



# St Francis Catholic Primary School Tannum Sands

2023 Annual School Report



**Catholic Education**  
Diocese of Rockhampton

# **St Francis Catholic Primary School, Tannum Sands**

Catholic Education Diocese of Rockhampton

## **Principal**

Meredith Grove (Acting)

## **Address**

Francis Way  
Tannum Sands QLD 4680

## **Total enrolments**

228

## **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 Performing and Visual Arts encouraging critical and creative thinking across a range of cultures and places.

More information on our school can be accessed from [myschool.edu.au](http://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 11 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, School Mission Leaders, Retreats Years 4 – 6, Groovy and Grateful Prep – 2.

**Educational:** Under 8's Week and National Simultaneous Storytime, 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, Singing Club, Visual Arts Club.

**Cultural:** 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, Cultural Arts, Partnerships with Local Artists and Industry with a focus on Catholic, Franciscan and Indigenous connections to the First Nations people of the land upon which we learn.

**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 Waste Warriors, Environmental Science and Sustainability Education, Partnership with local artists, Specialist Lessons: Physical Education, Performing Arts, Visual Arts, 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. Consistent predictable adults and consistent predictable routines ensure a trauma-informed approach to creating calm and engaging learning environments. 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 4 - 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 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.

Prep to Year 3 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. School Life opportunities have been timetabled fortnightly, allowing the exploration of a range of topics across and within year-level cohorts. As students who play an active role in their learning journey, skills such as building stamina and identifying personal character strengths are integral in striving for learning excellence.

Family groupings and class buddies are established from the beginning of each year. Students gather in these groupings throughout the year which contributes to building a strong sense of community between classes and across the school. Our School Counsellor works two days per week and is well-utilised throughout St Francis Catholic Primary in providing 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. Every day all stakeholders at St Francis Catholic Primary have the opportunity to learn, to show respect, to act safely and to give thanks. These are a skillset that, together with parents as first educators of their children, we strive to enhance in our students.

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 resources provided through the Office of the eSafety Commissioner are made available to staff and support positive digital citizenship. The school regularly communicates to parents and the school community information about cyber safety and other related issues through newsletters and with guest speakers. Through the Australian Curriculum Digital Technology and ICT capabilities, units of learning teach students about digital citizenship and positive and respectful relationships with all.

## Strategies for involving parents in their child's education

- School Board
- Parents & Friends group
- Parent volunteers in class for reading, literacy, numeracy, art etc.
- Tuck-shop volunteers
- Parents as sporting coaches
- Parent Information and Induction Sessions
- Open School morning
- Gardens and grounds initiatives
- Second-hand uniform shop
- Playgroup
- School and Parish masses, liturgies and prayer celebrations
- Engagement with student learning through digital platforms - Parent Lounge and Seesaw
- Sporting Carnivals
- Communication with parents is regular and varied – these include 'Weekly 5 with Leadership' videos and written articles, weekly newsletters, Seesaw announcements, 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: Waste Warrior campaign, Great Aussie Bird Count
- Online school and class newsletters, notes, use of Parent Lounge to communicate with parents, Seesaw
- Garden beds for students to grow vegetables and flowers
- Areas that promote environmental awareness: wetlands, bush, river, coastal and nearby island environment providing learning opportunities for students
- Water tanks are used to collect rainwater and in turn water the school oval
- Nature Playground providing use of natural resources to engage in imaginative play.

## 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 2023 was 91.31%.

## Management of non-attendance

- Class Electronic Roll marked twice each day
- Office Staff follow-up with parents through SMS to parents
- Notes in school diaries or emails from parents
- Follow up on extended student absence by Office Staff and Leadership Team.

