



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



St Francis of Assisi Primary School Calwell

120 Casey Crescent, Calwell 2905

Phone: 02 6292 4500

Email: office.stfranciscalwell@cg.catholic.edu.au

Website: www.stfa.act.edu.au

Principal

Mrs Kate Markcrow

Section One: Message from Key Groups in our Community

Principal's Message

St Francis of Assisi is a Catholic primary school whose charism follows that of St Francis. During this year we launched our new Vision statement – Together we are peacemakers who grow and learn in the footstep of Jesus. This statement reflects the importance we place on the Gospel values and leadership of St Francis, whilst valuing the learning and development of each individual child.

With 'Peacemakers' being our motto, our school prides itself on the acceptance we show to each other and for our stewardship to God's creation. Our school provides a friendly and welcoming learning environment for all children.

At St Francis of Assisi, the staff, students, parents and parish strive to provide an integrated approach to education. The community integrates our faith with contemporary life and Gospel values which are reflected in our policies, structures and relationships.

Our school is committed to providing an innovative curriculum and encouragement to all students to achieve their personal best in all facets of their school life.

St Francis of Assisi Primary School is registered as a school until 2021. A copy of the Registration Report is available by contacting the front office.

Parent Body Message

The Community Council has had another busy and successful year. I would like to acknowledge the members of the St Francis of Assisi Community Council for their contributions throughout the year on many and varied activities. I would also like to acknowledge the hard work done by the Principal, Mr David Austin over the past 6 years

I would also like to acknowledge and thank other parents who have contributed to school activities with the aim being to develop a sense of community and enrich the experience of the children at St Francis of Assisi Primary School. The parent, grandparent and carer involvement at the school helps to build the strong sense of community present at St. Francis. This involvement allows us to run our school Fete Day, Walkathon, Discos, Mother's Day and Father's Day Breakfasts and Grandparents Days.

The staff continue to be a great strength in the school with their willingness to be involved in the education every day of the students in an enriching and active manner. Staff as well as offer their own time to allow the running of school camps, various clubs, activities and the numerous sporting teams.

Student Body Message

It has been a pleasure being a Year 6 student at St Francis of Assisi Primary School. I have enjoyed being a student leader and a role model to other students at this school. I hope as the years go by, when each student has their turn to be a student leader that they will be proud and will treasure and love their time here as I have. I am sad to leave primary school but I am excited to hand on the honour of being a Year 6 leader to my friends in Year 5 and to start a new journey through high school and create bonds and friendship as I have in my time at this school.

During Year 6 I have really learnt some very important life skills. I have learnt how to be a good leader and role model to everyone, I have learnt how to work as a team and how to let people use their talents so that they can improve what they are good at. No school is perfect, sometimes things go wrong, but I am grateful that I was chosen to contribute and help this school to become a better place.

Thanks to the brilliant teachers, my peers and other staff and of course the Principal. I have really enjoyed learning in this safe and happy community.

Section Two: School Features

St Francis of Assisi Primary School is a Catholic systemic Co-educational School located in Calwell.

St Francis of Assisi Primary School is a Catholic systemic co-educational School located in Calwell, ACT. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 472 students. The school is administered by a Leadership Team including the Principal, Assistant Principal, Religious Education Coordinator and two Coordinators (Literacy and Numeracy). The Leadership Team is supported by the Parish Team and the School Community Council.

The school began in 1988 and was founded by the Parish and the Good Samaritan Sisters. From its beginning, the emphasis has been on community; family, parish and school - being the place of peacemaking, and in the words of the Parish motto: "to support and be supported". We currently are reinvigorating our School Wide Positive Behaviour Support program where the main emphasis is in engaging with our four simple rules: Be Safe, Be a Learner, Be Respectful and Be Responsible.

Our school is situated around the oldest Catholic Church in the ACT. The school offers a broad-based curriculum which provides for the needs of students in their development as individuals and as members of the wider community. Academic areas of focus include literacy and numeracy with special emphasis on an inquiry approach to learning. Integrated units of work from K - 6 focus on quality teaching and inquiry based learning and with a range of IWBs, desktop, notebook computers and iPads, authentic integration of ICT into our curriculum is seen as a priority.

This year saw the successful trial of the BYOD program, with students in Year 4 ,5 and 6 bringing iPads to school to supplement their learning with the use of technology. St Francis of Assisi Primary School has been fortunate to secure a Block Grant from the ACT Block Grant Authority for the refurbishment of our some of our classrooms allowing for better infrastructure and flexible learning spaces to enhance this change in pedagogy.

Parental involvement and partnerships and programs occur in many ways. Parents work in classrooms assisting the teacher with literacy groups, numeracy groups, arts and sporting activities. The school also offers programs such as: Year One Forward Together, Parents as Tutors, School Community Council and numerous parent sub-committees.

St Francis of Assisi Primary School affords students the opportunity to actively participate in inter-school debating, chess club, environment club, Kookaburra club, NAIDOC, Wakakirri, Book Week, Grandparents Day, Christmas Carol Night, Mother's and Father's Day Breakfasts, Walkathon, ANZAC and Remembrance Day Liturgies.

