

***St Francis of Assisi
Catholic Primary School
Warrawong***



***Annual School Report
2011***

About This Report

St Francis of Assisi Catholic Primary School, Warrawong is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School's Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2012.

Further information about the school or this Report may be obtained by contacting the school:

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Parish Priest: Fr Emanuel Gatt (ofm.Conv.)

Principal: Mr Michael Connelly

Date: 9 December, 2011

Vision Statement

St. Francis of Assisi School Community lives by the motto:

My God and My All

Message from Key School Bodies

Principal's Message

Our school has served the largely multicultural Parish and community of Warrawong for just over 50 years. During that time the principal, staff, the Franciscan Friars and the Sisters of the Heart of Jesus have endeavoured to live the charism of St. Francis of Assisi as they minister to the spiritual, educational and pastoral needs of families. Central to this ministry is the provision of quality Catholic education to children in our primary school.

This year there were 9 class groupings from Kindergarten to Year Six with an enrolment of 215 children. Again, this year teachers and students have been involved in the National Partnerships "Focus on Reading" initiative which has led to a revolution in teaching, learning and assessment of reading across all Grades resulting in extremely positive outcomes.

A highlight of the year has been the completion, at the conclusion of Term 3, of the School Hall and Canteen funded by the Federal Government's Building the Education Revolution (BER). This project has enabled the building to be used by school, parish and community groups for many and varied purposes.

Parent Involvement

In acknowledging the wonderful support of parents, I particularly thank the Parents and Friends Leadership Team and Committees for their teamwork and dedicated involvement throughout the year. Fund raising enabled valuable educational resources to be purchased for the children of our school in the areas of literacy, numeracy and technology. Our social activities were limited because of the building program and the lack of availability of a hall. However, parent involvement extended to many school activities including our inaugural Grandparents' Day and Focus on Reading presentation morning.

Parents and Friends Association, President

Student Leadership

This year, 2011, has been an extremely busy year that has provided the students at St. Francis of Assisi Catholic Primary School with many opportunities. The children in Year 2, 3 and 6 received the Sacraments of Penance, First Holy Communion and Confirmation. Year 6 was also fortunate to participate in Gathering and Prayer with Bishop Peter Ingham at St. Pius X Catholic Primary School, Unanderra. We had a very successful camp at the Sport and Recreation Centre, Berry where we learnt to believe in ourselves, our abilities and work as a team. Our School Leaders went to the Young Leaders' Day in Sydney. With many students from our school we participated in many Diocesan Spots Gala Days.

This year for the first time we formed a Minnie Vinnie’s group to be actively involved in the Social Justice Mission of our Church. Our dedicated teaching and support staff have worked tirelessly with the children of our school to ensure learning is of a high standard particularly with Focus on Reading. We will be sad to leave our Primary School but look forward to high school.

School Leaders

School Profile

School Context

The spiritual needs of Catholic families of Warrawong, Lake Heights and Cringila, were served by St. Patrick’s Catholic Parish, Port Kembla. The children of those families attended St. Patrick’s Catholic Primary School, Port Kembla or local state schools. In 1956, St. Francis of Assisi Catholic Parish, Warrawong was formed with the Franciscan Order of Conventual Friars as Parish Priests. In 1960 St. Francis of Assisi Catholic Primary School opened under the direction of the Franciscan Sisters of the Heart of Jesus a Religious Order founded in Malta. The Sisters were well equipped to meet the educational, spiritual and pastoral needs of the families of the Warrawong Parish. The first lay Principal was appointed in 2002 with the last Sister retiring from teaching in 2011. The Sisters are still actively involved in the Parish and participate in many school activities.

There is a large diversity of needs within the school requiring individual learning, behaviour and pastoral care plans. These are supported by the National Partnerships “Focus on Reading” Program, which includes professional development for staff in literacy learning and teaching, assessment of students and evaluation of teaching practice. These endeavours are supported by the provision of a teacher educator. 2011 is the second year, of a four year national partnership.

