



St Francis Catholic Primary School Tannum Sands

2024 Annual School Report



Catholic Education
Diocese of Rockhampton

St Francis Catholic Primary School, Tannum Sands

Catholic Education Diocese of Rockhampton

Principal

Samantha Suthers

Address

Francis Way
Tannum Sands QLD 4680

Total enrolments

212

Year levels offered

Prep – Yr 6

Type of School:

Co-educational

School Overview

St Francis Catholic Primary School is situated in the Central Queensland town of Tannum Sands, 20 km south of the booming port and industrial hub of Gladstone. The school opened in 2005 and is located on a 10.52-hectare site which includes areas of native bushland adjacent to the Boyne River. The population is extremely transient due to employment factors. The school has an active policy of inclusivity and many children with social and emotional needs come to St Francis because of the supportive culture. The staff is an outstanding professional team showing great compassion and extraordinary initiative. The curriculum is designed to enable students to be active and effective participants in learning and in reaching out to their local and global communities. Curriculum pedagogies are flexible, adaptable and responsive to the individual needs of each student and the emerging national directions in education. The curriculum embraces the eight national areas of learning plus our studies in Religious Education. St Francis also gives special consideration to areas of learning such as Environmental Science, the Arts, and Digital Technology. As a Reef Guardian School, we are a leader in actively developing environmental initiatives which have won the school an international and national profile and awards.

More information on our school can be accessed from www.myschool.edu.au

Curriculum Offerings

Distinctive Curriculum Offerings

St Francis Catholic Primary School, which opened in January 2005, is inspired by our Franciscan values of peace, love, and acceptance, with Christ at our Centre. We encourage resilience, participation, diversity, a sense of belonging, and a love of life-long learning. The culture of Franciscan Spirituality also embraces the Indigenous heritage of the region. The school currently has 11 classes ranging from Prep to Year 6.

As a Reef Guardian School, St Francis is committed to stewardship of creation through sustainable practices and environmental education, fostering a deep appreciation for the environment. This aligns with our Catholic values of care for creation and respect for life, as well as our commitment to nurturing eco-conscious, responsible global citizens.

We believe our students need to be life-long learners, equipped with the skills required to learn, transfer learning, use Information and Communication Technologies (ICTs), contribute to teams, manage change and be self-aware. A range of specialist lessons are provided for our students including Physical Education, Music, Drama, Dance, Visual Arts and Digital Technologies. There is also the option to access instrumental, guitar and piano lessons through private tutors organised by the school.

Extra Curricula Activities

Extra-curricular activities at St Francis include academic, sporting and cultural pursuits. Our students are encouraged to make every moment count while striving to become the best version of themselves.

Religious: Parish Masses, Catholic Education Week Community Celebrations, Harmony Day, Feast Day Celebrations, NAIDOC Prayer Reflections, Holy Week and Easter Celebrations, Sacramental Program, Altar Servers, Outreach to St Vincent de Paul Society, Outreach to Caritas, School Mission Leaders, Retreats Years 4 – 6, Groovy and Grateful Prep – 2.

Educational: Under 8's Week and National Simultaneous Storytime, Fire & Safety Program, Bebras Mathematics Competitions, Road Safety Week, National Walk to School Safely Day, Book Week, Regular Adopt-a-Cop visits, Cyber Safety, School Camps Years 5 & 6, Interschool Robotics Challenge, Robotics & Coding Clubs, Singing Club, Visual Arts Club, Lego Club and Chess Club.

Cultural: ANZAC Day ceremonies, Remembrance Day ceremonies, NAIDOC Week celebrations, National Reconciliation Week recognition, Excursions related to Australian Curriculum, biennial School Arts Productions and Bush Dance, Cultural Arts, Partnerships with Local Artists and Industry with a focus on Catholic, Franciscan and Indigenous connections to the First Nations people of the land upon which we learn.

Physical: Sporting Schools Programs, Coaching Clinics and Partnerships, Swimming program, Surf Life Saving lessons, School, District & State Sporting Events, Scooter Track.

Environmental: Reef Guardian School, Landcare Tree Planting program, Recycling Initiatives and Waste Warriors, Environmental Science and Sustainability Education, Partnership with local artists.