St Francis of Assisi offers quality before and after school care.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Francis of Assisi Primary School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. Teachers collaboratively develop Religious Education programs which reflect contemporary pedagogical approaches such as inquiry-based learning.

St Francis of Assisi Primary is a Catholic school founded on Franciscan spirituality where the values of St Francis of Assisi are explicitly taught and upheld. The 'Peace Prayer' of St Francis of Assisi is prayed by the whole school community each day at morning assembly. As St Francis of Assisi is the patron saint of the environment, we are a sustainable school where 'recycle, reuse, reduce' is applied to resource management, with school-wide recycling systems. We are linked with other Franciscan schools through the Franciscan Schools Australasia network.

The school continues to immerse all staff and students in the traditions and practices of the Catholic faith. We provide opportunities for Mass attendance and celebration of significant Church Feast Days throughout the year. The school and Parish support each other in the Sacramental program of Confirmation in Year Six, as the reception of the sacraments of Reconciliation and Eucharist were moved to new year levels, Years Three and Five respectively.

Our Parish Priests works in collaboration with teaching staff to support the faith formation of the children and staff. All priests incorporate teaching of tradition and scripture into the Parish Masses held on Wednesday mornings at Sacred Heart Church. These are attended by classes on a rostered basis. Parish links are greatly strengthened by the participation of the students in morning tea at the Assisi room with the elderly parishioners after Mass each week. This also creates an opportunity for students to view the local Vinnies donation operation. Throughout the year, significant Church and community occasions are celebrated. Staff participate in many Religious Education Professional Learning and faith formation opportunities throughout the year, such as a staff retreat with Father Peter Day on meditative prayer.

Mini-Vinnies meet every week at lunchtime to focus on Social Justice Education issues and initiatives. Year Five students hosted the Just Leadership Day, which is attended by students from neighbouring schools, with guest speakers from Caritas. They work closely with members of the local St Vincent de Paul conference to collect for the winter and Christmas Appeals. Many staff continue the ministry of the St Vincent de Paul 'Night Patrol' van with new members from the community joining the team. Our school was represented by a large contingent of students at the inaugural Social Justice Day held at ACU, and jointly coordinated by Vinnies, Catholic Mission and Caritas.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 231 | 226 | 15 | 457 |

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2016 was 92.79%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | |
|--------------------------------|-----|
| Kindergarten | 94% |
| Year 1 | 92% |
| Year 2 | 93% |
| Year 3 | 93% |
| Year 4 | 93% |
| Year 5 | 93% |
| Year 6 | 91% |

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;

- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|------------------------------|---------------------------------|-----------------------|
| 31 | 13 | 44 |

* This number includes 21 full-time teachers and 10 part-time teachers.

| | |
|--|----|
| Percentage of staff who are Indigenous | 0% |
|--|----|

Professional Learning

Staff have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. The school hosted two days early in the year: Integrating Mobile Technologies into the classroom and Understanding Inquiry Learning. The staff engaged with subject experts such as Kaye Lowe – Literacy, Shawn Rudolph – ICT. All teachers are involved in our Mentoring Program which is ongoing throughout the year including classroom observations. The staff were involved in a Spirituality Retreat led by Fr Peter Day.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

| NAPLAN RESULTS 2016 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Reading | 47% | 49% | 12% | 11% |
| | Writing | 47% | 49% | 3% | 6% |
| | Spelling | 35% | 46% | 13% | 12% |
| | Grammar and Punctuation | 47% | 52% | 5% | 10% |
| | Numeracy | 37% | 36% | 15% | 14% |

| NAPLAN RESULTS 2016 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 5 | Reading | 48% | 35% | 6% | 15% |
| | Writing | 15% | 17% | 15% | 18% |
| | Spelling | 24% | 30% | 11% | 18% |
| | Grammar and Punctuation | 39% | 36% | 4% | 15% |
| | Numeracy | 41% | 29% | 7% | 17% |

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2016

A key focus for our school in 2016 was to develop our capacity to use inquiry based pedagogy, particularly in respect to the four knowledge domains of spelling, threshold concepts in numeracy and exemplar practices in Religious Education to support student achievement. The school provided targeted PL opportunities to facilitate this and progress was monitored through regular reviews of programming documentation and as part of our formal mentoring structures. Staff were also encouraged to attend external PL in these areas. Further evaluations also included the analysis of student data throughout the year.

The positive nature of the most recent NAPLAN results for St Francis of Assisi Primary School represents a continuing upward trend for the school over the past 4 years. Whilst recognition was most recently awarded for Yr 5 reading growth, well above average growth in spelling, numeracy, grammar and punctuation has also been the norm for Yr 5 students.

Priority Key Improvements for 2017

Providing high quality educational experiences in the areas of literacy and numeracy is an ongoing focus for 2017. We also aim to develop teacher understanding of inquiry based, scripturally sound pedagogy in order to raise student achievement in Religious Education.

