Welcome to our School

Welcome to St Francis of Assisi Primary School!

The 2009 school year brought with it new and diverse challenges at St Francis of Assisi as it did at schools across Australia. The Building the Education Revolution inspired preparation for the implementation of the National Curriculum, planning major and minor building projects in our school, focusing upon lifting academic achievement, and responding to the demands of national testing.

With the above sweeping across the education landscape, schools, like St Francis, have had to respond positively and enthusiastically utilising the talents, knowledge and skills of each and every member of the school community but most especially those of our teaching and support staff. The following gives some indication of the wealth of opportunity available within our school.

- Our school curriculum, whether in the early years where young students are engaged in a comprehensive program focusing upon providing the literacy and numeracy building blocks of achievement or whether in the latter years where students are challenged through a structured academic program, is aligned with the Quality Teaching Model and ACT Every Chance to Learn framework, relevant to the 21st century and well resourced.
- Under the KidsMatter framework we have programs such as the Social and Emotional Learning program Bounce Back, Seasons for Growth, Chaplaincy Program, Mindful Kids, School Wide Positive Behaviour Support, Student Leadership and Buddy programs, Kookaburra Club, and Restoring for Life.
- Parent partnerships and programs occur in many ways - Year One Forward Together, Parents as Tutors, P&F and School Board, Fete Committee, Clothing and Uniform shops, canteen, KidsMatter Walking Group, ‘Building Resilient Kids’ night, and class contacts and volunteers.

The school seeks to be relevant in a fast changing world. We believe in the interconnectedness of all life and that each person can contribute meaningfully eg ; Leading 21st Century Schools: Engage with Asia, Dare to Lead, Student and Staff Environment Group, Term Three Enrichment, Operation Christmas Child and Mini Vinnies.

Highlights of the Year

In 2009, some particular highlights included the following.

FAITH AND RELIGIOUS EDUCATION
- Joined the Association of Franciscan Schools Australia and the Good Samaritan Foundation so connecting us, respectively, to Franciscan schools around Australia and the school’s founding order of sisters.
- Strengthened the connection between school and parish through Sacramental Programs, Easter liturgies, Sacred Heart class Masses and Combined School Masses.
- Continued to reach out in service through St Vincent de Paul Winter Appeal, Caritas Australia Project Compassion, Mini Vinnies, Mission Week, Victorian Bushfire Appeal, NAIDOC Week, Earth Hour and Operation Christmas Child.

CURRICULUM AND ACADEMIC ACHIEVEMENT
- NAPLAN results highlighted the ‘value adding’ quality of the school’s teaching and learning program.
- Embedding Quality Teaching Model continued.
- Year Level Integrated Programs further developed; tools for authentic assessment of students refined; and, Targeting Mathematics texts introduced across all year levels.
- ACTIVboards placed within all classrooms.
- Preschool to Kindergarten and Year Six to Year Seven transition programs improved.
- Work began on the Australian Government’s National Partnerships.
- Students entered in UNSW English and Mathematics Academic Competitions.

OTHER INVOLVEMENT and AWARDS
- ACT and surrounding Region Wakakirri Finalists (2nd place)
- Before and After School Care 2009 Super Site (Active After-school) Award
- Australian Sustainable Schools Initiative Waste Accreditation Award
- MDBA International River Health Conference
- Sullivan Shield Trophy Winners
School Overview

Parent Satisfaction - Parents were involved in many aspects of school life in 2009. There were helpers in classrooms, Learning Support and the library, attending school camps and class excursions, school and district sporting carnivals, Working Bees, helping in the canteen and after hours through class and school activities such as covering books, typing stories and preparing for Wakakiri. Our biannual school fete mobilised support across all Year levels with many donations of goods and services. Our school community greatly benefited from the various hardworking parent committees such as Community Council, Fete Committee, BER committees and social networks such as the KidsMatter parent group. Parent opinions were canvassed via a Parent Survey and responses were positive across all areas. 95% of surveyed parents agreed or strongly agreed that various opportunities for parental involvement in school activities were provided. Parents' satisfaction ratings regarding teacher commitment, enthusiasm, teaching and learning was 94%, student behaviour management was 87.5%; with 95% reporting that the school has a safe environment. 90% of parents felt that the school was managed well while 92% of parents agreed or strongly agreed that over-all satisfaction with their children's education was high.