## Staffing Information

### Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	21.00	26.0	0.00

Full-time equivalents	16.53	12.97	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%
Bachelor Degree	95%
Diploma	
Certificate	

### Major Professional Development Initiatives

- The 'Reading Project' in conjunction with Catholic Education, Diocese of Rockhampton
- Key Literacy Practices Resource
- Australian Curriculum Version 9
- Mathematics Pedagogical Project: Year 3 to Year 6
- Monitoring Learning Growth (MLG) Problem Solving
- Data-informed Teaching and Learning
- Berry Street Modules – Trauma Aware Schooling and Positive Mental Health initiative
- Bishop's Inservice Professional and Faith Education
- Religious Education – Catholic Identity in Contemporary Times
- Religious Education Meditation Project: Prep to Year 2
- A 'Call to Be' –Educational Support Officers
- Supporting Students with Diverse Needs – Educational Support Officers
- Nationally Consistent Collection of Data on School Students with Disabilities
- Student Protection
- Workplace Health & Safety
- Staff Code of Conduct
- First Aid and CPR training

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 \$35,300.

### 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 92.61%.

Percentage of teaching staff retained from the previous school year was 91.30%.

## 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](http://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 committed to the welfare of students, staff, and parents. 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 through Problem Solvers provides opportunities to extend student learning.
- Learning Support processes include assessment to determine student learning needs. Individual plans with goals and adjustment strategies are developed. The Inclusive Curriculum staff engage with all stakeholders supporting a collaborative approach central to student learning. The Inclusive Curriculum team work closely with class teachers in providing additional support programs for striving learners.
- 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 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:** To have thriving learners (both staff and students) who are consistently experiencing strong learning gains.

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

**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 our 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, Partnership and Resourcing**

**School Priority 4.1:** To drive a strong improvement agenda that honors 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).

## **Strategic Priorities for 2024**

### **Catholic Identity**

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

**Goal:** Enhancing an authentic and contemporary Catholic Identity through dialogue and recontextualisation to invite post critical belief.

**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:** To have thriving learners (both staff and students) who are consistently experiencing strong learning gains.

**Goal:** To establish consistent pedagogical practices across Reading to improve outcomes for learners.

**Student Focused Target:** Students will continue to progress in their learning journey as indicated by bodies of evidence of learning growth.

- To build teacher efficacy on sound pedagogical practices in Reading by the end of October 2024:
  - 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 75<sup>th</sup> percentile for matched students compared to 2023.

### **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 our Positive Behaviour and Wellbeing Framework:

- Domain 1 Body - Ready to Learn Scales and Plans
- Domain 2 Relationships - foundational to Catholic identity and relationships at St Francis
- Domain 3 Stamina - develop practical class and individual student strategies
- Domain 4 Character Strength - identify and link through a Virtues lens.

**Student Focused Target:** With the consideration of the Berry Street Model within the Positive Behaviours and Wellbeing framework, students gain capacity in increased stamina to learning tasks and of their individual character strengths.

### **Leadership, Partnership and Resourcing**

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

**Goal:** In honouring the gifts our Educational Support Officers (ESOs) bring and in the commitment of the school to a substantial resource, establish processes within our school that ensure that every ESO in a classroom is making a difference to student wellbeing and learning.

**Student Focused Target:** Establishing consistent practices across the school including:

1. Reading Boost in-class program for all students who are below reading level and do not receive intensive support from Inclusive Curriculum team.
2. A direct correlation between ESO's support in classrooms and students identified on the Nationally Consistent Collection of Data (NCCD).

### **Parent, Teacher and Student Satisfaction**

Feedback from School Board and P&F Executive is that St Francis Catholic Primary provides a holistic education for each individual, incorporating Australian Curriculum, Catholic Ethos and Franciscan Spirituality. Staff at St Francis recognise the importance of communicating with parents in all aspects of their child's development.

Feedback from the 'Enhancing Catholic Schools Identity Report states that the St Francis community of students, parents and staff showcase significant religious diversity and a continuing openness to cultural and religious diversity. All stakeholders affirm the school's Catholic identity which acknowledges, engages with and learns from other perspectives in today's multicultural world.