



St Francis Xavier Catholic Primary School Mackay

2019 Annual School Report



Catholic Education
Diocese of Rockhampton

System

Catholic Education Diocese of Rockhampton

Principal

Olivia Rostirolla

Address

Corner of Bridge Road and Mackenzie Street
West Mackay
4740

Total enrolments

561

Year levels offered

Prep – Year 6

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

St Francis Xavier School is a three-stream Catholic Primary School providing quality education based on Gospel values from Prep to Year 6. As a school founded by the Sisters of Mercy, their values guide all that we do and all that we are.

Mercy Values →	SFX Virtues →	SFX Vision →	SFX Mission
Community	Love	Spirit filled faith community	Celebrate life
Spirituality	Faith	Nurture the Catholic faith	Witness our faith
Social Justice	Mercy	Fullness of life	Live the Gospel
Service	Excellence	Pursue excellence in learning	Learn

Classes are reconfigured each year to ensure that they are very similar in terms of gender, ability and behaviour. We are committed to the education of the whole child and each student is challenged to reach their full potential in spiritual, academic, cultural, physical, social and emotional areas.

Extra Curricula Activities

St Francis Xavier Catholic School promotes excellence in teaching and learning. Classrooms are vibrant learning areas and an exciting curriculum is provided that challenges students to reach their full potential.

Spirituality: We embrace the Making Jesus Real way of living, which encourages us to recognise the 'God moments' in our lives and helps us to deepen our relationship with God. Our students participate regularly in school based masses and prayer celebrations which are meaningful, joyful and reverent. Each class is rostered for the preparation of school prayer assembly and whole school prayer celebrations e.g. Mothers' and Fathers' day masses, St Francis' Feast Day.

Literacy: The school affords the students many and varied opportunities to extend their skills and knowledge in literacy through such events as Whitsunday Voices, School based Book Week activities, & Premier's Reading Challenge.

Eisteddfod Participation: Our school participates actively in our local Eisteddfod in Verse Speaking and enters a choir in every section so that most students in our school have the opportunity to take part in this experience.

Instrumental Music: Lessons are offered in Keyboard, Woodwind and Strings during school time and these lessons are provided by an external company called Music Corp. A specialist Music teacher is employed to ensure the music component of the Arts Curriculum is taught to all levels.

The Arts in all its forms is an integral part of the curriculum. Students are able to enter the Annual School Art Competition which is judged by guest artists from the local community. Art work is proudly added to the gallery in the school's reception area. Lunch time activities include an Art session where children are able to participate. Rock Pop Mime is offered in the upper school to those who are interested in participating. Children are afforded the opportunity to participate as a singing choir through lunch time practices.

Sport: This is well supported in our school, as well as between schools and in local town sporting competitions. Rugby League, Touch Football, Netball and athletics are among the sports in which we enter teams to participate in the local schools' competitions.

Our school proudly supports the local tradition of marching in the city's ANZAC Day March each year and is always represented by a large number of students with great support from the staff and parent body.

Student health is an important consideration at our school and a 'brain break' takes place in the first session of the day. Healthy snacks are encouraged. Students and the wider community are encouraged to participate in the Walk Safely to School initiative which promotes both the safety and health of students. All participants are provided with a healthy breakfast at the conclusion of the walk.

Our school offers excellent programs in both Before & After School Care and Vacation Care to support families.

St Francis Xavier has an active Student Council guided by dedicated and enthusiastic teachers. Our Student Council exists to be of service to others.

House Spirit is fostered through the promotion of kind acts, good manners, participation in community events etc. and recognised through the earning of house points. The House Spirit trophy is awarded at the end of the year to the team with the most accumulated points.

Students in our Senior classes are encouraged to participate in the English and Maths ICAS competitions.

The children of these classes are involved in a number of Parish activities such as visits to St Francis of Assisi Aged Care Home.

Students' learning is enriched through opportunities such as Optiminds and the Early Learning Program offered by Mercy College (high school).

Lunch time activities are offered to children wishing to add variety to their lunch time choices. Activities such as Lego, Art and story reading in the library are on offer.

Our children with special learning needs are offered the option of attending an after-school homework program once a week, to assist in their learning.

We introduced our Read to Rover program in 2016. This is specifically for those children who struggle with reading confidence. They are placed on a roster to read to our pre-selected dogs and their owners.

Book Swap, which occurs one week per term, has been introduced to promote reading. Children are encouraged to bring along books that they no longer read and swap for a new book.

At the end of the year our librarian identifies those children from each class who have borrowed the most throughout the year and recognizes their efforts with a trophy.

