ST FRANCIS OF ASSISI SCHOOL PERFORMANCE REPORT 2014

Professional Engagement

1. **Staff Attendance at St Francis of Assisi School**
   Teaching staff attendance for the 2014 school year was **86.2%** and our teachers took sick leave, carer’s leave, special leave, Long Service Leave and bereavement leave, as is their industrial entitlement.

2. **Staff Retention at St Francis of Assisi School**
   In 2014, **85.3%** of our teaching staff was retained from the beginning of the previous programme year. This allowed for stability but also the opportunity to celebrate the expertise, talent and commitment that our new staff members bring to the community. We have a large number of staff who are on maternity leave and this has impact on our employment of “Permanent” staff members. Temporary staff would naturally seek positions in other schools which have a stronger tenure. This list of staff on Maternity Leave is beginning to shorten and therefore we welcomed back two highly valued staff from Leave and regrettable saw temporary staff leave.

3. **Staff Qualifications at St Francis of Assisi School**
   In our school, we are fortunate to have teachers committed to life long learning. The breakdown of the qualifications of the teaching staff are:
   - 6.9% Masters Degrees
   - 82.3% Bachelor of Education
   - 44.9% Diploma of Education
   - and 13.8% other.

Key Student Outcomes

Student Enrolment Numbers for 2014

<table>
<thead>
<tr>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>43</td>
<td>59</td>
<td>63</td>
<td>74</td>
<td>59</td>
<td>80</td>
<td>70</td>
<td>63</td>
</tr>
</tbody>
</table>
Student Attendance

The average student attendance rate for our school in 2014 was 93.4%

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>94.13%</td>
</tr>
<tr>
<td>Year 1:</td>
<td>91.72%</td>
</tr>
<tr>
<td>Year 2:</td>
<td>95.85%</td>
</tr>
<tr>
<td>Year 3:</td>
<td>93.56%</td>
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<tr>
<td>Year 4:</td>
<td>95.15%</td>
</tr>
<tr>
<td>Year 5:</td>
<td>95.63%</td>
</tr>
<tr>
<td>Year 6:</td>
<td>93.78%</td>
</tr>
<tr>
<td>Year 7:</td>
<td>94.89%</td>
</tr>
</tbody>
</table>

We monitor student attendance through the classroom teacher and which supported by the Deputy Principal. Each day, if an absence is noted in class and a call hasn’t been received from home, an SMS request for information is sent to parents or carers. Furthermore, notes are required for absenteeism. Should a pattern of concern in attendance be raised by the class teacher, or determined through the Deputy Principal’s supervision, contact is made with the family to determine how support can be provided to address the needs of students.

Parent, Student and Teacher Satisfaction:
Information on satisfaction is collected through surveys and meetings. Student leadership meet as a Student Representative Council each fortnight to raise issues, address concerns, and to develop a strong student say in the development of our school and the involvement in community. Our surveys involved paper survey on student opinions and also online surveys using Socrative and Edmodo. Parents have participated in a number of surveys which take various forms. We have had special occasions in which parents are invited to give feedback to the school through a “writing wall” and also through emails and paper surveys.

Students
Students have given us feedback on their sense of wellbeing and the say they have in making decisions about their learning and their learning environment, as well as issue surrounding relationships in the school.

Students have reported a high level of satisfaction in their ability to contribute to the decisions in the school which affect their learning and their wellbeing. Playground issues were highlighted as needing particular attention. Students opted for roster systems to take turns on various equipment and to share various spaces. Staff meet with students to determine playground rules, game rules, and processes for faith play disputes, on a regular basis. Students were involved in activities to spruce up the playground. These included painting, murals, and design of various spaces.

Although the survey revealed student relationships are strong, we are still concerned about the need to develop a stronger sense of wellbeing and focus on resiliency and co-operation. Our strategic plan for 2015 was developed to improve student wellbeing through Program Achieve and a stronger focus on Circle Time in all classes.
Students have expressed a desire to run their own lunchtime clubs, and leadership of this are identified for 2015.

