



St Francis Catholic Primary School Tannum Sands

2022 Annual School Report



Catholic Education
Diocese of Rockhampton

St Francis Catholic Primary School, Tannum Sands

Catholic Education Diocese of Rockhampton

Principal

Kathleen Watt (Semester 1)
Meredith Grove (Acting Semester 2)

Address

Francis Way
Tannum Sands Qld 4680

Total enrolments

206

Year levels offered

Prep – Yr 6

Type of School:

Co-educational

School Overview

St Francis Catholic Primary School is situated in the Central Queensland town of Tannum Sands, 20 km south of the booming port and industrial hub of Gladstone. The school opened in 2005 and is located on a 10.52 hectare site which includes areas of native bushland adjacent to the Boyne River. The population is extremely transient due to employment factors. The school has an active policy of inclusivity and many children with social and emotional needs come to St Francis because of the supportive culture. The staff is an outstanding professional team showing great compassion and extraordinary initiative. The curriculum is designed to enable students to be active and effective participants in learning and in reaching out to their local and global communities. Curriculum pedagogies are flexible, adaptable and responsive to the individual needs of each student and the emerging national directions in education. Curriculum embraces the eight national areas of learning plus our studies of Religious Education. St Francis also gives special consideration to areas of learning such as Environmental Science, the Arts, LOTE (Japanese) and Digital Technology. As a Reef Guardian School, we are a leader in actively developing environmental initiatives which have won the school an international and national profile and awards.

More information on our school can be accessed from myschool.edu.au

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 10 classes from Prep to Year 6.

Extra Curricula Activities

Extra-curricular activities at St Francis include academic, sporting and cultural pursuits. Our students are encouraged to make every moment count while striving to become the best version of themselves.

Religious: Parish Masses, Catholic Education Week Community Celebrations, Harmony Day, Feast Day Celebrations, NAIDOC Prayer Reflections, Holy Week and Easter Celebrations, Sacramental Program, Altar Servers, Outreach to St Vincent de Paul Society, Outreach to Caritas, Friends of Francis, Retreats Years 4 – 6, Groovy and Grateful Prep – 2.

Educational: ICAS Competitions, Under 8's Week, Fire & Safety Program, Bebras Mathematics Competitions, National Walk to School Safety Day, Book Week, Regular Adopt-a-Cop visits, Cyber Safety, School Camps Years 4, 5 & 6, Interschool Robotics Challenge, Robotics & Coding Clubs, Minds @ Work Interschool Science Competition, Yoga Club, Japanese Cultural Club, Visual Arts Club.

Cultural: Instrumental Music Program, ANZAC Day ceremonies, Remembrance Day ceremonies, NAIDOC Week celebrations, National Reconciliation Week recognition, Excursions related to Australian Curriculum, biennial School Arts Productions and Bush Dance, Partnerships with Local Artists.

Physical: Sporting Schools Programs, Coaching Clinics and Partnerships, Swimming program, Surf Life Saving lessons, School, District & State Sporting Events, Scooter Track.

Environmental: Reef Guardian School, Landcare Tree Planting program, Recycling Initiatives and Waster Warriors, Environmental Science and Sustainability Education, Partnership with local artists, Specialist Lessons: Health and Physical Education, Performing Arts, Visual Arts, Science, and LOTE (Japanese).

Student Physical & Mental Health: This is an important aspect of our school and students participate in daily Brain/Movement Breaks where the students consume a healthy mid-morning snack and short, sharp movement breaks to enable a re-energised approach to learning. Students and families have access to the School Counsellor. Additionally, students participate in the Daniel Morcombe Child Safety Curriculum and Life Education programs. Senior students develop personal and leadership skills through the Yr 5/6 Leadership and Retreat program. These strategies align with our newly developed and implemented Whole School Positive Behaviour and Wellbeing Framework.

How Information and Communication Technologies are used to assist learning

St Francis Catholic Primary School incorporates Information and Communication Technologies across all 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 Catholic Primary 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, bookwork and collaborative learning opportunities. St Francis Catholic Primary provides an environment that engages students through e-Learning while embracing digital technologies to prepare our students to become safe, responsible and productive digital citizens. The 1:1 devices program from in middle and upper primary classes allows students to fully integrate ICT into all aspects of learning through with the use of Google Classroom and Google Apps, Seesaw for Education, 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 and iPads which are used for Seesaw for Education, investigative projects, robotics, coding, computational thinking and algorithms, and the development of ICT processing skills. Other additional devices for our teachers include document cameras, laptops, iPads and Vivi screens along with important partnership with STEM projects offered in our region.