How Information and Communication Technologies are used to assist learning

At St Francis Xavier School, we believe Technology and ICTs play a key role in developing successful learners who are innovative, enterprising and able to make discerning and ethical decisions. As Technology continues to evolve, our challenge is to develop learners who can adapt to and critically examine influences on ideas, opportunities and actions in everyday life. We also believe, students need to be armed with the skills to efficiently implement the use of technological devices to enhance employability at the conclusion of their time at school.

To achieve this, the school provides a mobile laptop trolley that classes are able to access. Our Years 4 - 6 students participate in a 1:1 iPad program. Preps to Year 2 have access to iPads to accommodate group work. A whole class set of iPads is available to each Year 3 class enabling smooth transition to the 1:1 program. Every classroom has an Interactive Whiteboard and teachers also have laptops and iPad access.

Social Climate

Strategies to Promote a Positive Culture

As a Catholic school we believe that the teaching of Religion is of utmost importance. We enjoy a positive relationship with parish and strongly support the Sacramental development of students and other school/parish social functions. A number of our school staff, including the Leadership Team, are involved in the ministries of the church and attend special events and masses organised by the various parish committees.

St Francis Xavier School employs a School Counsellor for three days each week to support students and families. She also offers parenting tips as well as parent workshops. The School Counsellor works very closely with the Leadership team and teachers in regards to behaviour management and well-being. They work collaboratively to promote the positive mental health of our students. Our Behaviour Management and Well-Being Program is not a set of rules. It is a positive attitude, building resilience, making positive choices and ensuring all students have an opportunity to learn.

Our school promotes the anti-bullying message and strongly supports National Day Against Bullying and Violence which is held in March each year. Children participate in activities and make a commitment to not tolerate bullying. We advocate to children to 'be an up-stander not a by-stander'. St Francis Xavier School is an inclusive school. All enrolments are individually considered as to how St Francis Xavier is able to support the child's development. The welfare of all families in the school is important. Awareness is raised and fundraising occurs to support those in our community who have special needs. E.g. raising funds for families in need, adopt-a-family, Street Swags, ANZAC Care packages, St Vincent de Paul Christmas appeal. We also hold a Christmas morning tea for the senior citizens of our Parish community.

Cyber Safety and Anti-Bullying Strategies

ICTs are an integral part of student learning at St Francis Xavier, therefore, the school has a duty of care towards all to provide cyber safety and anti-bullying strategies and personal development opportunities for both students and staff. The school also participates in and fully supports the National Day Against Bullying & Violence each year. Day for Daniel is an annual event and supports the Daniel Morcombe Child Safety Curriculum which is implemented in all classes. Our school has an ICT Code of Conduct that sets clear guidelines for the use of IT. Our Adopt-a-Cop speaks regularly to the students with regard to Cyber Safety and their Digital Footprint. Our Year 3 classes participate in Safety Circus which is initiated by the Mackay police. Diocesan and school-based policies give guidance when handling these issues. We use Facebook to advertise appropriate anti-bullying books parents may like to purchase and information they can use.

Strategies for involving parents in their child's education

St Francis Xavier School has an active P&F Association which offers support to the school particularly in regard to funding and community building. Our School has a Board which provides very strong support to our community in terms of maintaining policies as well as the integrity and special religious character of St Francis Xavier.

Following Parent Information sessions for each year level in February, our school offers interviews for parents at the end of Term One and Term Three and written Reports at the end of Terms Two and Four each year.

St Francis Xavier School has an open door policy, where parents are welcomed and encouraged to be actively engaged in the school community in a wide variety of ways, depending on their time, talents and interests. Our Catholic Education Week open afternoon, School Camps, Sporting Teams, Sports Days, Tuckshop, Discos and Classroom Helpers are but a few of the ways parents support our school through working with the children and financially assisting us.

Reducing the school's environmental footprint

Classrooms have environmental paper bins that are then emptied into Council recycling bins. Students engage with this topic in various year levels as a part of the curriculum.

Our classes are encouraged to turn off lights and fans at each lunch break. It is also encouraged that air-conditioners not be used during Term 2 and Term 3.

We are also a Reef Guardian School, with a group of teachers implementing and leading awareness initiatives across the school to educate students on becoming stewards of the earth. Under the Reef Guardian Program, our Prep classes planted a second Native plants strip.

Each year our Prep class plant a vegetable garden without the use of chemicals. The produce is then given to the tuckshop.

The school's OSHC program embraces the reduction of the school's footprint through practices such as a worm farm, a compost bin and natural gardening. The educators also inform children of healthy foods and good environmental practices.