Another whole school focus in 2017 is develop teacher capacity and quality in Science, Technology, Engineering and Mathematics (STEM) education to raise student STEM literacy in all year levels. To achieve this our research indicates the need to develop our own trans-disciplinary STEM units with a problem based learning approach and to run internal and external PL with staff.

Section Eight: School Policies

Student Welfare Policy

The St Francis of Assisi Primary School's Behaviour Management Policy outlines the expectations for members of the school community regarding behaviour management with the focus on the personal development of students. All staff and community members working with children at St Francis of Assisi are made aware of Catholic Education's policies related to discipline and professional conduct each year. All procedures followed in this policy are based on principles of procedural fairness, and are in accordance with the Education Act 2004 and the Children and Young People Act 1999 (ACT), and guidelines issued by the Catholic. Corporal punishment is expressly prohibited in this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school. This policy guides students to make responsible choices about their behaviour and to accept the consequences of those choices. The purpose is to implement an approach to behavioural issues which is consistent throughout the school. The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

Catholic Education, Archdiocese of Canberra & Goulburn, has established a Complaints Policy which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Catholic Education monitors the implementation of this policy. The full text of the Complaints Policy may be accessed on the Catholic Education website. The policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the policy is available on the school website or from the Front Office.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

A survey of parent satisfaction was conducted in August 2016. The survey has provided feedback to the School Leadership Team and Community Council about the overall performance of all at St Francis of Assisi Primary School. The overall results were very positive, with almost half of the parent body responding to the survey.

A high percentage of parents surveyed believe the teachers at this school are approachable and are committed to the best possible education for their children.

Most parents agreed that the school assisted their child to develop knowledge and understanding about Catholic tradition. Communication structures were also seen by the majority of parents to be highly effective. Parents surveyed indicated high satisfaction with the school providing a safe and supportive learning environment and the majority believed that the staff members at the school were genuinely interested in the welfare of their child.

Student Satisfaction

As part of the St Francis of Assisi Primary School annual evaluation process, a survey of student satisfaction was conducted in August 2016. The survey has provided feedback to the School Leadership Team and Community Council about the overall performance of all at St Francis of Assisi.

The majority of students surveyed indicated that they felt safe at school and that their class teacher encouraged them to learn to the best of their ability. Almost every student indicated that they liked being at St Francis of Assisi Primary School. They indicated very strongly that the school encouraged them to be good community members and that their achievements were recognised and celebrated. The students were appreciative of the extra, interesting activities that they were able to be involved in. Almost all students agreed that the school helped them understand the Catholic faith.

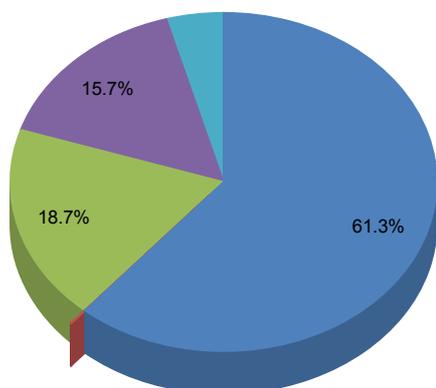
Teacher Satisfaction

As part of the St Francis of Assisi Primary School annual evaluation process, a survey of staff satisfaction was conducted in August 2016. The survey has provided feedback to the School Leadership Team and Community Council about the overall performance of all at St Francis of Assisi.

The majority of staff believe that St Francis of Assisi Primary School is a good place to work where there is a good sense of team spirit and effective leadership. They believe that they have access to professional learning opportunities that assist them in their role and that the work they undertake plays an important part in student achievement. All of the staff surveyed agreed that St Francis of Assisi Primary School was a good Catholic school where Religious Education was taught well.

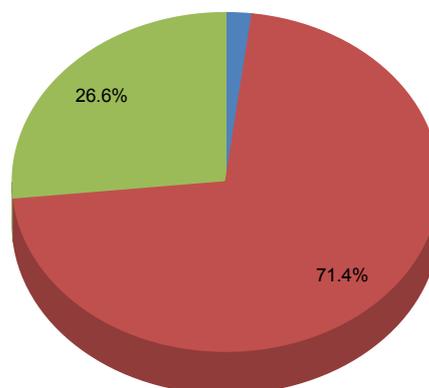
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (61.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.7%)
- Fees and Private Income (15.7%)
- Other Capital Income (4.3%)

Expenditure



- Capital Expenditure (2%)
- Salaries and Related Expenses (71.4%)
- Non-Salary Expenses (26.6%)

| RECURRENT and CAPITAL INCOME | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$3,588,091 |
| Government Capital Grants ² | \$1,386 |
| State Recurrent Grants ³ | \$1,095,841 |
| Fees and Private Income ⁴ | \$918,434 |
| Other Capital Income ⁵ | \$253,663 |
| Total Income | \$5,857,415 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|--------------------|
| Capital Expenditure ⁶ | \$110,865 |
| Salaries and Related Expenses ⁷ | \$3,978,205 |
| Non-Salary Expenses ⁸ | \$1,485,113 |
| Total Expenditure | \$5,574,183 |

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.

4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.