

St Francis



CATHOLIC PRIMARY SCHOOL
TANNUM SANDS

St Francis Catholic Primary School Tannum Sands

2019 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

201

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 second year
- Choirs, Instrumental Music, School Band, Skipping Squad
- Sports programs for teams, individuals and whole school
- Active Sports Mornings: 'Kick Start'
- Inter-school sporting events and carnivals
- Outdoor Education including camps, swimming, surf life-saving and excursions
- Environmental Science and Sustainability Education
- Information Communication Technologies: Robotics/ Coding Clubs/ Project X Inter-School Design Challenge

How Information and Communication Technologies are used to assist learning

St Francis Catholic Primary School incorporates Information and Communication Technologies across all Key Learning Areas. Resources to support investigative learning in all year levels are numerous and varied. e-Learning enhances student learning in an ever-changing, global community. It is a personalised and flexible pedagogy that develops and supports the embedding of future-focused competencies into the core principles and practices of teaching and learning at St Francis.

St Francis is a school committed to providing a technologically-rich environment, while providing opportunities for students to extend their existing digital experiences within classrooms to support greater communication and collaboration. All Students in Years 3 - 6 use 1:1 Chromebooks and daily use of devices is encouraged with an emphasis on a balance between screen and bookwork.

St Francis Catholic Primary provide an environment that engages students through e-Learning while embracing digital technologies to prepare our students to become safe, responsible and productive digital citizens.

School purchased devices have been distributed to Years 3-6 to enable 1:1 devices in middle to upper primary, allowing students to fully integrate ICT into all aspects of learning through with the use of Google Classroom and Google Apps, investigate projects, robotics, coding, computational thinking and algorithms, and the development of ICT processing skills.

Lower Primary (P-2) also have access to a range of laptops, desktops and iPads which are used for investigative projects, robotics, coding, computational thinking and algorithms, and the development of ICT processing skills.

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 & Friends
- Whole school emphasis on promoting Christ-centered values and authentic relationships
- Whole School Behaviour management plan that focuses on Restorative Practices

- Australian Student Wellbeing Framework – leadership, inclusion, student voice, partnerships and support

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 programs in place to teach students about 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 & Friends
- Parent volunteers in class for reading, literacy, numeracy, art etc.
- Tuck-shop helpers
- Parents as sporting coaches
- Various parent task groups (grounds, active community, welcoming)
- Parent Induction sessions
- Working Bees, Garden Club, Second-hand Uniform Shop
- Playgroup, Welcome BBQ and Disco, School and Parish Masses and Liturgies
- Engagement with student learning through digital platforms - Parent Lounge and Seesaw

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, Great Aussie Bird Count
- 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 (%)

93.09 %

Management of non-attendance

- Class Electronic Roll marked twice each day
- Notification to Office Staff of non-attendance
- 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	21.00	19.00	0.00
Full-time equivalents	17.37	7.87	0.00

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	85.71 %
Diploma	14.29 %
Certificate	

Major Professional Development Initiatives

- Data-Informed Teaching and Learning
- Personal Social Development Education
- Language and Vocabulary Development
- Unleashing Personal Potential – student well-being and growth mindset
- 21st Century Fluencies and General Capabilities
- Developing a Feedback Culture
- 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, Word Study and Writing
- Numeracy Focused – Problem Solving

The percentage of teacher participation in professional development was 100 %

Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$ 73,000

Average Staff Attendance and Retention

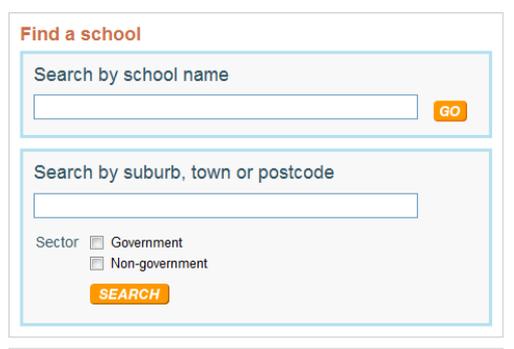
91.89 %

Percentage of teaching staff retained from the previous school year was 85.71 %

School Income

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

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



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and a "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this, there is a "Sector" section with two radio buttons: "Government" and "Non-government". At the bottom of the second section is a "SEARCH" button.

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

- School leaders are clearly committed to the welfare of students, staff and parents of the school. They are respected as educators and their support for staff and students is acknowledged.
- Learning gained for matched students in the 2017-2019 cohort in NAPLAN Reading and Writing is above national and state. The learning gain for this cohort is also above students with the same starting score and similar background.
- Teachers utilise class data, including observations and daily tasks, to assist students set individual learning goals.
- Students are supported to develop learning goals which are regularly revisited and monitored.
- The school values and celebrates cultural diversity. Aboriginal and Torres Strait Islander language is recognised in the school welcome and the culture is acknowledged in artwork throughout the school.
- Extension and Enrichment is provided for students requiring specific challenges in their learning.
- Learning Support processes include assessment to determine student learning needs. Individual plans with goals and adjustment strategies are developed.

Strategic Improvement Progress and Next Steps

Strategic progress in 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.

Strategic Priorities for 2020

- To enhance students' holistic development through Personal, Social, Development Education, Making Jesus Real and other curriculum areas.
- To enhance the school-wide analysis and discussion of systematically collected data on student learning.
- To develop further a consistent and sequenced plan for curriculum delivery of teaching, learning and assessing.
- To strengthen intellectual rigour, further develop the collective efficacy and professional development of staff.
- To enhance parent engagement through strong communication to support improvements in student learning.

Parent, Teacher and Student Satisfaction

- From a P&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&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 and the use of Google Suite in Years 3 – 6 and Seesaw in Prep – Year 6.