Social Climate

Strategies to Promote a Positive Culture

As a Catholic school, our values are embedded in our curriculum and permeate through all aspects of our school life. Visitors and families often comment upon the friendly and caring environment that exists. Evidence of this is seen in our day-to-day interactions and networks with other schools and in our strong relationships within our parish and wider community.

At St Francis Catholic Primary, we invite and challenge learners to be and become reflective and self-directed as together, we journey with Christ in our ever-changing world. Family groupings and class buddies are established from the beginning of each year. Students gather in these groupings many times throughout the year which contributes to building a strong sense of community between classes and across the school.

Our School Counsellor works 2-days a week and is well-utilised throughout St Francis Catholic Primary implementing support for students and families.

St Francis has a commitment to enhancing well-being and regulation with use of the Whole School Positive Behaviour and Wellbeing Framework.

Regular school assemblies are important in developing the social and cultural life of the school. At these assemblies, student affirmations are presented in front of family and friends.

St Francis encourages a growth mindset in all learning areas; students understand that mistakes are valued thus contributing to a positive learning culture.

Cyber Safety and Anti-Bullying Strategies

Our school implements 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 building positive and respectful relationships with all.

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 volunteers
- Parents as sporting coaches
- Various parent task groups (grounds, active community, welcoming)

- Parent Information and Induction sessions
- Garden and Grounds initiatives and Second-hand Uniform Shop
- Playgroup, School and Parish Masses and Liturgies
- Engagement with student learning through digital platforms - Parent Lounge and Seesaw
- Mother's Day and Father's Day Stalls
- Sporting Carnivals
- Fundraising Initiatives (Ladies Days, Read-a-thons, School Recipe Book)
- Communication with parents is regular and varied – these include 'Weekly 5 with Leadership' videos, weekly newsletters, Seesaw messages, emails, SMS, school website, Facebook page and class newsletters each term.

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, Waste Warrior campaign, Great Aussie Bird Count
- Online school and class newsletters, notes, use of Parent Lounge to communicate with parents, Seesaw
- 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
- Water tanks are used to collect rainwater and in turn water the school oval
- Nature Playground
- Workshops and school/community projects raising awareness of the importance of Stewardship and Care for our Common Home.

Characteristics of the Student Body

The students at St Francis are generally from middle income working families. Some of our families are from diverse cultural backgrounds, and they enhance our community by sharing their unique heritage with our school in various ways. The school population has experienced a degree of transience due to the work demands of parents. The major industries are impacted heavily upon supply and demand factors with this community swinging from periods of relatively stable employment and income to unemployment and loss of income.

Average student attendance rate (%)

The average student attendance rate for 2022 was 91.69%.

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	19.00	23.00	0.00

Full-time equivalents	14.37	11.11	0.00
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Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	5.56%
Bachelor Degree	94.44%
Diploma	
Certificate	

Major Professional Development Initiatives

- QCAA webinars – Reading, Cognitive Verbs, Oral Language Development, Place Value and Decimal Fractions, Digital Technologies
- Co-regulation – Journeying with our students
- Berry Street Modules - Trauma Aware Schooling and Positive Mental Health initiative
- Data-informed Teaching and Learning
- Personal Social Development Education
- Language and Vocabulary Development
- Bishop’s Inservice Professional and Faith Formation
- Religious Education – Prayer and Contemplative Meditation
- Religious Education – Catholic Identity in Contemporary Times
- Monitoring Learning Growth (MLG) Problem Solving
- Child Safety Curriculum and Student Protection
- First Aid Refresher
- Staff Code of Conduct
- Workplace Health & Safety
- Essential Skills for Classroom Management
- Classroom Profiling
- National Consistent Collection of Data on School Students with Disabilities.

The percentage of teachers engaged in professional development was 100%.

Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$23,800.

Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to five days, was 91.91%.

Percentage of teaching staff retained from the previous school year was 95.24%.

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

Search by suburb, town or postcode

Sector Government
 Non-government

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

Our Vision Statement is the driving force behind all decisions we make and the way in which we approach education. We celebrate the God given gifts in our students and our staff and utilise these gifts to inspire learning and excellence in education.

- 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.
- 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.
- Adjustments are provided so all children can access the curriculum.
- Teachers set high expectations for their students.

Strategic Improvement Progress and Next Steps

Strategic progress in 2022

Catholic Identity

School Priority 1.1: To embrace our Franciscan spirituality and grow as a catholic community of faith.

Goal: Promote authentic contemporary expressions of Catholic identity using dialogue and recontextualization.

Student Focused Target: By the end of the year, all students will have been provided experiences and opportunities to connect in multi-correlational ways the values of the Catholic Christian tradition.

Effective Teaching and Learning

School Priority 2.1: Promote student learning gain in Maths (Number) using the Design Elements of the Art and Science of Teaching.