Student Physical & Mental Health: This is an important aspect of our school and students participate in daily Brain/Movement Breaks where the students consume a healthy mid-morning snack and short, sharp movement breaks to enable readiness for learning. Consistent predictable adults and consistent predictable routines ensure a trauma-informed approach to creating calm and engaging learning environments. Students and families have access to the School Counsellor. Additionally, students participate in the Daniel Morcombe Child Safety Curriculum and Life Education programs. Senior students develop personal and leadership skills through the Yr 5/6 Leadership and Retreat program. These strategies align with our Whole School Positive Behaviour and Wellbeing Framework.

How Information and Communication Technologies are used to assist learning

St Francis Catholic Primary School incorporates Information and Communication Technologies across all Learning Areas. Resources to support investigative learning in all levels are numerous and varied. e-Learning enhances student learning in an ever-changing, global community. It is a personalised and flexible pedagogy that develops and supports the embedding of future-focused competencies into the core principles and practices of teaching and learning at St Francis.

St Francis Catholic Primary is a school committed to providing a technologically rich environment, while providing opportunities for students to extend their existing digital experiences within classrooms to support greater communication and collaboration. All Students in Years 4 - 6 use 1:1 Chromebooks and daily use of devices is encouraged with an emphasis on a balance between screen, bookwork and collaborative learning opportunities. St Francis Catholic Primary provides an environment that engages students through e-Learning while embracing digital technologies to prepare our students to become safe, responsible and productive digital citizens. The 1:1 device program allows students to fully integrate ICT into all aspects of learning through with the use of Google Classroom and Google Apps, Seesaw for Education, investigate projects, robotics, coding, computational thinking and algorithms, and the development of ICT processing skills.

Prep to Year 3 also have access to a range of laptops and iPads which are used for Seesaw Education, investigative projects, robotics, coding, computational thinking and algorithms, and the development of ICT processing skills. Other additional devices for our teachers include document cameras, laptops, iPads and Vivi screens along with important partnerships with STEM projects offered in our region.

Social Climate

Strategies to Promote a Positive Culture

As a Catholic school, our values are embedded in our curriculum and permeate through all aspects of our school life. Visitors and families often comment upon the friendly and caring environment that exists. Evidence of this is seen in our day-to-day interactions and networks with other schools and in our strong relationships within our parish and wider community.

At St Francis Catholic Primary, we invite and challenge learners to be and become reflective and self-directed as together, we journey with Christ in our ever-changing world. School Life opportunities have been timetabled fortnightly, allowing the exploration of a range of topics across and within year-level cohorts. As students who play an active role in their learning journey, skills such as building stamina and identifying personal character strengths are integral in striving for learning excellence.

Family groupings and classmates are established from the beginning of each year. Students gather in these groupings throughout the year which contributes to building a strong sense of community between classes and across the school. Our School Counsellor works two days per week and is well-utilised throughout St Francis Catholic Primary in providing support for students and families.

St Francis has a commitment to enhancing well-being and regulation with use of the Whole School Positive Behaviour and Wellbeing Framework. Every day all stakeholders at St Francis Catholic Primary can learn, to show respect, to act safely and to give thanks. These are skills that, together with parents as first educators of their children, we strive to enhance in our students.

Regular school assemblies are important in developing the social and cultural life of the school. At these assemblies, student affirmations are presented in front of family and friends.

St Francis encourages a growth mindset in all learning areas; students understand that mistakes are valued thus contributing to a positive learning culture.

Cyber Safety and Anti-Bullying Strategies

Our school implements Catholic Education, Diocese of Rockhampton policies on acceptable usage of ICT for students and staff. The resources provided through the Office of the eSafety Commissioner are made available to staff and support positive digital citizenship. The school regularly communicates to parents and the school community about cyber safety and other related issues through newsletters and with guest speakers. Through the Australian Curriculum Digital Technology and ICT capabilities, units of learning teach students about digital citizenship and positive and respectful relationships with all.