In addition the school is implementing for the third year the School-wide Positive Behaviours for Learning Program which focuses on links between behaviour, relationships and improved learning. The school has also made application for the National School Chaplaincy and Welfare Program.

St Francis of Assisi Catholic Primary School is a Catholic Systemic co-educational school located in Warrawong. The school caters for students in years K-6 and has a current enrolment of 215 students.

Student Enrolments

2011	Boys	Girls	Total	Indigenous	LBOTE
	118	97	215	1	127

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school

website www.sfawdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2011.

Student Attendance

2011	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	91.4%	81.1%	91.7%	88.8%	95.7%	88.1%

Management of Student Non Attendance

Non-attendance is managed in the first instance, by the class teacher. Notes from parents are required explaining daily and partial absences. Depending on circumstances, the teacher liaises with parents and students in terms of adverse effects of repeated absences, typically learning and social implications. Trends of absenteeism or that of a prolific nature is additionally addressed by the Principal. The office keeps a daily record as part of a Diocesan system of online daily and partial absence data entry.

Staffing Profile

There are a total of 19 teachers and 9 support staff at St Francis of Assisi Catholic Primary School. This number includes 7 full-time, 12 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

**Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention*

Teacher Attendance and Retention

The average daily teacher attendance rate for 2011 was 96.51%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2010 to 2011 was 100 %.

Professional Learning

During 2011, St Francis of Assisi personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Francis whole school development days involved 20 staff.

These days focused on:

- Development of Spirituality;
- National Partnerships Program (Focus on Reading Phase 3: Modules 1 & 2); and
- Australian Curriculum.

B. Other professional learning activities provided at school level including CEO run courses:

- Apple School Technology Day (3 Staff attended);
- Journey Spirituality Program (4 Staff attended);
- Leadership Retreat Day (5 Staff attended);
- Gifted & Talented In Service (1 Staff attended); and
- SPB4L – Non Violent Intervention Training (4 Staff attended).

The average expenditure by the school on professional learning per Staff member was \$140. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$3442.

Catholic Life & Religious Education

During 2011 the Franciscan Friars, staff and parents of St Francis of Assisi have continued to share the responsibility for the spiritual growth and faith development of the students.

The school continues to support the Parish based Sacramental Programs of Penance, First Communion and Confirmation with the school's teachers readily leading many of the groups. All students participate in formal and informal prayer situations within the school. Each day begins with a school assembly and prayer which can include prayers relevant to Feast days or other important events in the Church year. Stage Masses are held each Term usually to celebrate a significant Feast and once each Term classes join the Parish community to celebrate Mass. The Friars also visit each class once a Term to speak to the children about their learning and further support their faith development. Staff members continue their own

faith formation through weekly prayer and attended the conference Spirit Dream in Burning Hearts in May.

The school is proactive in ensuring the Catholic faith, tradition and culture are authentic and evident in the school. The Diocesan Religious Education Program is taught across all classes. There are innovative learning and teaching activities, which reflect current pedagogy and meet the learning needs of the students.

At St Francis of Assisi School, we have supported several social justice initiatives throughout the year. In 2011 Year 6 developed a Mini Vinnie's group and were actively involved in supporting all our initiatives. All classrooms had a mission box and children gave generously to organisations including Caritas (\$500), Catholic Mission (\$500) and The Franciscan Indian Mission (\$300). The children also raised money for the Cancer Council (\$400) as many families in our community have been touched by cancer. The school also collected donations for the St Vincent De Paul annual food and gift drive.

This year we said farewell to Sr. Grace after 47 years of dedication and devotion to our school. Sr Grace retired and was the last teaching Religious in our schools. We thank God for the gift of Sr Grace's life as part of our school, parish and community.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2011. The school cohort in 2011 consisted of 24 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29th August and 24 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- understanding of the Church Year particularly the seasons and special Feasts;
- knowledge of Mary and the Saints;
- knowledge and understanding of scripture stories and prayer.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- identify parts of the Mass; and
- understanding of Jesus' teaching on forgiveness.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 0% of students were placed in the developing level, 25% in the achieving level and 75% were in the extending level.