Students Goal: To increase the school-wide analysis of data showing student learning gain in Maths: Number, with a maximum impact of growth for students, through differentiation.

Staff Goal: To strengthen intellectual rigour, attention is given to develop the collective efficacy and professional development of staff.

Student Focused Target: Students will have a strong sense of Place Value in Number.

- To build teacher efficacy in content delivery in the Number strand with a maximum impact of growth for students.
- By the end of October 2022, students (Year 2-6) will have progressed at least 8 scale points as measured by the median score (50th percentile) for PAT-Maths. (This will indicate how much growth each student has had in the 12 months. 8 scale points is an average growth rate.)
- By the end of October 2022, more students will achieve at or above the 75th percentile in PAT Maths.

Pastoral Support and Wellbeing

School Priority 3.1: To sustain and deepen a culture characterised by positive and caring relationships, high expectations, strong mutual support and a learning environment that is safe, respectful and inclusive. A setting where learners are happy and optimistic is a setting where learners will thrive.

Goal: Through the implementation of our Positive Behaviour and Wellbeing Framework, students will feel a greater sense of belonging and connection, while improving their emotional intelligence.

Student Focused Target: With the adoption of the Positive Behaviours and Wellbeing framework, students gain an awareness of the connection between emotional wellbeing and the impact on learning and relationships with others.

Leadership, Partnering & Resourcing

School Priority 4.1: To drive a strong improvement agenda that honours the gifts of the whole school community to continually strengthen the learning culture.

Goal: To strengthen the voice of different groups within our school community (Parents, Staff, Students) and the roles they play in contributing to the learning culture at St Francis.

Student Focused Target: By the end of 2022, students have had a number of opportunities to showcase learning with their parents both formally (P/T Interviews, class showcases) and informally (Seesaw learning journals).

Strategic Priorities for 2023

Catholic Identity

School Priority 1.1: To embrace our Franciscan spirituality and grow as a catholic community of faith.

Goal: Engage with our community and the Catholic faith traditions through the Enhancing Catholic Schools Identity (ECSI) process with a continued invitation to all stakeholders to the Religious Life of St Francis Catholic Primary school.

Student Focused Target: By the end of the year, all students will have been provided experiences and opportunities to connect in multi-correlational ways the values of the Catholic Christian tradition.

Effective Teaching and Learning

School Priority 2.1: Promote student learning gain in Maths (Number) using the Design Elements of the Art and Science of Teaching.

Students Goal: Apply the school-wide analysis of PAT M data to improve teacher planning and differentiation using the Deeper Mathematical Learning format.

Staff Goal: To strengthen intellectual rigour, attention is given to develop the collective efficacy and professional development of staff.

Student Focused Target: Students will have a strong sense of Place Value in Number through differentiation in content delivery.

- To build teacher efficacy in content delivery in the Number strand.
- By the end of October 2023:
 - the school's median scale score will be at par or above the national norm
 - there will be an improvement in the scale score of the 75th percentile for matched students compared with 2022.

Pastoral Support and Wellbeing

School Priority 3.1: To sustain and deepen a culture characterised by positive and caring relationships, high expectations, strong mutual support and a learning environment that is safe, respectful and inclusive. A setting where learners are happy and optimistic is a setting where learners will thrive.

Goal: Apply whole school consistent, predictable routines based on the Berry Street model that informs the school's Positive Behaviour and Wellbeing Framework:

- Domain 1 Body - improve students' emotional intelligence
- Domain 2 Relationships - develop a greater sense of belonging and connection.

Student Focused Target: With the consideration of the Berry Street Model within the Positive Behaviours and Wellbeing framework, students gain an awareness between their body, their relationships, and their connection to self as a learner and within the learning environment.

Leadership, Partnering & Resourcing

School Priority 4.1: To drive a strong improvement agenda that honours the gifts of the whole school community to continually strengthen the learning culture.

Goal: In honoring the gifts of all students and their value in class learning every day, communicate with parents and students the significance that daily school attendance has on both their social and academic development.

Student Focused Target: Establishing consistent goals for all stakeholders:

- 95% overall school attendance
- 4 out of 5 students above 90% attendance (80% of students).

Parent, Teacher and Student Satisfaction

- Feedback from School Board and P&F Executive is that St Francis provides a holistic education for each individual, incorporating Australian Curriculum, Catholic Ethos and Franciscan Spirituality. In addition, St Francis has an open-door policy for parent communication and there is a positive parents and teacher atmosphere in the school.
- Satisfaction survey results indicate an overwhelming positivity about St Francis. The school community commented on the strong sense of community, care and compassion of staff, a strong and committed leadership team as well as dedicated and professional teachers and support staff. Students feel safe and their opinions valued.