Strategies for involving parents in their child's education

- School Board
- Parents & Friends group
- Parent volunteers in class for reading, literacy, numeracy, art etc.
- Tuck-shop volunteers
- Parents as sporting coaches
- Parent Information and Induction Sessions
- Open School morning
- Gardens and grounds initiatives
- Second-hand uniform shop
- Playgroup
- School and Parish masses, liturgies and prayer celebrations
- Engagement with student learning through digital platforms - Parent Lounge and Seesaw
- Sporting Carnivals
- Communication with parents is regular and varied – these include weekly newsletters, Seesaw announcements, Parent Orbit, emails, SMS, school website, Facebook page.

Reducing the school's environmental footprint

St Francis has environmental and sustainability focuses which are inherent to our Franciscan culture.

- Environmental Initiatives: Waste Warrior campaign, Great Aussie Bird Count
- Online school and class newsletters, notes, use of Parent Orbit to communicate with parents, Seesaw
- Garden beds for students to grow vegetables and flowers
- Areas that promote environmental awareness: wetlands, bush, river, coastal and nearby island environment providing learning opportunities for students
- Water tanks are used to collect rainwater and in turn water the school oval
- Nature Playground provides use of natural resources to engage in imaginative play.

Characteristics of the Student Body

The students at St Francis are generally from middle income working families. Some of our families are from diverse cultural backgrounds, and they enhance our community by sharing their unique heritage with our school in various ways. The school population has experienced a degree of transience due to the work demands of parents. The major industries are impacted heavily upon supply and demand factors with this community swinging from periods of relatively stable employment and income to unemployment and loss of income.

Average student attendance rate (%)

The average student attendance rate for 2024 was 89.97%.

Management of non-attendance

Students who are absent from school are marked as absent through TASS. Notes are made on student's attendance roll if the school is notified of student's absence. If a student is absent and the school has not received a reason for

the absence, an SMS text message is sent out to parents asking them to contact the school to explain why their child/children are absent. Should a student be absent for more than two days in a row, without contact with the school, the school will try to ring to clarify student absence. All attempts to make contact will be recorded in TASS. Importance is placed on identifying and recording student absenteeism for both compliance and student protection reasons. Parents are encouraged to provide a medical certificate for children who have extended or frequent absenteeism due to illness.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	First Nations Staff
Headcounts	22.00	21.00	0.00
Full-time equivalents	17.33	10.69	0.00

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	4.55%
Bachelor Degree	90.91%
Diploma	4.55%
Certificate	

Major Professional Development Initiatives

- The 'Reading Project' in conjunction with Catholic Education, Diocese of Rockhampton
- Key Literacy Practices Resource
- Australian Curriculum Version 9
- Monitoring Learning Growth (MLG) Problem Solving
- Data-informed Teaching and Learning • Berry Street Modules – Trauma Aware Schooling and Positive Mental Health initiative
- Bishop's Inservice Professional and Faith Education • Religious Education – Catholic Identity in Contemporary Times
- Religious Education Meditation Project: Prep to Year 2
- A 'Call to Be' –Educational Support Officers • Supporting Students with Diverse Needs – Educational Support Officers
- Nationally Consistent Collection of Data on School Students with Disabilities
- Student Protection
- Workplace Health & Safety
- Staff Code of Conduct
- First Aid and CPR training

The percentage of teachers engaged in professional development was 100%.

Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$22,930.00.

Average Staff Attendance and Retention

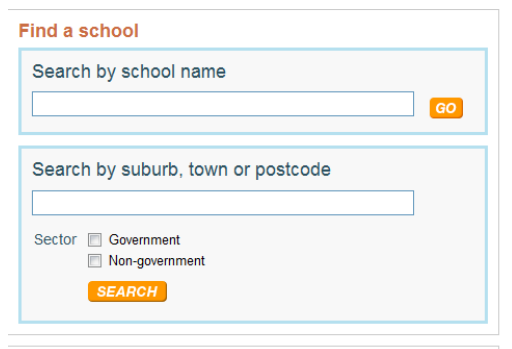
The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to five days, was 92.69%.

The percentage of teaching staff retained from the previous school year was 81.13%.

School Income

<http://www.myschool.edu.au/>.

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



The screenshot shows the 'Find a school' section of the My School website. It features two search boxes: 'Search by school name' with a 'GO' button, and 'Search by suburb, town or postcode' with a 'SEARCH' button. Below the second search box, there are checkboxes for 'Government' and 'Non-government' sectors.