Parents

During 2014 we developed a Parent Engagement Committee through the help of the Federation of Catholic Schools Parents. The committee took results from parent consultation and surveys to concentrate on areas requiring improvement in this school and had a focus on communication for the 2014 school year.

As a result of that process, the school established Twitter and Facebook pages, revamped the website, and developed a public online calendar to improve on the information going home to parents about school events, success stories, and issues of importance.

The Parent Engagement Committee suggested parents would appreciate more information about developing resiliency in children and a Parent Conference was organised for the beginning of 2015 as a result of this suggestion. The Conference was to be held in combination with the Information Sessions delivered by each class.

Parents still find the setting of learning goals and personal goals at the beginning of each year through our Three Way Conferences as being most valued. They see the link of this process in the reporting regime of the school. While this remains highly developed, parents are keen to see how this will become a part of the online world of reporting and assessment of students’ progress. To date, this has not been achieved through software difficulties. New avenues for this will be explored in 2015.

ICT use in the school is still seen as a strength, and the student access to technology is seen as being highly satisfactory, along with other school resources and spaces which support learning.

Student relationships remain an important focus for families in our community. Sport was seen as an important element of school life and parents sought the inclusion of a Sports Specialist Teacher for 2015.

Staff

Staff expressed the need to focus on fewer items for improvement and sought a stronger understanding of Reggio Emilia principles in establishing and developing learning programs for children. Whilst our understanding of Instructional Rounds is at it’s infancy, it was seen as something which required more development in 2015.

In particular, staff expressed a need for student wellbeing issues to be developed across the school. The following plans for the 2015 school year:

Principles in learning:

- Our school philosophy will be fully engaged with the principles of Reggio Emilia, evident in our policies and practice across all age groups.
- Our families will be conversant with Reggio Emilia principles in learning and share our belief and engaged with our practice.

Spirituality, faith, relationships:

- Our school community helps each member develop personal skills and strategies to develop relationships which build our Franciscan community and builds on our relationship with Christ.
- In 2015 we are learning more about St Clare as a way of developing stronger understanding of Franciscan spirituality. School leadership have commenced the year with a course run by Catholic Education South Australia (CESA) - Nurturing the Mustard Seed, which assists us in implementing stronger spiritual development with staff. We are joined by a member of CESA to monitor our progress and help us achieve our objective.
- In the following years we are considering how the Sacraments are a doorway to realising our “missionary option”.

Learning focus:

- Our school will have achieved strong growth rates in development of Reading across all year levels. In 2015 we have a focus on Reading and we are planning now for the development of Maths in the following years.
- One of our major initiatives this year is to develop online tools to maintain assessment results of Reading for whole staff analysis of students needs. We are also connected to two other schools for Instructional Rounds which provides staff with feedback on their pedagogy, in order to implement new goals.
Infrastructure and Service Goals.

- Our school is investigating the implementation of a Long Day Care facility.
- We are determining how to build a wider system of services which connect with our school community and make connection with well-being systems and services easier. In-school Psychology was unsuccessful and currently there is an investigation to find similar possibilities.
- We are meeting with local schools to develop networking possibilities for marketing, promoting our ethos, and sharing resources.

2. Benchmark Results

Our students and teachers are to be congratulated on the results of the 2014 Naplan tests. The percentage of students who achieved above the national benchmark in each of the areas:

- **spelling** - Year 3 students (96%) Year 5 students (98%) Year 7 students (97%)
- **grammar & punctuation** - Year 3 students (96%) Year 5 students (96%) Year 7 students (97%)
- **reading** - Year 3 students (95%) Year 5 students (95%) Year 7 students (97%)
- **numeracy** - Year 3 students (96%) Year 5 students (93%) Year 7 students (97%)
- **writing** - Year 3 students (97%) Year 5 students (95%) Year 7 students (98%)

This is a significant achievement for St Francis of Assisi School. Our teachers use the data from the NAPLAN testing in conjunction with other data on student performance to design learning programs. Other testing includes the use of PatR and PatM standardised tests for all students Yrs 2-7.