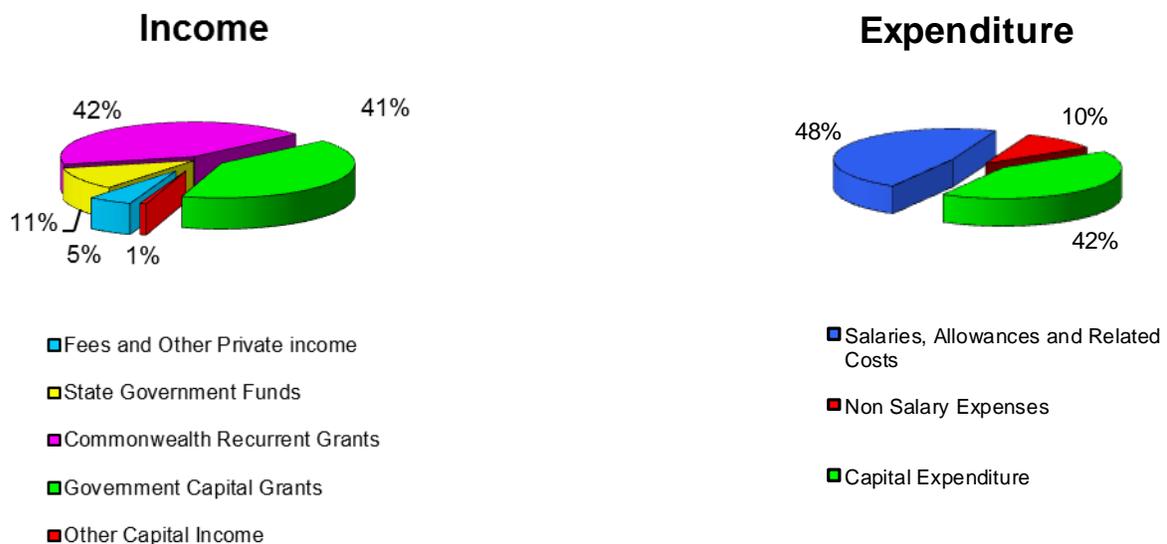
For Part B, 24% of students were placed in the developing level, 64% in the achieving level and 12% were in the extending level.

Combining Parts A and B, 0% of students were placed in the developing level, 71% in the achieving level and 29% were in the extending level for Religious Literacy.

Financial Summary

The school received \$2million from the ‘Building the Education Revolution’ (BER) Government funding. This money was used to demolish the existing hall and to build a new hall and canteen. The project began at the beginning of September 2010, with the demolition of the existing buildings and was completed at the end of Term 3, 2011.

The following graphs reflect the aggregated income and expenditure for St Francis of Assisi, Catholic Primary School, Warrawong for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Introduction

Staff at St Francis of Assisi Catholic Primary School continue to place emphasis on maintaining a safe, supportive environment, expressed by our Vision Statement, the Franciscan motto, ‘My God and My All’.

Pastoral Care

Behaviour Management was again a priority for 2011, as we continued with our School Wide Positive Behaviours for Learning (SPB4L) Diocesan project. A committee, which includes the Principal, Assistant Principal, 2 teachers, a school support officer, a parent and a CEO representative continued to steer this project. We continue to trial new initiatives and continue to evaluate data collected and collated as evidence of our progress. This year, the focus moved from the playground to our learning areas.

Visitors from the Armidale Diocese who are exploring the implementation of SPB4L spent a day at our school exploring the project.

A CatholicCare counsellor provides counselling and supports students, families and teachers in implementing strategies associated with behaviour management.

School Student leaders participated in a Young Leaders' Day at Homebush. Student achievements are acknowledged through the newsletter, awards at assemblies and through the sticker book reward system. Parents and Guardians are provided with opportunities to be informed and discuss their child's education through Kindergarten Orientation Days, information nights and parent teacher Meetings. Staff members have participated in Anaphylaxis and Asthma Training and First Aid.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2011.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

St Francis of Assisi Catholic Primary School is a Catholic educational community, which provides a quality learning and teaching environment for all. Our School Review and Improvement (SRI) Plan includes classroom practices, strategies and structures to enable students to reach their full potential. The sharing of quality teaching practices, using the Diocesan Learning and Teaching Framework (DLTF) has been a focus throughout the year in conjunction with the National Partnerships Focus on Reading.