Teacher Satisfaction – Saint Francis of Assisi Primary has an active and involved staff. There are considerable levels of professional and personal support. We have a very active social club and high attendance for staff functions. There is a high degree of representation on professional and extra curricular clubs and networks which provides testament to the levels of staff commitment and satisfaction. Saint Francis of Assisi enjoys a good reputation. Visiting teachers often comment on the vibrant, welcoming and positive atmosphere.

Teacher Absence - The average number of days teaching staff were in attendance, expressed as a percentage, was 94% of total teaching time.

Teacher Retention - Of the 31 teaching staff at Saint Francis of Assisi Primary, Calwell in August 2008, 27 or 87% were still at the school in August 2009. Of those staff not retained, one moved interstate to a promotions position and three took up new positions in other locations.

Teacher Qualifications - All of the 27 teaching staff at Saint Francis of Assisi are qualified as required by the relevant State and Territory bodies.

Teacher Participation in Professional Development - All teaching staff and support staff participated in a variety of professional learning opportunities in 2009. Whole staff professional development included the Quality Teaching Framework and Brain Based Learning in Mathematics, ActivBoard and Indigenous Learning with IT. System and school based spiritual development opportunities were provided throughout the year, with staff attending the system day, The Whole School Is A Catholic School and the Parish based session, Spirituality. Numerous opportunities for Curriculum development and professional dialogue across a number of curriculum areas were provided for all teaching staff. Teaching staff, support staff and Before And After School Care staff participated in the School Wide Positive Behaviour Program professional development and renewed their CPR qualifications. Learning support teachers and support staff attended Learning Support Network days and Learning Support Assistant Courses. Five staff were trained as Companions for our Seasons for Growth Program, four executive staff attended numerous sessions in National Partnerships, five staff attended Kindergarten Assessment Programs, several teaching staff attended Count Me In Too, Interactive Whiteboard Program updates and Mentors Programs. Executive staff attended various support networks and leadership professional development opportunities. Three teaching staff attended Maintaining Balance and a number attended Positive Education Showcase, ACT Literacy Contact Teachers Showcase, NSW and ACT Literacy and Numeracy, Literacy Blocks, Primary Literacy and Criterion Based Marking of Writing. Various support staff renewed current competencies including MAZE, MAZE Finance and Alice. Two teaching staff graduated with their Masters; one in Teaching and one in Inclusive Education.

Workforce Composition - Saint Francis of Assisi staff is mixed in both age and gender, providing a balance in expertise, enthusiasm and professional style.
Principal's Report

It is my pleasure to present the St Francis of Assisi Primary 2009 Annual Report in this, our school's twenty-first year of providing a quality Catholic school education to the children of Calwell, surrounding suburbs and outer areas.

Our school seeks to be a place where, in drawing upon the distinctive vision of St Francis of Assisi and the Mission of the Catholic Church, children are given every possible opportunity to reach their potential. In an environment where personal responsibility is encouraged, a love of learning promoted and a fostering of justice and mercy deepened, each child strives to act as a ‘Peacemaker’ who will contribute positively and meaningfully to their family, our community and the world around us.

The 2009 school year has been one in which various endeavours have been strengthened and one that has required a concerted response to the initiatives of the Australian and ACT Governments. Underpinning our work is a strong commitment to each child, the building of the school – home partnership and the knowledge that we are part of a supportive parish environment.

We have continued to assess our teaching and learning program within the structure of a school which believes that personal academic achievement is best fostered when the needs of children, particularly in terms of personal wellbeing, are met through multilayered and coordinated programs. Under the KidsMatter framework we continued to implement a restructured Values Program of nine nationally accepted core values together with six values based on the teaching of St Francis. Additionally, there are various programs (mentioned in elsewhere in this report) which offer children and parents avenues for social and emotional growth.

I trust that the readers of our 2009 Annual Report, whether past, current or future members of our school community, or simply visitors to our pages, will gain a valuable insight into a school community which provides a caring and safe environment for each child to achieve academic success, physical and emotional wellbeing, and spiritual nourishment.

Michael Nuttall, Principal

School Community Report

As Chair of the St Francis of Assisi Primary School Board I am pleased to be able to contribute to the Annual Report.

This year began with the exciting news that the Australian Government was to provide capital project money into all Australian primary schools. For St Francis of Assisi this meant that over three million dollars would be injected into the school in work directly related to major and minor building and refurbishment projects. In discussions involving the school community, decisions were made, under the Primary Schools for the 21st Century initiative, to direct this money towards:

- Project One was the construction of a new library. Associated works included the refurbishment of the ‘old’ library for use as a multi-purpose facility, removal of the existing demountable building, and extending the school hall to replace lost performance space.
- Project Two was the refurbishment of the Kindergarten Block.

