



ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL ANNUAL REPORT 2022

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OUR VISION

St Francis of Assisi Catholic Primary School, in partnership with parents, provides a Christian environment where children are educated to take their place in the Church and society.

OUR VALUES

Courage Respect Justice

OUR MISSION

St Francis of Assisi Catholic Primary School aims to allow each person to achieve their full potential in a Christian Community which values justice, respect and courage.



PRINCIPAL'S MESSAGE



Grow in Wisdom and Love

I appreciate the opportunity to present the 2022 Annual Report for St Francis of Assisi Catholic Primary. We were challenged at the start of the year with the impact of Covid-19 and with staffing shortages throughout the year. With the support of our school community and dedicated staff the learning of our students remained uninterrupted, and we had a fabulous year.

Our school continued to grow as we provided a nurturing and safe environment, encouraging family and community engagement. We were able to plan for an additional classroom for the following year as our enrolment numbers increased. Our students flourished in an environment where they were provided learning opportunities for exploration, imagination and investigation.

Our community engagement and spirit remained strong with our families actively taking part in all school activities. Our Parent and Friends and our Parent Advisory Council grew in 2022, and their collaboration with the school was valued and appreciated.

We participated in many events throughout the year and our students and families enthusiastically involved themselves in these projects. Our participation in the Darwin Christmas Pageant was a highlight. Our community came together, celebrated the festivities and were awarded best walking group.

We focused on building capacity in the area of data literacy. Our leadership team collaborated with Dr Selena Fisk who led us in data storytelling and how to use our school data to further inform our strategic goals. Our teaching team worked together to examine our school data, identifying success measures and determining evidence that will inform impact. We reviewed and revised our curriculum maps and our school data plan across year levels for our teachers to follow.

In Semester Two, St Francis of Assisi Catholic Primary School undertook a National School Improvement Tool (NSIT) school review. All the staff and students across year levels, and school families participated in this process. This was very positive and provided our school with a valuable opportunity to reflect on current practices and progress made towards improving the quality of teaching and learning and subsequently, student learning and wellbeing outcomes. We were reviewed across nine domain areas, and we used the data from the review to focus on our future goals and strategies to improve student learning.

We had a professional and dedicated team of teachers and staff who worked tirelessly to ensure that our children's education in 2022 was rich and engaging. The school values of Justice, Respect and Courage, in the Spirit of Making Jesus Real, pervaded our school. I thank everyone in the St Francis school community who embraced that, making 2022 the wonderful year that it was.

Ms Jen Rudyard
Principal



SCHOOL PROFILE

St Francis of Assisi Catholic Primary School is located in Darwin's rural area of Humpty Doo. It is a co-educational Catholic Primary school catering for students from Transition - Year Six. We are committed to continuing to provide a child centred, Christ centred education where we maintain a social learning environment where children, teachers and parents work together to foster the development of Christian attitudes and values. Our student population is drawn from across the rural area including as far south as Batchelor and west to Berry Springs.

We provide an inclusive curriculum that develops the child's feeling of self-worth by creating a warm and caring atmosphere where the child feels loved and secure. We encourage respect for other cultures, recognising that we are a multi-cultural community. Our staff foster in the children an enjoyment of learning and a desire to develop their talents so that their lives may be enriched and that others may benefit from their achievements.

We have an Early Learning Centre (ELC) and an Out of School Hours Care (OSHC) on the school grounds. Our Early Learning Centre provides long term day care for two to five year old children, and a Pre-school programme with a qualified teacher. The students enjoyed our fabulous outdoor spaces that encourage play and exploration. They thrived throughout the year as they explored with hands-on play based learning.

We welcome everyone and we are proud of our students who are inclusive, kind and accepting of others. St Francis of Assisi Catholic Primary school provides a values-focussed education with specialist teaching in STEM, Indonesian, Dance and Physical Education.

