# 2014 School Reporting - Primary

## The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
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<tbody>
<tr>
<td>Diocesan Catholic Education Office - Rockhampton</td>
<td>St Francis Xavier Catholic Primary School</td>
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<table>
<thead>
<tr>
<th>School Based Contact Person:</th>
<th>Address:</th>
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<tbody>
<tr>
<td>Principal’s Full Name:</td>
<td>Corner Mackenzie St &amp; Bridge Rd West Mackay 4740</td>
</tr>
<tr>
<td>Olivia Rostirolla</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Phone:</th>
<th>Fax:</th>
<th>Email:</th>
<th>Website:</th>
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<tbody>
<tr>
<td>49 511861</td>
<td>49 512910</td>
<td><a href="mailto:sfm@rok.catholic.edu.au">sfm@rok.catholic.edu.au</a></td>
<td><a href="http://www.sfmrok.catholic.edu.au">www.sfmrok.catholic.edu.au</a></td>
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<table>
<thead>
<tr>
<th>Total Enrolments:</th>
<th>Year Levels Offered:</th>
<th>Type of School:</th>
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<tbody>
<tr>
<td>460</td>
<td>Prep to Yr 6</td>
<td>Primary</td>
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Curriculum Offerings

Distinctive Curriculum Offerings

St Francis Xavier is a Catholic Primary School providing quality education based on Gospel values from Prep to Year 7. It is a three-stream school from Prep to Year 4 and two-stream from Year 5 to Year 7. 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 of development.

Extra Curricula Activities

St Francis Xavier 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: Our students participate regularly in school based liturgies and prayer celebrations which are meaningful and vibrant. Each class is rostered for the preparation of school prayer assembly and whole school liturgies 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, National Simultaneous Story Time & Premiers Reading Challenge.

Eisteddfod Participation: Our school participates actively in our local Eisteddfod in Verse Speaking and enters a choir in every section so that almost every student in our school has the opportunity to participate.

Instrumental Music: Lessons are offered in Keyboard, Woodwind and Strings during school time and these lessons are provided by Music Corp.

The Arts: This Learning Area is taught by specialist teachers to students in Prep to Year 3

Speech and Drama: Lessons are offered to Year 4 to Year 7 classes.

Art 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.

Sport: This is well supported in our school, as well as between schools and in local town sporting competitions. Rugby League, Touch Football, Netball, Hockey 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 we participate in the "Fruit, Veg, H2O to Go" program where students consume only fruits, vegetables and water during afternoon recess. Students are also encouraged to participate in the Walk Safely to School which promotes both the safety and health of students.

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. The students have a voice through their Student Council representatives. 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 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. We host as well as participate in the McDonald's Maths competition. They participate in debating, ELP & Wakakirri.
Our senior classes are involved in a number of Parish activities such as visits to St Francis of Assisi Home, Anointing Masses and preparations for the Parish Fair.

How Information and Communication Technologies are used to assist learning

At St Francis Xavier we are committed to providing students with every opportunity to engage with ICTs. We have a computer lab that classes use for ICT instruction and learning opportunities. There are a number of mobile laptop and iPad trolleys that classes are able to access to enhance learning. Our Year 6 & 7 students participate in a 1:1 iPad program where each student has access to an iPad. These are used at school and at home to support, extend classwork and assignments. Every classroom has an Interactive Whiteboard and teachers also have PCs and iPad access.

Social Climate

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, the annual Parish Fair and other school/parish social functions.

St Francis Xavier employs a Pastoral Care Worker for one day each week to support students and families and also employs a qualified counsellor for four hours each fortnight.

St Francis Xavier is an inclusive school. All enrolments are individually considered as to how St Francis Xavier can 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.

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 also focussed on annually. 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.

Strategies used for involving parents in their child’s education

St Francis Xavier has an active P&F Association which offers strong support to the school particularly in regards to funding and community building. Our School has a Board which provides very strong support to our community in terms of Policy Development and maintaining 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 written Reports at the end of Terms Two and Four each year. St Francis Xavier 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. 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

Our school participates in the "Clean-up Australia Day" activity annually. This is a school event that brings awareness to our role as stewards of the environment. 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.