Under the School Pride initiative work was undertaken to classrooms, office entry, exit doors, grounds and shade shelter, signage, blinds and window tinting.

Other work undertaken in 2009 included shade shelters covering infants and senior playground equipment, new furniture in twelve Year 3 – 6 classrooms, grounds improvement and ICT upgrades.

In 2009, the Board and P&F began combined meetings as a way of preparing for the establishment of a Community Council. While more work is needed there is agreement across both parent bodies that the Community Council model will fit the needs of our school community.

Finally, I thank the school principal, Michael Nuttall, members of the School Executive, the Parents and Friends Association and colleagues of the School Board for working with me in seeking to do our very best for each and every St Francis child.

Nicholas Kelly, Board Chair
Student Achievement

The following tables show the school’s results in the national testing of literacy and numeracy (NAPLAN) in 2009.

School and National Mean Scale Scores

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<tr>
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<td>494</td>
<td>485</td>
<td>487</td>
<td>500</td>
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<tr>
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<td>508.5</td>
<td>491.4</td>
<td>484.1</td>
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The above tables show that while our Year Three cohort was slightly below the National Mean Scale Scores in Literacy and Numeracy, our Year Five cohort was at or above National Mean Scale Scores in Reading, Writing, Numeracy, Grammar and Punctuation.

Proportion of students at or above the National Minimum Standard

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<td>National</td>
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<td>92%</td>
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<td>94%</td>
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<tr>
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<td>100%</td>
<td>97%</td>
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The above tables show that greater percentages of students at Saint Francis of Assisi in Years Three and Five performed above the National Minimum Standard in Reading, Writing, Spelling, Grammar and Punctuation compared to the National Year level cohort while Year Five Numeracy was also above National Minimum Standards.
The above tables show greater percentages of students at Saint Francis of Assisi fell in the middle Bands of development, while close to one quarter of students in both Year levels in Literacy and Numeracy fell within the top two Bands. No students fell in the lowest Bands in Year Three Writing or Year Five Reading.
Student Wellbeing and Engagement

St Francis of Assisi Primary School is a coeducational primary school catering for 528 students from Kindergarten to Year Six. It is situated in the suburb of Calwell and caters for students from this and surrounding suburbs as well as nearby local rural and semi-rural areas. The school serves the local Corpus Christi Parish community and, as one of three primary and one secondary Catholic schools within the parish, enjoys the support found across this wider community. The student profile is diverse with students from a wide range of cultural, religious and family backgrounds.

The Year Level gender profile is as follows:

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<th>Gender</th>
<th>KG</th>
<th>Y01</th>
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<td>Female</td>
<td>39</td>
<td>37</td>
<td>38</td>
<td>43</td>
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<td>41</td>
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<td>36</td>
<td>46</td>
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<td>Totals</td>
<td>80</td>
<td>69</td>
<td>74</td>
<td>89</td>
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There are nine Indigenous students and 26 students non English speaking background.

Pastoral care and student management practices work through the school's Social Responsibility Policy and offer a structured and consistent approach in regard to student support, just discipline and behaviour procedures, and appropriate crisis support. Within the Social Responsibility Policy there is the whole school approach to, for example, bullying, protective behaviours and cyberbullying. The school recognises that schools offers clear avenues for educating students so that they grow into healthy, confident and optimistic adults who will contribute positively to the world around them. The KidsMatter initiative, mentioned elsewhere in this report, has provided the framework for building a community which is inclusive, supportive and responsive.

Student Satisfaction - Students were surveyed regarding teaching and learning using Survey Monkey. 95.4% stated that teachers find new ways to help them understand, 94.3% believed their teachers knew their strengths while 89.6% believed teachers knew their weaknesses. 86.2% believed parents knew of their school progress. 75.8% found school activities in Mathematics interesting with 78.1% agreeing these activities helped them learn. 100% of respondents stated that the school expects students to do their best.

Student Attendance - The average student attendance, reported as single percentage per year level is as follows:

- Kindergarten 91%
- Year One     91%
- Year Two     93%
- Year Three   92%
- Year Four    90%
- Year Five    93%
- Year Six     94%

School Based Policies
Management of Non-attendance - Saint Francis of Assisi has procedures in place to follow student non-attendance.