National Partnerships

St Francis of Assisi Catholic Primary School participates in the National Partnership Agreement. This provides the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school we are strengthening successful practices and developing innovative responses to meet the needs of all students especially those most in need of additional support. Our partnership will build teaching skills and focus on literacy and numeracy outcomes for all students.

The National Partnership will achieve this through better use of data, strengthening school leadership and partnership arrangements between school and parents, local communities and the higher education sector.

St Francis of Assisi Catholic Primary School has implemented the following initiatives under the National Partnership Agreement:

- Professional learning opportunities leading to improved student outcomes in reading;
- Specific intervention programs for individual students; and
- Workshops to analyse student achievement information.

Curriculum & Pedagogy

The NSW Foundation Statements, along with outcomes taken from the syllabus documents for each of the Key Learning Areas (KLAs) of English, Mathematics, Science and Technology, Human Society and its Environment (HSIE), Creative Arts and Personal Development, Health and Physical Education (PDHPE) are used to guide learning, teaching and assessment experiences. All classes followed the Diocese of Wollongong Religious Education Syllabus. Teachers designed work programs that followed the Diocesan Programming Policy. Information and Communication Learning Technologies (ICLT) are integrated across all Key Learning Areas in all Stages of Learning.

Student progress is formally presented to parents twice a year in the form of a written A to E graded report with the option of parent/teacher meetings following the distribution of reports. Kindergarten staff provides a verbal report to parents in Term 2 and a written Report based on indicators of competency in Term 4. Year 3 and year 5 students participated in National Assessment Program Literacy and Numeracy (NAPLAN) and Year 4 students participated in the Diocesan Religious Assessment Part A and Part B. Results of these assessments were provided to parents as a written Report.

Cross Curriculum

During 2011 Focus on Reading has been instrumental in assisting staff to improve the levels of reading within the school. Teachers implemented programs focusing on improving teaching and learning of comprehension skills in the classroom and intervention programs for those students identified as being 'at risk'. In all Stages teachers have designed units of work integrating outcomes from all Key Learning Areas that include rich learning experiences. The implementation of the Diocesan Learning and Teaching Framework (DLTF) allowed for learning experiences to be developed ensuring more effective teaching.

Meeting the needs of all students

Students with specific learning needs received regular assistance from School Support Officers who, with classroom teachers, planned learning experiences that supported the students and developed their skills. There were 9 students who successfully completed the Reading Recovery Program in 2011. This Program is for students experiencing difficulty in the early acquisition of literacy skills. Stage-based groupings were successfully used as a means of addressing the range of abilities within a cohort of students.

Expanding Learning Opportunities

The school provided a range of sporting experiences outside the classroom. Students were given the opportunity to participate in Regional Gala Days for AFL, netball, soccer and basketball as well as representing the school in Regional and Diocesan Carnivals for Athletics, Cross Country and Swimming. Physical Education (PE) and Music are taught by qualified specialist teachers. Students are given the opportunity to participate in Public Speaking and the International Competitions and Assessments (ICAS) in English, Mathematics, Spelling, Computer and Science.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

There were thirty-seven Year 3 students and twenty-nine Year 5 students who sat for the 2011 National Assessment Program Literacy and Numeracy (NAPLAN).

Year 3

Literacy: The strongest performance reported was in Writing with 100% of students achieving at or above the National Minimum Standard, 76% of which were placed in highest bands of 5 and 6. In Reading, Spelling, and Grammar and Punctuation, the majority of students were placed in the middle bands 3 and 4.

Numeracy: 62% of students were placed in the middle bands 3 and 4.

Year 5

Literacy: The strongest performances were in Reading and in Grammar and Punctuation, with 24% of students placed in the highest bands 7 and 8 in these aspects of Literacy. In all areas of Literacy, the majority of students were placed in the middle bands 5 and 6.