Characteristics of the Student Body

Families attending St Francis Xavier come from a variety of backgrounds. Some are second and third generation attendees at the school. Most children at our school would be from families of the 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. Due to the downturn in the mining industry St Francis Xavier is experiencing ever increasing transience in our school population. However, we continue to 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.

Staffing composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
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<tbody>
<tr>
<td>Headcounts</td>
<td>32</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>29.5</td>
<td>13.71</td>
<td>0.39</td>
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Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
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<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>3.1%</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>87.5%</td>
</tr>
<tr>
<td>Diploma</td>
<td>9.4%</td>
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<tr>
<td>Certificate</td>
<td>%</td>
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Expenditure on and teacher participation in professional development

**TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$96,000

**MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

DCEO – Bishop’s In service day  
WH&S – all mandatory annual in services  
SCHOOL – RE day – 4 Signs of a Dynamic Catholic used as a basis to develop staff charter, Student Protection, Literacy – Reading record assessments, Google Apps, delivery of The Arts curriculum

The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100%

**Average staff attendance**

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days
98.07%  
**Percentage of teaching staff retained from the previous school year**

93.42%  

**School Income**


(The School information below is available on the My School web site).

**National Assessment Program – Literacy and Numeracy Results**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at http://www.myschool.edu.au/.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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**

In 2014 our NAPLAN results reflected consistent progress by each assessed year level. The data gained from NAPLAN assists the school to discuss short and long term curriculum goals. Upon reflection, the school began reviewing the school English program to develop consistency across the year levels. We implement DCEO initiatives that provide further data to scaffold learning in classrooms such as reading assessments. This data is used to inform guided reading practices to differentiate learning for student needs. Each year level is encouraged to meet regularly to both plan and moderate student learning.

**Student Attendance**

Average student attendance rate (%)

95.6%  

**Describe how non-attendance is managed by the school**

If there are periods of unexplained student absences the school contacts parents to discuss this concern. The school is also bound by Student Protection legislation and may need to follow-up student absences in line with these legislative requirements.
**Value Added**

**The story of distance travelled**

Both anecdotal and statistical data from NAPLAN Year 3/5/7 tests would support that St Francis Xavier is providing a very sound education for students enrolled at the school. In regard to national testing, these results belong within a context. As a school who welcomes all who seek a Catholic Education, we enrol children of all abilities. Some year levels will perform better than others due to the cohort of students coming through at that particular time. Professional development of teachers, improved access to technology and the dedication of significant blocks of core learning time have all contributed to improvement in learning outcomes. Through the review of past reading data, evidence of further teacher support to develop consistency of practice across the school was needed. This was addressed through a PD day at the start of 2014 which was then followed up with year level teachers on planning days and the analysis of ongoing data throughout the year.

**The story of where you are going**

With the implementation of Australian Curriculum over the past 5 years, we are taking this opportunity to review and consolidate practice. The key focus over the past few years has been implementing new curriculum learning areas, whereas 2014 has seen us take the time to reflect on where we want to head to develop consistency and complexity of learning for students. We began a review of our English program to see what areas teachers felt were our strengths and those for areas of improvement which lead to goals for 2015 in this area. As a school, we have identified an ongoing concern of how to ‘catch up’ students with low levels of literacy. While these students demonstrate continued progress from one year to the next, they still remain below year level expectations. Funds have been set aside to address this identified need in 2015.

We intend to continue the use of Computer Technologies to enhance learning, and allocating uninterrupted time to core learning disciplines. We have invested heavily in both resourcing and professional development in literacy, and we look forward improved outcomes for our students. We look forward to the opportunity of working further with the new Australian curriculum. The results of the 2014 School Review and Improvement Process will determine the future direction of the school based on the recommendations made from the findings of the surveys of staff, parents and children.

**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. Our P&F and School Board parent representatives are active and visible in the school, allowing for them to be approached and topics discussed and, if appropriate, brought to meetings for discussion.

The student body has a voice through the Student Council. The Student Council meet regularly to discuss matters and lead school initiatives. The school, over recent times, has developed a Community Feedback 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 Community Feedback process.