



# DIOCESE OF TOWNSVILLE SCHOOL REPORTING - 2018

## St Francis School, Hughenden

<p>The logo for St Francis School Hughenden is circular with a yellow background. It features a black outline of a house or a similar shape with four black stars inside. The text "ST FRANCIS SCHOOL HUGHENDEN" is written in a black arc at the top, and "WALK IN LIGHT" is written in a black arc at the bottom.</p>	<b>Address</b>	8 Flinders Street, Hughenden, QLD, 4821
	<b>Postal address</b>	PO Box 69, Hughenden, QLD, 4821
	<b>Phone</b>	(07) 4741 1382
	<b>Fax</b>	
	<b>Email</b>	<a href="mailto:sfsh@tsv.catholic.edu.au">sfsh@tsv.catholic.edu.au</a>
	<b>Webpages</b>	School Website: <a href="http://www.sfsh.catholic.edu.au">www.sfsh.catholic.edu.au</a> Additional information is available via the My School website: <a href="http://www.myschool.edu.au">www.myschool.edu.au</a>
<b>Contact Person</b>	Mr Brenton Place (Principal)	

## Principal's foreword

### Introduction

St Francis Catholic School is a small school that caters for students in Prep to Year 6 and has a proud history of providing high-quality education in an environment of the Catholic tradition. We have a friendly atmosphere where every child is cared for by our dedicated staff. Our school is committed to meeting the challenges of education today and in the future in order to provide our students with the skills necessary to progress further along the life-long journey of education and learning.

Teachers at St Francis Catholic School embrace the very latest in technology and best practice to educate your child according to a multi-age philosophy, while also considering each child's abilities and needs. Our school prides itself on a high standard of education, providing up-to-date and relevant resources for use in each classroom. Our staff work together to create happy and safe classroom and playground areas, which we believe, are essential for a successful learning environment. Our supportive, welcoming atmosphere ensures great partnerships and relationships are created with our parents and the Hughenden community.

At St Francis, we believe a balanced education is important. Consequently, our students enjoy a wide range of learning, sporting, musical and social justice opportunities. We endeavour to help our students develop their skills, resilience and talents, along with a strong sense of compassion and justice, so that they will make a positive difference in our community. Our students enjoy a very strong sense of belonging which is strengthened by the consistent support and encouragement that exists within the St Francis community.

# School Renewal, Strategic Planning and Annual School Improvement

The Characteristics of Effective Catholic Schools is the guiding document of the TCEO schools linking the processes of planning, implementation and review for the purpose of enhancing the quality and effectiveness of Catholic Schools. Through the Characteristics of Effective Catholic Schools each school can monitor its effectiveness, focus on strategies for improvement and fulfil its accountability responsibilities to various entities.

## THE CHARACTERISTICS OF EFFECTIVE CATHOLIC SCHOOLS



### Mission and Purpose

- To provide new and different opportunities to enhance the Catholic Identity of our school
- Focus on School Improvement in the context of Characteristics of Effective Catholic Schools

### Climate Conducive to Learning

- Enabling culture change in schools through enhancing data literacy.

### Emphasis on Learning

- Full implementation of new Religious Education Curriculum.
- Australian Curriculum.
- Focus on a Performance and Development Culture.
- Environmental Education.

## School Profile

**System:** Catholic Education (Diocese of Townsville)

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep – Year 6

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys
43	21	22

**Characteristics of the student body:**

Junior Campus:

Prep		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Total		Total
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	43
4	4	2	1	5	3	6	4	1	3	2	3	4	1	22	21	
<b>8</b>		<b>3</b>		<b>8</b>		<b>10</b>		<b>4</b>		<b>5</b>		<b>5</b>		<b>43</b>		

## Curriculum offerings

### Our distinctive curriculum offerings

- Small class sizes enable individual attention
- Special needs and extension programs to cater for individual differences
- Specialist Music, Art, HPE and Technologies

### Extra curricula activities

- Involvement in Shire activities e.g. Community Festivals, Hughenden Show etc
- Swimming Lessons P-6
- Mulkadee Arts Year 5 & 6
- Mid-West District Sport Trials

### How Information and Communication Technologies are used to assist learning

The use of Information and Communication Technologies is incorporated into all aspects of the school environment. All subject programs have incorporated the use of ICT to enhance student learning and teachers have completed professional development to increase their competency in the use of ICT in the classroom. We have a 1 to 1 program through the use of Google Chromebooks and iPads. As part of our STEM program, students enjoy using our Makey Makey kits, Ozobots and Lego Robotics.

## Social climate

The social climate of St Francis School Hughenden reflects the values taught during the day to promote a caring, helpful and happy atmosphere.