Enrolment - In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the CEO website at http://www.ceocg.catholic.edu.au/policies/enrolment.htm. Saint Francis of Assisi has a stable school community population with a broad mix of families in professions and trades. Culturally, the majority of students are from Anglo-European backgrounds, with 0.01% indigenous and 0.04% from non-English speaking families. The gender composition is fairly equal in number.

Behaviour - The school continues to implement the whole school Behaviour Management program via the Social Responsibility Policy. In 2009, this was developed further using the School Wide Positive Behaviour Program. Copies of these policies are available on request.

Priorities and Targets

There were five areas identified within the 2009 Strategic Plan - Catholic Identity and Faith, Teaching and Learning, Leadership, Partnerships and Resourcing.

One goal within the Strategic Plan was to develop a rigorous and enriching school curriculum supportive of academic, cultural and sporting achievement. One particular focus area in 2009 was mathematics. The following steps were taken in reviewing and addressing this Key Learning Area.

- Identify areas of academic strength and weakness in mathematics through analysis of diagnostic tools, ACTAP and NAPLAN
- Work with CEO Mathematics adviser to provide PD to teachers and evaluate current teaching practices
- Identify ways to improve Mathematics teaching
- Inform staff on areas of need and seek ways to address deficiencies
- Explore structures which support effective learning eg student management, timetabling, school practices such as assemblies, etc
- Explore ways to recognise and reward student achievement

This focus saw a concerted response across the school drawing on the experience and knowledge of all staff. Support was gained from Catholic Education curriculum officers and saw the school executive work with them to analyse data in depth. Areas of weakness were identified and measures put in place to address these. The 2009 Numeracy Plan provided a forerunner to the eventual introduction of the National Partnerships where the school was identified for assistance in developing numeracy across the school. Steps taken included professional development in numeracy throughout the year with a particular focus on brain-based learning; review and rewrite of the Mathematics Scope and Sequence; tracking of student progress in NAPLAN and other assessment tools; embed the Quality Teaching Model into mathematics teaching programs; encourage professional dialogue related to mathematics teaching; and commence work in the National Partnerships.

2010 priorities include:
- Prepare for 2011 School Registration, curriculum review and development, National Partnerships and the National Curriculum;
- Build the school’s connections with the Corpus Christi Parish through greater parish school connections, pastoral care initiatives and liturgical celebrations;
- Develop Professional Development Policy and Agreed Practices;
- Review School Assessment and Reporting Policy in line with government and system requirements;
- Investigate avenues for building a strong culture of parental involvement;
- Establish a school promotions and marketing group made up of representatives from all sectors of the school community;
- Focus upon the Primary Schools for the 21st Century building projects, and maintain the ICT upgrade, other Capital Projects, and the Works, Grounds and Maintenance Program.

Literacy and Numeracy

The school’s 2010 Numeracy and Literacy Plan will broadly cover:
- A coordinated approach and whole school planning – timetabling, programming, assessment and homework.
- Identification and Support – differentiation, data analysis, tracking of student achievement
- Learning, Teaching and Assessment – Quality Teaching Model, Numeracy Intervention Plan, Brain-based learning, Count Me in Too, First Steps
- Numeracy and Literacy blocks
Financial Information

St. Francis of Assisi Calwell - Income

- Fees and Private Income: 24%
- Commonwealth recurrent grants: 55%
- Government capital grants: 3%
- State recurrent grants: 18%
- Other capital: 0%

St. Francis of Assisi Calwell - Expenditure

- Salaries, allowances and related expenses: 75%
- Non-salary expenses: 13%
- Capital expenditure: 12%
- Salaries allowances and related expenses: 75%
# School Contact Information

<table>
<thead>
<tr>
<th>Address</th>
<th>120 Casey Crescent Calwell 2905</th>
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<tbody>
<tr>
<td>Principal:</td>
<td>Michael Nuttall</td>
</tr>
<tr>
<td>Parish Priest / School Chaplain:</td>
<td>Fr John Armstrong</td>
</tr>
<tr>
<td>School Board / Council Chair:</td>
<td>Nicholas Kelly</td>
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<tr>
<td>Telephone:</td>
<td>02) 62924500</td>
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<td>Fax:</td>
<td>02) 62928998</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:office@stfa.act.edu.au">office@stfa.act.edu.au</a></td>
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This report was prepared by:

Michael Nuttall
PRINCIPAL