Characteristics of the Student Body

Families attending St Francis Xavier School come from a variety of backgrounds. Some are second and third generation attendees at the school. A number of children at our school come from families of middle to upper socio-economic backgrounds. English is the first language of the majority of students at St Francis Xavier. In recent years, due to an influx of overseas medical professionals and being located near the Mackay Base Hospital, our school has enjoyed an increased enrolment of children from various cultures and provision is made for those whose English is a second language. We have a large number of our families who are dependent upon the mining industry. These families experience work commitments of long hours, shift work or being away for extended periods on mining sites. Most students from St Francis Xavier continue their secondary schooling at Catholic schools in Mackay.

Average student attendance rate (%)

95.74 %

Management of non-attendance

A text is sent to all parents for unexplained absences. Those parents who do not respond receive a phone call. The school is also bound by Student Protection legislation and may need to follow-up student absences in line with these legislative requirements.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	36.00	35.00	0.00
Full-time equivalents	29.84	20.70	1.00

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	2.78 %
Bachelor Degree	94.44 %
Diploma	2.78 %
Certificate	

Major Professional Development Initiatives

- Gavin Grift PLC's and their impact on school improvement. This aligns with the Regional goal we are working on collectively.
- **R.E. Topic:** "Social Justice and Scripture" - **Learning Goal/s:** To provide staff with an overview to teaching the Old and New Testament whilst maintaining the social justice emphasis.
- Sandra Comben – Learning Intentions + Success Criteria
- DRA, Daily 5 & CAFÉ – Tracey Novak, Kate Rackham
- High Impact Strategies for Mathematics – John Campbell
- PLC Conference – Melbourne (3 staff members)
- Marzano Conference – Brisbane (4 staff members)
- MJR Conference – Melbourne (APRE)
- STEM Conference – Sydney (2 staff members)
- Debt collection workshop (Finance Officer)
- AEDC workshop (APC / Principal)
- NCCD training (LS teacher / APC)

The percentage of teacher participation in professional development was 100%

Total funds expended on Professional Development

\$ 183,300

Average Staff Attendance and Retention

95.70 %

Percentage of teaching staff retained from the previous school year was 92.78 %

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

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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

The data gained from 2019 NAPLAN assisted the school to discuss short and long term curriculum goals. Upon reflection, the school continued reviewing its English program to develop consistency across the year levels. We implemented CEO initiatives such as Daily 5 and CAFÉ that provided a range of good teaching practices and structures to enhance reading across the school. The continuation of Words their Way across the whole school promoted consistency in this area. Students continue to be added to the Literacy Intervention Program. A Data Wall continues to be used to monitor children's progress and to inform teachers' planning. This data is used to inform guided reading practices and address students' individual reading needs which are derived from individual reading goals. Each year level is encouraged to meet regularly to both plan and moderate student learning.

- Use of trackers for various aspects of Literacy (oral language, spelling, reading)

- NAPLAN results showed inconsistencies in the middle school

Our children who have diagnoses, learning difficulties or physical disabilities are supported through the Nationally Consistent Collection of Data (NCCD). These children are assisted in their ability to achieve successively through adjustments teachers make to their programming.

Strategic Improvement Progress and Next Steps

Strategic progress in 2019

2018 Reading results from NAPLAN indicated a negative outcome in achievement. Our targets resulting from this data are:

- *Year 5 reduce the number of students from 10.1% to 6.8% from the 'at or below' national minimum standard.*

 - We were 0.7% from achieving the goal we set.*

- *Year 3 maintain 50% of students working in the top two bands.*

 - This goal was achieved with higher than expected results. Band 5 & 6 were 5.9% above the target.*

 - Some of our students went beyond Bands 5 & 6 and the results are as follows...*

 - Band 7 – 10.4%*

 - Band 8 – 2.6%*

 - Band 9 – 1.3%*

• *Daily 5 and CAFÉ strategies are being implemented in teacher planning to give students structure and strategies to help improve reading results.*

Daily 5 was revisited from its introduction in 2018 with the expectation that it was implemented across the school. CAFÉ was introduced by the APC and the CAFÉ reference book was read and feedback given at each staff meeting. This was then implemented across the school. A trial of setting reading goals followed this implementation.

1. Catholic Identity and Ethos 	2. Effective Teaching and Learning  (NSIT Domains 2,5,6,7,8)
1.1 To embed and align Catholic Social Teaching and the Mercy charism throughout the Curriculum and the Teaching and Learning Framework.	2.1 That our school has a culture of data informed practice where every student is engaged and learning successfully in their own ways.
3. Pastoral Support and Wellbeing  (NSIT Domain 3)	4. Leadership, Partnerships and Resourcing  (NSIT Domains 1,4,9)
3.1 Based on the Diocesan Wellbeing Framework implement a student wellbeing program that focuses on each child being the best version of themselves.	4.1 To enhance and develop parent and community partnerships to improve student learning.