STUDENT PROFILE

STUDENT POPULATION FOR 2022 (AUGUST CENSUS DATA)

Transition Total 12	Year 1 Total 13	Year 2 Total 11	Year 3 Total 13
Year 4 Total 13	Year 5 Total 12	Year 6 Total 7	Total 81

Students who identify as Aboriginal/Torres Strait Islander: 11

Attendance rate all students: 84%

MANAGING NON-ATTENDANCE

Attendance-related notifications from parents are recorded by school administration staff who in turn notify class teachers. Attendance registers are monitored in the front office daily and parents were contacted in the event of unexplained or regular student absence.



STAFFING HEAD COUNT FULLTIME EQUIVALENT

Principal	1 FTE 1.0
Deputy Principal	1 FTE 1.0
Teachers	4 FTE 4.0
Inclusion Support Coordinator	1 FTE 0.6
Administration and Clerical	2 FTE 2.0
Canteen	1 FTE 0.46
Inclusion Support Assistants	5 FTE 3.9

TEACHER QUALIFICATIONS

All teachers are registered with the Teacher Registration Board of the Northern Territory and hold a current Ochre Card.

Bachelor's degree or Equivalent: 7 staff

Master's Degree: 1 staff

Other Qualifications: -



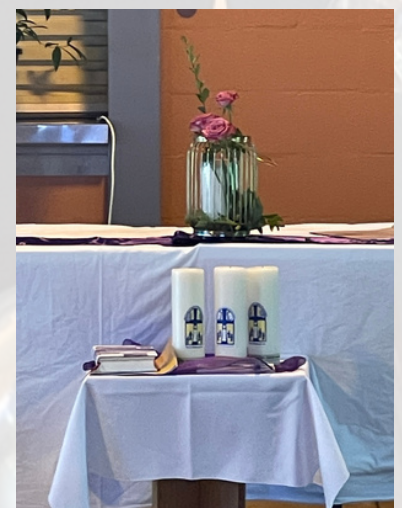
CATHOLIC IDENTITY

We welcomed our new parish priest Father Rodrigo this year. As a school we embraced and nurtured our relationship with the parish and appreciated his involvement in our school community and presence at school. In terms of liturgy, our school masses were wonderful liturgies, enjoyed and appreciated by all. We are very grateful to Father Rodrigo as he has made every effort to welcome and include our children at these masses. We enjoyed our faith experiences this year. Our students welcomed Father Rodrigo to the class visits each term.

We continued with Making Jesus Real or MJR. This programme is proof positive of a lived faith in the twenty first century.

All staff participated in a Catholic Identity Day, focusing on our own personal vision and mission and how this connects to our school story, the story of St Francis, of Humpty Doo and that of the Woolner people, traditional owners of the land on which we gathered. We captured the key elements of the school's faith story linked with Laudato Si to develop a greater understanding of our mission and what it looks like day to day at our school with our students.

We focused on understanding the meaning of our school values, JUSTICE, RESPECT and COURAGE. Our students spent time in prayer circles sharing the Spirit of Jesus moments they saw both on the playground and in their classrooms. They were quick to recognise that it is often the small things they do that make all the difference.



The scope and sequence documents for our Religious Education Units, for Prayer and the Journey in Faith curriculum content were reviewed. We collaborated on the assessment and reporting descriptors and learning points that we reported against. We began developing an action plan for Laudato Si which focuses on care for the natural environment and all people. We linked this to life at St Francis and the small things students can do to make an impact.

Over the course of 2022 our school supported Caritas, Catholic Mission Australia, Project Compassion and St Vincent de Paul. The students collaborated, problem solved and had a great time attempting to build the world's largest coin tower, we held cake stalls, a movie, disco and crazy sock and hair day to raise money for those in need. Our Christmas hampers were bulging and our families were generous in their support of those less fortunate.

