Catholic Primary School opened in January 2005. Inspired by our Franciscan values of peace, love and acceptance, with Christ at our Centre, we encourage resilience, participation, diversity, a sense of belonging and a love of life-long learning. The culture of Franciscan Spirituality also embraces the Indigenous heritage of the region. The school has 11 classes from Prep to Year 6.

Extra Curricula Activities

- Music and Performing Arts, culminating in a whole school arts production every 2nd year
- Choirs, Instrumental Music, School Band, Skipping Squad
- Sports programs for teams, individuals and whole school
- Active Sports Mornings: 'Kick Start'
- Outdoor Education including camps, swimming, surf life-saving and excursions
- Environmental Science and Sustainability Education
- Information Communication Technologies: Robotics/Coding Clubs.

How Information and Communication Technologies are used to assist learning

St Francis incorporates Technologies across all Key Learning Areas. Solution Fluency is a pedagogical approach across the school which guides teaching and learning using the 6 D's process for investigative learning: Define, Discover, Dream, Design, Deliver and Debrief. This process helps students think creatively to solve problems in real time by clearly defining the problem, designing an appropriate solution, delivering the solution and then evaluating the process and the outcome. Resources to support investigative learning in all year levels are numerous and varied.

School provision of devices for 1:1 usage in Years 3-6, enable students to fully integrate ICT into all aspects of learning through the use of Google Classroom, Google Apps, robotics and coding, as well as a range of on-line subscriptions for students.

Lower Primary (P-3) also have access to a range of laptops, desktops and iPads which are used for investigative projects, word processing, computational thinking, robotics and coding.

Social Climate

Strategies to Promote a Positive Culture

- Making Jesus Real, Virtues Project, Kids Matter, School Counsellor, Child Safety Curriculum, Life Education Van and Healthy Harold, Friends of Francis Pastoral Care Group
- Life-long Learning and Meaning for Life emphasis
- Close Parish partnerships
- Active Parents and Friends
- Whole school emphasis on promoting Christ-centered values and authentic relationships
- Whole school behaviour management plan that focuses on Restorative Practices

Cyber Safety and Anti-Bullying Strategies

Our school has implemented Catholic Education Diocese of Rockhampton policies on acceptable usage of ICT for students and staff. The school regularly communicates to parents and the school community, information about cyber safety and other related issues through newsletters and with guest speakers. Our school has a number of programs in place to teach students digital citizenship and anti-bullying, e.g. National Day Against Bullying and Violence, Harmony Day and workshops based on cyber safety and the importance of our digital footprints. All diocesan and school policies are reviewed on a regular basis.

Strategies for involving parents in their child's education

- School Board and Parents and Friends
- Parent volunteers in class for reading, literacy, numeracy, art etc.
- Tuckshop helpers
- Parents as sporting coaches
- Various parent task groups (grounds, active community, welcoming)
- Parent Induction sessions
- Working Bees, Garden Club, Second-hand Uniform Shop
- Stay and Play morning teas, Welcome BBQ and Disco, Masses and Liturgies.

Reducing the school's environmental footprint

St Francis has environmental and sustainability focuses which are inherent to our Franciscan culture.

- Environmental Initiatives: worm farming, compost bins, recycling, Sparky and Flow energy consumption awareness, Waste Warrior campaign
- Online school and class newsletters, notes; use of Parent Lounge to communicate with parents
- Greenhouse and garden beds (growing fruit, vegetables and herbs)
- Learning areas that promote environmental awareness: Science Room, Outdoor Classroom, wetlands, bush, river and coastal environment fully utilised by students
- Nature Playground
- Workshops and school/community projects with Gladstone's Creative Recycling Centre

Characteristics of the Student Body

The students at St Francis are generally from middle income working families. Some come from diverse cultural backgrounds and they enhance our community by sharing their unique heritage with our school in various ways e.g. Multicultural Day. The school population has experienced a degree of transience due to the work demands of parents.