• *Developing the school Teaching and Learning Framework.*

The process of writing the T & L Framework was led by the APC and Curriculum Review Committee. Aspects of the Framework were introduced to the staff and their input was given to assist in developing the document. Leadership also collaborated on developing certain aspects as well as making necessary decisions for the process to move forward.

• *Implementing Making Jesus Real*

The APRE introduced the concept of MJR way of living throughout 2019 Monday school assemblies. Parents were advised through the newsletter, Facebook page and digital sign of the MJR focus for the week. Lunch time groups were formed and led by a classroom teacher. These groups initiated student activities linked to the weekly focus. A token system was then devised to identify 'God moments' and evidence of the week's focus. Teachers also used the MJR language in their class Happy Grams.

• *Create an assessment and reporting handbook for teachers.*

A set of guidelines were created by the school's Curriculum Review Committee as a reference for assessing and reporting.

• *Begin the process of developing PLCs with the intention to improve the sequencing of concepts taught across year levels.*

The school sent a classroom teacher, the APC and the APRE to Melbourne to attend a PLC conference. Background information was then presented to the staff which led to the formation of Year level PLCs. Staff meeting times were allocated to allow the Year level PLCs to form norms, write goals and collaborate on how the group would move forward to achieve the goals set.

• *Goal setting – Teachers setting their own personal/professional goals and students developing their own reading goals.*

This goal changed mid 2019 when PLCs were introduced and the staff agreed that cohort goals better served their needs.

• *Transitioning 2020 Prep Cohort through a series of visits to the school.*

2019 saw the introduction of 4 transition sessions for the 2020 Prep cohort. This replaced our usual practice of one orientation session. The extra times provided, benefited not only the children, where familiarity gave added confidence, but also the parents who attended 3 sessions on preparing their child for the beginning of their school life. These sessions were presented for the first time, by the school counsellor and were well received.

Strategic Priorities for 2020

STRATEGIC PRIORITIES AND GOALS 2020 -2022

The school's strategic priorities and goals are relayed to the parent body in a variety of ways – newsletter, Facebook, sign off on emails, displayed in office area. They are also shared at a Board level. Parents are given the opportunity to feedback and suggestions are welcomed and considered. The school priorities are set for a period of three years. These priorities guide the annual goals over this period of time. Regular monitoring of these goals take place in a variety of ways – observations, data gathering, discussions, PLCs, teachers' curriculum planning.

PRIORITIES	OVERVIEW (YEAR B & C)		
CATHOLIC ETHOS & IDENTITY	FUTURE GOALS	2021	2022
<p style="text-align: center;">1.1</p> <p>To embed and align Catholic Social Teaching and the Mercy charism throughout the Curriculum and the Teaching and Learning Framework.</p>	<ul style="list-style-type: none"> Catholic Social Teachings Embed Mercy Charism and Catholic Social Teaching across subject areas 	X	X
EFFECTIVE TEACHING & LEARNING			
<p style="text-align: center;">2.1</p> <p>That our school has a culture of data informed practice where every student is engaged and learning successfully in their own ways.</p>	<ul style="list-style-type: none"> use of Writing Analysis Tool Transfer learning - Mathematics Set up data walls for Writing and Mathematics 	X X	X
PASTORAL SUPPORT & WELLBEING			
<p style="text-align: center;">3.1</p> <p>Based on the Diocesan Wellbeing Framework implement a student wellbeing program that focuses on each child being the best version of themselves.</p>	<ul style="list-style-type: none"> Link MJR to BE YOU program evidence of BE YOU practices in teacher planning documents 	X	X
LEADERSHIP, PARTNERSHIP & RESOURCING			
<p style="text-align: center;">4.1</p> <p>To enhance and develop parent and community partnerships to improve student learning.</p>	<ul style="list-style-type: none"> Engage parents in their child's education through online platforms (Google Classroom and Seesaw) Formalise community partnerships (develop a template) 	X	X

Parent, Teacher and Student Satisfaction

For the school to continue to grow and meet the needs of the community we constantly seek feedback on school process, procedures and events. P&F meetings are one way in which the parent body can make recommendations or commendations regarding the school.

The student body has a voice through the Student Council. The Student Council meet regularly to discuss matters and lead school initiatives.

The school has developed a Community Feedback form which allows all members of the community an opportunity to make recommendations and commendations on school events and processes.

Staff members are given the opportunity to bring matters of importance to the attention of all in staff meetings and via the Feedback process and Productive Chatter. At least 2 staff meeting per term are devoted to teacher feedback and actions taken by leadership due to this feedback.