National Assessment Program – Literacy and Numeracy Results

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

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 and Value Added

St Francis Catholic Primary School tends to score at, or around the state and national average in all year levels across a number of testing areas. Collecting and analysing NAPLAN achievements and trends is an established practice for both the Leadership Team and teachers. This focused tracking allows the school to cater for professional learning and development in key areas of student achievement and student support.

Strategic Improvement Progress and Next Steps

Strategic progress in 2024

Catholic Identity

SP 1.1: To dialogue with Franciscan spirituality and grow within a Catholic community of faith.

GOAL: Enhancing an authentic and contemporary Catholic Identity through dialogue and recontextualisation to invite post critical belief.

Effective Teaching and Learning

SP 2.1 To have thriving learners (both staff and students) who are consistently experiencing strong learning gains.

GOAL: Establish consistent pedagogical practices across English and Mathematics to improve outcomes for learners.

Pastoral Support and Wellbeing

SP 3.1 To sustain and deepen a culture characterised by positive and caring relationships, high expectations, strong mutual support, and a learning environment that is safe, respectful, and inclusive. A setting where learners are happy and optimistic is a setting where learners will thrive.

GOAL: Apply whole school consistent, predictable routines based on the Berry Street model that informs our Positive Behaviour and Wellbeing Framework:

- Domain 1 Body - embed through Ready to Learn Scales and Plans
- Domain 2 Relationships - foundational to our practice and the Religious Life of St Francis Catholic Primary
- Domain 3 Stamina - develop practical class and individual student strategies
- Domain 4 Character Strength - identify and link through a Virtues lens

Leadership, Partnerships and Resourcing

SP 4.1 To drive a strong improvement agenda that honours the gifts of the whole school community to continually strengthen the learning culture.

GOAL: In honouring the gifts, our ESOs bring and in the commitment of the school to a substantial resource, establish processes within our school that ensure that every ESO in a classroom is making a difference to student wellbeing and learning.

Strategic Priorities for 2025

Catholic Identity

SP 1: To enhance an authentic and contemporary Catholic identity through dialogue and recontextualisation to invite post-critical belief. ***(Connecting our stories through dialogue, learning and prayer)***

GOAL:

Religious Education: Apply rigour and consistent practices to implementing assessment in Religion short-learning cycles.

Catholic Identity: Develop student-led social action initiatives through the Mission Explorers' role.

Formation: Implement different prayer expressions with students in the classroom.

Effective Teaching Learning

SP 2: To have thriving learners (both staff and students) who are consistently experiencing strong learning gains. ***(Engaging thriving readers through practice, purpose and pleasure)***

GOAL:

Literacy Block: Implement consistent and precise pedagogical practices across the Reading/ Literacy Block to improve outcomes for learners.

Body of Evidence: Engaging learners in a variety of assessment modes that align with the Universal Design for Learning.

Pastoral Support and Wellbeing

SP 3 To sustain and deepen a culture characterised by positive and caring relationships, high expectations, strong mutual support, and a learning environment that is safe, respectful, and inclusive. A setting where learners are happy and optimistic is a setting where learners will thrive.

GOAL:

In honouring the gift of student diversity, examine processes that guide the allocation of human resources to support each child to effectively engage in the learning environment. ***(Honouring student diversity)***

Leadership, Partnerships and Resourcing

SP 4 To drive a strong improvement agenda that honours the gifts of the whole school community to continually strengthen the learning culture.

GOAL: To engage parents in school life and in their child's learning routines through consistent and precise modes of school-to-home communication. ***(Engaging all in school life)***

Parent, Teacher and Student Satisfaction

Feedback from School Board and P&F Executive is that St Francis Catholic Primary provides a holistic education for everyone, incorporating Australian Curriculum, Catholic Ethos and Franciscan Spirituality. Staff at St Francis recognise the importance of communicating with parents in all aspects of their child's development.

Feedback from the 'Enhancing Catholic Schools Identity Report states that the St Francis community of students, parents and staff showcase significant religious diversity and a continuing openness to cultural and religious diversity. All stakeholders affirm the school's Catholic identity which acknowledges, engages with and learns from other perspectives in today's multicultural world.