Because we are a Catholic School we are able to use our Gospel values as a basis for all learning. This ensures that all children are respected and given the opportunity to achieve academically, socially and spiritually to the best of their ability.

The Zones of Regulation program is used across the whole school. This is a framework used to teach students self-regulation. This helps students to regulate their thinking and actions by providing tools and skills to increase control and problem-solving abilities. Another strategy to support wellbeing is failure Week where staff and students discuss that it is okay to make mistakes and that we learn from these. Students participate in activities with an emphasis on making mistakes rather than perfection.

Being a small, family-based school, behavioral difficulties can be addressed early and effectively. The groups playing in the playground are multi-age with older children helping and modifying their game for the younger children.

The Behavioural Management Policy is clear and effective and works well with the small group of children at this school. Parents are encouraged to be part of our school and to take an interest in what is being taught. Parents are invited to the school at various times throughout the year to view the children's classroom work, to encourage their child's presentation of work to the whole school and also to be part of our Eucharistic celebrations.

The school has a friendly, family atmosphere where children feel safe and where there is encouragement to do one's best. There is total involvement in activities – academic, arts and sports, with participation an expectation and a focus.

Strategies/programs used to respond to bullying include:

- Life Education Van
- Child Safety Week (Day for Daniel)
- School Safe Person
- National Day of Action Against Bullying and Violence
- Buddy Bench

## Parent, student and teacher satisfaction with the school

The parent and teacher satisfaction results are gathered using voluntary participation in a radii survey.

Performance measure	Result 2018
Percentage of parents satisfied with their child/ren's progress at this school	100%
Percentage of Year 5 – Year 6 students satisfied with their learning at this school	100%
Percentage of teachers satisfied that this school provides educational programs that enable students to learn	100%
Percentage of teachers satisfied with the educational progress of students at this school	85.7%

## Involving parents in their child's education

- Parents are invited to attend the Information Evening
- Parents are encouraged to be part of class activities wherever possible e.g. reading, science, mathematics, art,
- Children are linked to various internet learning sites which allow children to continue learning activities at home
- Parent/teacher interviews at reporting time and parent education opportunities allow parents to understand what is being expected of their child and ways to assist when necessary

## Reducing the school's environmental footprint

Use of an environmental audit and attention to its recommendations is included in the renewal cycle which is part of the life of TCEO schools. Our school is also involved in the Carbon Kids and Stephanie Alexander Kitchen Garden programs with each class being responsible for various areas around our school.

## School Finances

For school income broken down by funding source: please refer to [My School – School Finances](#)

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	4	0
Full-time equivalents	4	2.8	0

## Qualifications of all teachers

Qualifications	Number of Teachers and School leaders	Percentage of teachers and school leaders
Bachelor Degree	4	100%
Total	4	100%

### Qualifications of Teachers

■ Bachelor



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was \$-.

The major professional development initiatives for 2018 are as follows:

- TCEO Staff Compliance PD 2018
- Leading with Integrity for Excellence (LWIE)
- Theology of the Human Person
- Leading with Integrity for Excellence LWIE
- Learning Area Panels
- Beginning Teacher Conference
- Curriculum Network Meetings
- Curriculum & Inclusive Education Network Meetings
- Mulkadee
- Safe Persons Training 2018

The involvement of the teaching staff in professional development activities during 2018 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98.1% in 2018.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 50% of staff was retained by the school for the entire 2018 school year.

# Key student outcomes

## Attendance

### Student attendance - 2018

The average attendance rate for the whole school as a percentage in 2018 was 97.9%.

### Student attendance for each year level

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
97.0%	97.8%	98.4%	97.6%	98.6%	98.2%	-

### Description of how non-attendance is managed by the school

The school contacts the parents/guardians of each unexplained absence on the morning that the student is absent. A letter or phone call is made to the parent/guardians of those students who are regularly absent from school. These absences are followed up by administration staff.

## Achievement – Years 3 and 5.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5.

NAPLAN results are also available from [My School](#) website

### Year 3

Test Area	Average Score for School	Average Score for Australia	Percentage of Students at or above the national benchmark
Reading	380.9	433.8	100%
Writing	383.8	407.2	100%
Spelling	352.8	417.8	100%
Grammar and Punctuation	363.8	431.7	100%
Numeracy	387.7	407.7	100%

### Year 5

Test Area	Average Score for School	Average Score for Australia	Percentage of Students at or above the national benchmark
Reading	495.8	509	100%
Writing	462.5	464.6	60%
Spelling	446.8	502.5	100%
Grammar and Punctuation	480.4	503.6	100%
Numeracy	480.9	494.2	100%