MASSES AND LITURGIES

Termly class Liturgies and Masses
Classroom visits from Father Rodrigo

Opening School Mass

Ash Wednesday

St Patrick's Day

Holy Week Liturgy

ANZAC Day Liturgy

Mother's Day Mass

Remembrance Day

NAIDOC Liturgy

The Assumption of the Blessed Virgin Mary

All Saints Day Mass

Advent

Year 6 Graduation Mass and End of Year Mass



GROW IN WISDOM AND LOVE

TEACHING AND LEARNING

Academically our literacy and numeracy initiatives continued to focus on what makes a difference. We acknowledged improvement in student outcomes pivots on teacher quality. We identified and began an explicit journey in teacher learning and development in Mathematics and English that was relevant, collaborative and situated in a belief that quality teaching is data informed. We began to focus our pedagogy on student engagement, and on differentiation and have this as a goal in our upcoming strategic plan. We focused on interpreting our data, on mathematical vocabulary, mental computation, problem solving, Mathletics, writing, and PLD spelling in particular.

Professional Learning Community meetings were a powerful medium through which we built capacity in our team of teachers. We began to undertake a deep analysis of our data to ensure students learning is focused to the individual point of need. As an organisation we engaged with Dr Selena Fisk to make evidence-based decisions based on a thorough understanding of data.

We introduced Promoting Literacy Development (PLD) an evidence-based programme to ensure a consistent approach to teaching structured synthetic phonics across all year levels. It was encouraging to see our students engage in the programme and the progress made was evident in our data. We also introduced Mathletics as an additional support in numeracy. Our students were challenged and motivated and we saw a definite positive change in the way our students looked at Mathematics. We were able to target the learning to each individual students need at that point in time. We tracked the data to inform our teaching practice.

This year, the school's intervention programmes of MiniLit and MacqLit together with in class support provided additional support and targeted learning to our students. We were able to provide enrichment opportunities across our years and continued with the involvement of working with class teachers to provide targeted support. This is a most effective model.



Our Transition to Year Six students enjoyed participating in STEM in 2022 providing opportunities for all students to explore, invent, design and create. Students developed the necessary 21st learning skills of critical thinking and collaboration. Students used their creative and critical thinking skills as we encouraged innovation and students to think outside the box. It was a highlight for our Year Six and Five students to participate in the Maker's Empire Learning by Design Project where their design thinking and problem-solving was put into action.

EXTERNAL NSIT REVIEW

St Francis of Assisi participated in the external National School Improvement Tool (NSIT). This was a positive experience and it provided feedback against each of the nine interrelated domains of effective school practice.

COMMENDATIONS

- Students' articulation of how the Making Jesus Real (MJR) program assist them to be the best person they can.
- Ongoing development of ICT resources to provide iPads on a one-to one basis, a well-equipped lab, a school set of laptops, digital 3D printer resources, and digital coding technologies including Makers Empire, Microbits and Robotic Lego for use in STEM across the school.
- Budgeting to accommodate school-based initiatives, student wellbeing, and staffing costs while balancing and meeting system requirements.
- Developing and maintaining a comprehensive approach to support students who are identified with a disability. This approach is enabling access to the curriculum for these students.
- The work of the school Inclusion Support Assistants (ISAs), allocated to each class, is valued and plays an integral role in addressing the needs of many students.
- Action by teachers, leaders, and educators to successfully implement a play-based approach to learning in the school's Early Learning Centre informed by the Early Years Framework (EYLF).

RECOMMENDATIONS

- Collaboratively review student data to identify areas of learning and wellbeing that should be improved, forming the school's narrow and sharp explicit improvement agenda.
- Develop an explicit and agreed position on research-based pedagogies, inclusive of digital pedagogies that are consistently evident across the school.
- Refine and embed a shared understanding of differentiation ensuring that it is a key feature of classroom practice.
- Create and implement a whole school Professional Learning Plan, a comprehensive and systematic approach to the observation, feedback, mentoring and coaching of staff.



PASTORAL CARE AND WELLBEING

St Francis of Assisi Catholic Primary School is a community underpinned by respect, where everyone feels they have a voice - we hear, listen, respond and inform with timely and effective means of communication. We worked to strengthen partnerships between the school, parents, parish and the local community. We promoted the school as a highly valued resource centre for the benefit of our wider community.

The school's vision and associated values articulate our shared beliefs about learning and wellbeing, they are the foundation for action and support the development of a culture where all staff and the wider community are united in their commitment to improving learning and wellbeing outcomes for all students. Our vision and values were visible across the school and encouraged our students to create learning behaviours and friendships reflective of these values.