Average student attendance rate (%)

91.9 %

Management of non-attendance

- Class Electronic Roll marked twice each day
- Notification to Office Staff of non-attendance (notes placed in Office Diary)
- SMS sent to parents for unexplained absences (sent daily)
- Notes in student school diaries or emails from parents
- Follow up on extended student absences by Office Staff and Leadership Team.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	22	20	0
Full-time equivalents	18.55	8.26	0

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	86.36 %
Diploma	13.64 %
Certificate	

Major Professional Development Initiatives

- Unleashing Personal Potential – student well-being and growth mindset
- 21st Century Fluencies and General Capabilities
- Developing a Feedback Culture (Teacher Capability Funding)
- Bishop's In-service
- Religious Education - Virtues Project, Making Jesus Real, Franciscan Intellectual Traditions
- Consistency of Teacher Judgment
- Child Safety Curriculum and Student Protection
- Better Behaviour Better Learning: Essential Skills Classroom Management
- Digital Literacies/Technologies
- EduTech
- Google Summit
- Classroom Profiling
- Nationally Consistent Collection of Data on School Students with Disabilities
- Literacy Focused – Effective Spelling strategies and Writing
- Numeracy Focused – Problem Solving

The percentage of teacher participation in professional development was
100 %

Total funds expended on Professional Development

\$ 62,400

Average Staff Attendance and Retention

96.12 %

Percentage of teaching staff retained from the previous school year was

86.44 %

School Income

<http://www.myschool.edu.au/>.

(The School information below is available on the My School website).

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at www.myschool.edu.au.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes and Value Added

- Using Three World of the Text, staff have further explored Scripture to build on Biblical Hermeneutics.
- Tracking reading and writing data to keep a focus on school targets. Teachers collect pre/post data to help with data analysis and prepare clear pathways for learning.
- Through pre/post assessment, teachers in collaboration with students, individually set academic goals. Therefore, aiding in teachers differentiating learning tasks.
- Staff mentoring has continued successfully through scheduled classroom profiling sessions and teacher goal setting.
- Building community partnerships through engagement will always remain a key priority for St Francis.

Strategic Improvement Progress and Next Steps

Strategic progress in 2018

- Explore conclusions and recommendations of the Enhancing Catholic School Identity Project and work on the ECSI Goal – putting the 'J' back into Making Jesus Real.
- Refine best practice in Writing and Problem Solving with support from CEO consultants through staff professional development opportunities.
- Collect regular data on achievements, progress, strengths and weaknesses of individual students to make teaching and learning judgements and personalise learning.
- Continue the implementation of the Digital Technologies curriculum embedding practices within complementary learning areas.
- Continue working towards school targets in both Reading and Writing.
- Build a strong and supportive community with shared visions of student learning through engagement.

Strategic Priorities for 2019

- Work with the school community towards the Catholic Identity Audit held in Term 4.
- Demonstrate differentiation in curriculum planning through WOW (works of wonder) and WALT's (what am I learning today?), student academic goals, pre/post assessment and data-informed decisions regarding learning, as well as the introduction of the Writing Analysis Tool.

- Professional Development opportunities for staff that align to the School Improvement Plan and school-future directions.
- In collaboration with the St Francis Working Party, design and implement a Pedagogical Framework that demonstrates the consistent way teaching and learning occurs at St Francis.
- To raise awareness, promote relationships and encourage authentic partnerships within our community.

Parent, Teacher and Student Satisfaction

- From a P and F perspective, St Francis Catholic Primary School provides a holistic education for each individual - incorporating Australian Curriculum, Catholic Ethos and Franciscan Spirituality.
- St Francis has an open door policy for parent communication and there is a positive parent and teacher 'vibe' within the school.
- St Francis Leadership, P and F Executive and School Board are aware of the 'bigger picture' plans of the school and how as a team these goals can be achieved.
- Parents are extremely supportive of the school provision of 1:1 devices in Years 3-6 and the use of Google Classrooms and Google Apps.