3. Value Added Programs at St Francis of Assisi School

St Francis of Assisi School offers many educational experiences throughout the year including:

- **Our Catholic Culture**: throughout the year, Masses, Liturgies, Reconciliation Services, and Mission Efforts were hosted by class groups and Units. And a Year Seven Retreat was introduced, Sunday Family Masses organized once per month. Our students developed their Prayer Group Fraternity to include a wider age representation.

- **Programs**: St Francis of Assisi School offers the following programs for the benefit of the students in our care

  1. **Reading Intervention**
  2. **Children’s University**.
  3. **Inclusive Education**: funded support for students with identifiable learning disabilities
  4. **Inclusive Education** for students at risk providing 1:1 support or small group support
  5. **Gifted and Talented Program** which includes participation in the various competitions in English, Science, Maths, and Chess club program introduced.
  6. **Care Program** – a nationally accredited service providing before and after school care for approximately 45 students. Our Program is operated by a Director, and supporting staff.
  7. **Peer Mediation Program** – launched by classroom teachers with Yr 6 students acting as peer mediators. Implementation of Social Skills programs for both boys and girls.
  8. **Choir and Dance and Indoor Sports at Lunch** – high level activities for students to engage them in different ways during lunch periods.
  9. **Premier’s Reading challenge** – many students from year 1 – 7 are involved in this program and have achieved significant results.
  10. **Science Project** – Year 7 participated in a Science Program involving use of robotics and ICT.
  11. **Three Way Conferences** – Parents, Students, Teachers set their aims for the year and agree on major goals they would individually like to achieve.
  12. **Chess Clubs**.
The Arts Program is very prominent at St Francis and the following were done last year

1. **Choir Involvement** - Yr 3-7 students participate in concerts, liturgies, and school events
2. **Carols by Candlelight - Nativity Scene** – whole school activity held in December. Every Unit provided a bracket of carols during the night
3. **Carol Singers** performed at the Christmas at intervals during Carols concert
4. **Instrumental Recitals** for Junior Primary and Upper Primary students held at an evening Soiree
5. **Instrumental Program** – different tutors work throughout the week offering the following instruments – piano, guitar, and recorder
6. **Year 7 (night performance) and whole school Art Show**

Our Sports Program is another significant component of St. Francis and the school participated in the following Carnivals last year

- Catholic Schools Swimming Carnival (Yr 4-7),
- Active Education – Out of School Hours Care,
- Basketball (Yr, 6 – 7),
- Catholic Schools Cross Country,
- Catholic Schools Touch Football Carnival (Yr 4-5),
- Catholic Schools Netball Carnival (Yr 4-7),
- SAPSASA Soccer Carnival, - Two of our teams achieved State Champions status.
- Catholic Schools Handball Carnival.
- Sport clinics for football, soccer, cricket, netball and basketball.
- Aussie Hoops Cup with Aussie SA.

Other:

1. Camps - Year 7 camps in the Adelaide Hills – Year 6 Outdoor Education Camp Victor Harbour
2. Sleepover – Year 4
3. Our Out of School Hours Care Facility was renovated and is now our St Clare Community Centre which is providing the basis for support programs in our community
4. We continued an Early Learning Group for children’s transition into Reception.
5. Our Occasional Care facility grew in popularity and both Friday sessions were full.

School Funding

As a catholic school we rely on the prompt payment of school fees to assist with the operation of the school. The school receives its income from three main sources:

1. Australian Government Funding
2. Private income from school fees and levies
3. State Government Funding

The graph below shows that approximately 70% of our funding comes from State and Australian Government funding and the balance is from private income.
Without the payment of School Fees, the school would be unable to provide many of the resources that are currently offered. The school attempts to minimize the level of fee increases; however salary increases and demands for education resources (in particular information technology costs) mean that fee increases must occur each year.