We continued to teach MindUp, an evidence-based social and emotional learning programme to engage in mindful experiences and exercises three times a day and used an in-class zones of regulation chart for children to check in. The students participated in many activities with their buddies and enjoyed art, reading, computer and games together.

Play Therapy is an evidence-based mental health intervention that gives our students a means to express themselves, communicate and develop skills to help them self-regulate. It is a means to assist them to develop stronger social skills, develop coping strategies and problem-solving skills.

Class DOJO was used effectively to communicate with families to engage them in the learning of their child and to provide updates of the day. This is a powerful tool to promote positive conversations to share the successes and strengths of their child and be aware of their next steps and goals.



COMMUNITY AND CULTURE

Our parents were very supportive of our school ensuring their child was ready for learning each day and by enthusiastically attending school events. When asked to assist they were always willing to jump in if they were able to. Our carnivals, special events and school camp could not have happened without our families.

SCHOOL ADVISORY COUNCIL

Our School Advisory Council displayed understanding of the school, its priorities, and showed a commitment to supporting the school in all its facets. It has been hugely important to what has been a successful year both for the Council and the school. They were generous in giving of their time to meet to support school initiatives. It has been a significant year for the Council with representation on staff appointment panels and financial insight and future planning as our school grows. We appreciated having people strongly supportive of the aims of the school.

PARENTS AND FRIENDS (P & F)

The role of the P & F is to build community, to support the school in its initiatives and to empower parents in their role. All these are central to a successful school, and our P & F in 2022 showed enthusiastic support.

Highlights of Community and Culture as indicated by our school community:

- Family Sundowner and games
- Lunch time sport activities
- Book Week Parade
- Buddy Reading and Activities
- Buddy Art
- Gardening
- Harmony Day Parade and Activities
- Day at the Supercars
- Camp
- NAIDOC activities
- Evening Under the Stars Dinner
- AFL Day
- Touch Football Day
- Basketball Day
- Carols Evening
- Teacher vs Students Basketball Game
- Year 6 Big Day Out
- Mother's Day and Father's Day Stall
- Athletics Carnival and Cafe
- Art Show
- Science Fair