Numeracy: 66% of students were placed in the middle bands 5 and 6.

Analysis of this data has enabled the school to set targets in both Literacy and Numeracy for 2012.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2011: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	8%	73%	19%	27%	48%	24%
	National	15%	39%	45%	21%	49%	29%
Writing	School	0%	25%	76%	17%	62%	20%
	National	8%	44%	46%	18%	57%	23%
Spelling	School	11%	71%	19%	24%	62%	14%
	National	15%	42%	41%	20%	53%	26%
Grammar & Punctuation	School	3%	78%	19%	28%	49%	24%
	National	14%	36%	48%	17%	46%	35%
Numeracy	School	21%	62%	17%	24%	66%	10%
	National	14%	51%	33%	17%	56%	25%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2011: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	97%	90%
	National	94%	92%
Writing	School	100%	90%
	National	95%	92%
Spelling	School	97%	93%
	National	93%	91%
Grammar & Punctuation	School	97%	93%
	National	93%	92%
Numeracy	School	95%	90%
	National	96%	94%

Parent, Student and Staff Satisfaction

Parents

Each of the 146 families was invited to respond to the Parent Survey. A total of 45% of families returned completed survey forms.

Areas of strength identified in the survey: All parents agreed with the statement: The school provides various opportunities for me to become involved.

The vast majority of parents surveyed agreed with the statements: The school helps my child to develop a knowledge and understanding about Catholic tradition; My child is challenged to maximise his/her learning outcomes; The school strives to meet my child's individual learning needs; the school provides appropriate information about my child's progress; The school offers a range of co-curricula activities; The teachers are genuinely interested in the welfare of my child; The school provides a safe and supportive environment; The school communicates information about activities and events.

Areas for further development: In the above statements where the vast majority agreed, a small number of parents disagreed. Therefore the following areas have been identified as needing further improvement: the school provides appropriate information about my child's progress; my child is challenged to maximise his/her learning outcomes.

Students

Each of the students in Stage 2 and Stage 3 were invited to respond to the Student Survey. Of the targeted group 91% completed survey form.

Areas of strength identified in the survey: The vast majority of students agreed with the statements: I am proud of my school; This school helps me in my understanding of the Catholic faith; My teacher encourages me to learn to the best of my ability; I understand my

rights and responsibilities at school; I feel safe at school; If I had a problem there are people who I could approach for help; There are sporting and other activities in which I can become involved.

Areas for further development: In the above statements where the vast majority agreed, a small number of students disagreed. Therefore we need to work on encouraging children to be more confident in approaching those who can help them.

Staff

Of the 28 staff members who were invited to respond to the Staff Survey 68% completed the form.

Areas of strength identified in the survey: All staff surveyed agreed with the statements; The school helps students to develop a knowledge and understanding about Catholic tradition; Students understand their rights and responsibilities; The school provides appropriate information to parents about student progress;

Areas for further development: Whilst the vast majority surveyed agreed that students are challenged to maximise their learning outcomes and the school strives to meet individual needs of students, a small number disagreed with these statements. These areas would need further development.

School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2011:

- **Key Area 2: Students and Their Learning**
 - 2.1 Educational Potential
 - 2.3 Reporting Student Achievement
- **Key Area 3: Pedagogy**
 - 3.1 Curriculum Provision
 - 3.5 Assessment
 - 3.7 Professional Learning
- **Key Area 7: Strategic Leadership and Management**
 - 7.1 Planning for Improvement

School Review and Improvement components to be reviewed and rated in 2012:

- **Key Area 1: Catholic Life and Religious Education**
 - 1.1 Vision & Mission
 - 1.4 Parents parishes and the broader Church
- **Key Area 3: Pedagogy**
 - 3.4 Planning, programming and evaluation
 - 3.6 School climate, learning environment and relationships
- **Key Area 4: Human Resources, Leadership and Management**
 - 4.1 Recruitment, selection and retention of staff
 - 4.3 An ethical workplace culture
 - 4.5 Overall compliance with legislation and other requirements