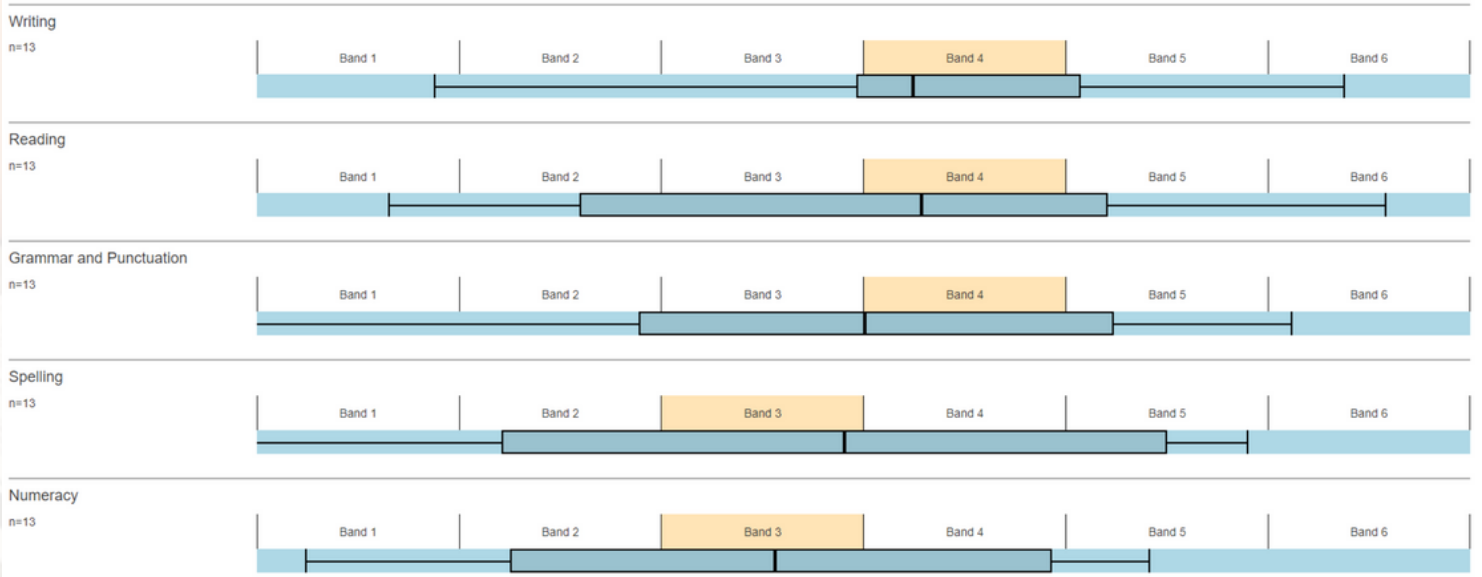


NAPLAN DATA

The National Assessment Program- Literacy and Numeracy (NAPLAN) assessments were delivered and throughout this process our students were relaxed and participated to the best of their ability.



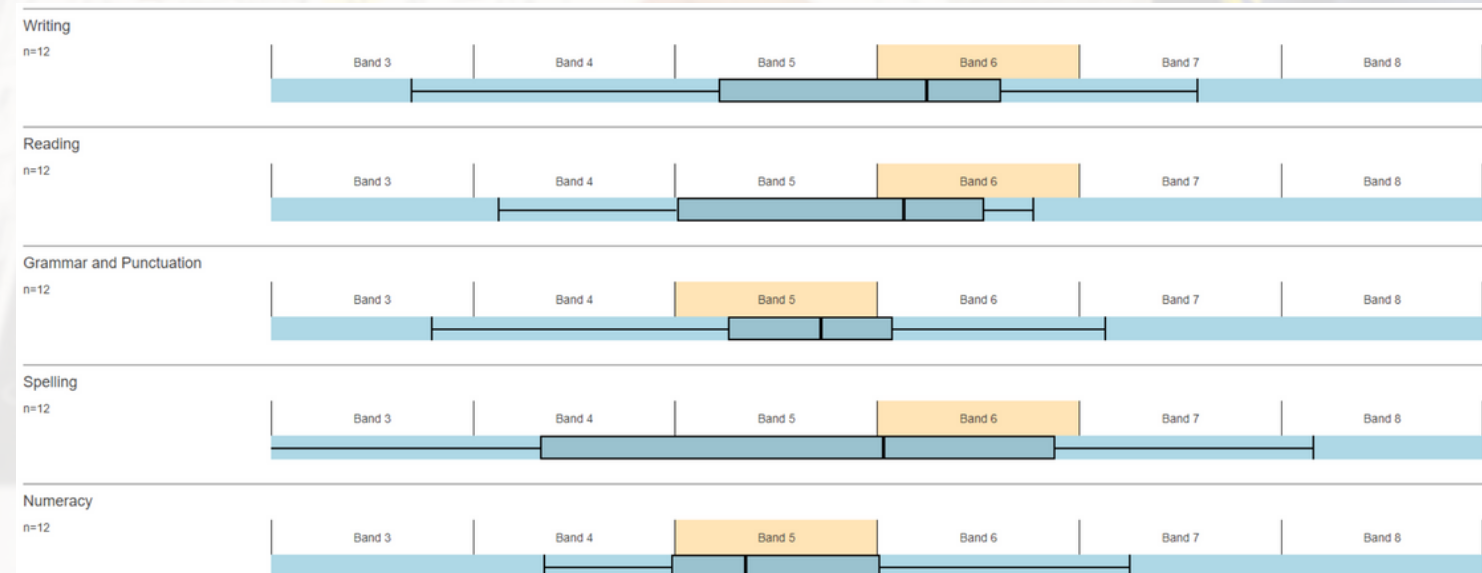
YEAR 3 NAPLAN



The NAPLAN Data for Year Three and Five is displayed in a box and whisker diagram. A whisker extends from the lowest to the highest score, and a box extends from the 25th to 75th percentile, so that it contains the middle 50% of scores. A box is divided by a line to indicate the median score.

The class summary report displays the same 6 bands that are shown on NAPLAN individual student reports. Any part of the box plot that falls outside of these bands will not be displayed.

YEAR 5 NAPLAN





ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL

Grow in Wisdom and Love

FINANCE, FACILITIES AND RESOURCES

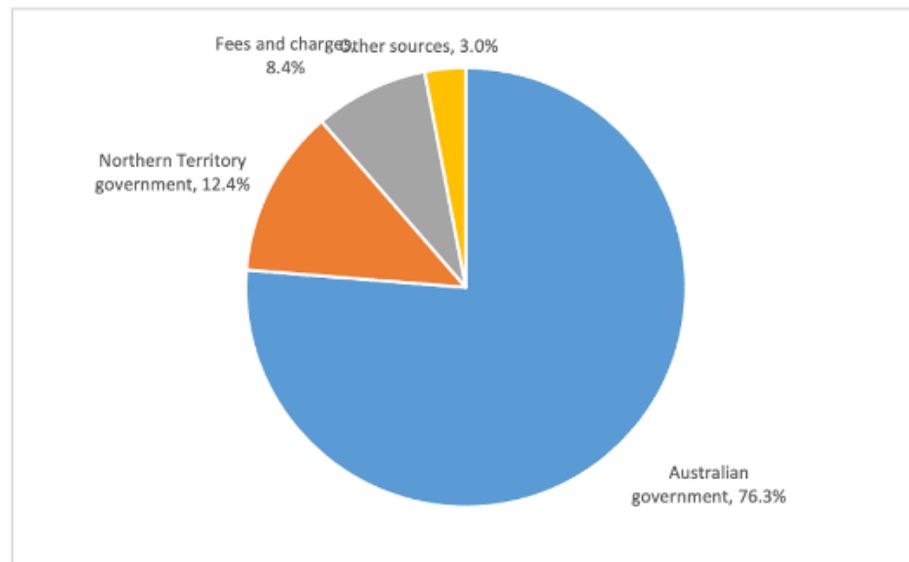
The school maintained financial stability throughout 2022 with ongoing recurrent income sufficient to continue to meet all operational expenses. An audit was conducted by KPMG on the school's financial activities.

SCHOOL RECURRENT INCOME

St Francis of Assisi Catholic Primary School School annual recurrent income 2022

School recurrent income 2022

Source	Amount	Proportion
Australian government	1,319,733	76.3%
Northern Territory government	213,991	12.4%
Fees and charges	144,677	8.4%
Other sources	52,015	3.0%
Total	1,730,416	100.0%



Financial Summary

School income is derived from three sources: Australian Federal Government, Northern Territory Government and other sources including parent contributions. The school's main expenditure is staff salaries.

Our Finance Officer prepares monthly financial reports for the Catholic Education Office. These are presented at the monthly board meetings.

A GLIMPSE INTO 2022



School Disco
 ANZAC Day Liturgy
 St Francis Choir
 Harmony Day Parade
 Mother's Day Mass and Pampering
 Story Telling
 NAIDOC Week Events- Art, Bush Foods and Crafts
 Father's Day Breakfast and Games
 Athletics Carnival
 Sacramental Program
 Easter Egg Hunt and Activities
 Fred's Pass Rural Show
 Year 6/5 Camp
 Science Fair
 Feasts and Liturgies
 Dinner Under the Stars
 Book Week Parade
 Maker's Empire Showcase
 Author Visits
 Interschool Sports- Basketball Champions
 Supercars
 Year 6 Public Speaking Competition
 Colour Fun Run
 Remembrance Day Liturgy
 Christmas Carols
 Christmas Pageant (walking group winners)



ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



Grow in Wisdom and Love



The information in this report has been verified and the priorities endorsed by the Director of Catholic Education.

Jennifer Rudyard
Principal

Johanna Stieber
Chairperson School Board

Paul Greaves
Director of Catholic Education

Date: *May 2023*

