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 and Training.

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 Catholic Education Office (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 2010.

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

St Francis of Assisi Catholic Primary School
95 Flagstaff Road
Warrawong NSW 2502
Ph: (02) 4274 3386
Fax: (02) 4276 2937
Email: info@sfawdow.catholic.edu.au
Website: www.sfawdow.catholic.edu.au

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

Principal: Mr Paul Longobardi
Date: 11 December, 2009
Vision Statement

St Francis of Assisi School Community lives by the Franciscan motto
‘My God and My All’

Principal’s Message

In 2009 Father Joseph Nguyen again led the Parish with a great sense of community but in October, the Parish welcomed Fr Emmanuel and Brother Louis, following Fr Joseph’s departure. All Friars continue to truly value the role of the school as a key ministry of the Parish. Our community of Sisters of the Sacred Heart of Jesus continued to sustain our Franciscan identity.

The year has been highlighted by the completion of our refurbishments to the school entry and grass playground, plus work beginning on a new Hall (Federally funded Building the Education Revolution funding) and new playground.

The school also attracted Federal funding to develop and enhance learning outcomes and community initiatives. The school underwent an external review of learning and teaching practices and leadership in order to set new goals and commit to significant reforms.

As school enrolments continue to rise and given the nature of our school’s demographics, we were supported by the Director of Schools with increased teacher staffing. We were also well supported by our very committed P&F Association (P&F). Parents were energetic in fundraising and social activity, involving many new parents. They again funded the upgrading and restocking of Information and Communication Learning Technologies (ICLT) resources.

Parent Involvement

In acknowledging the wonderful support of parents, I particularly thank the P&F Executive and Committee for their teamwork and success throughout the year. Valuable funds were raised and focused again on the social aspect of our gatherings. The enthusiasm and togetherness of parents was proudly apparent and appreciated. The support of the school’s leadership was a valued part of all we do. We are so proud of our new school. It is a colourful, exciting place to be, with the best and most modern facilities.

Parents and Friends Association, President

Student Leadership

Teachers show that they care about us and our learning. We are well stocked with a variety of ICLT resources and more exciting new renovations. Learning looks and feels different at school now and teachers try new things and create more independence in our learning. Also, leadership opportunities enabled closer partnerships with students and staff. We benefited by extra opportunities including sport, attendance at the Young Leaders’ Day, an Art Enrichment Program, community activities and school promotional work.

School Captains
School Profile

School Context
The school opened in 1960. The foundation Franciscan Orders of Sisters and Friars continue to serve a largely multicultural community, this year comprising 29 nationalities and 70% of students with a non-English speaking background. There is a large diversity of needs within the school, all of which require careful consideration and planning. The School attracts Government funding to support our diversity of learners and our dedicated staff work hard to achieve optimum outcomes for each child on behalf of their parents.

Enrolments have grown over the last several years due to the school’s fine reputation, expenditure in school projects and ICLT, and prominent local profile. This year class teachers further developed Stage-based approaches to enhance learning. Support staff was allocated to Stages and were directly involved in students’ learning with an emphasis on K-2 as an early intervention strategy. This collaboration and team approach were an integral part of daily classroom activity.

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 240.

Student Enrolments

<table>
<thead>
<tr>
<th>2009</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>120</td>
<td>240</td>
<td>1</td>
<td>149</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist 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 the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

Student Attendance

<table>
<thead>
<tr>
<th>2009</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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86.6%</td>
<td>89.0%</td>
<td>92.2%</td>
<td>86.3%</td>
<td>90.0%</td>
<td>91.2%</td>
</tr>
</tbody>
</table>

Non-attendances are 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 the parents and student in terms of adverse effects of repeated absences, typically learning and social implications. Trends of absenteeism or that are of a prolific nature are additionally addressed by the Principal. The Office keeps a daily record as part of the Diocesan system of online daily and partial absence data entry.
Staffing Profile

There are a total of 15 teachers and 8 support staff at St Francis of Assisi Catholic Primary School. This number includes 10 full-time and 5 part-time teachers.

Teacher Standards

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

<table>
<thead>
<tr>
<th>Qualification Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>%</td>
</tr>
</tbody>
</table>

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 97.65%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2008 to 2009 was 100%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Francis of Assisi Catholic Primary School staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
- integration of computers (and other technologies) in daily learning;
- tuition in the use of electronic whiteboards (SMARTboards);
- diversification of the curriculum;
- behaviour management, pastoral care;
- School-based Positive Behaviours For Learning (SPB4L) project – behaviour management and pastoral care;
- reading 3-6 teacher learning program – modules, applied for all teachers; and
- setting and monitoring measurable learning outcomes for students.

School based expenditure on professional learning in 2009 was $2,310 is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.
Catholic Life & Religious Education

At St Francis of Assisi staff and students aim to live by the school motto, *My God and My All.* The Franciscan Friars and Franciscan Sisters of the Heart of Jesus who minister to our Parish and school inspire this.

St Francis of Assisi Catholic Primary School forms an integral part of the Warrawong Parish and we work in partnership with our Friars to provide students with opportunities for worship, reception of Sacraments and Parish involvement. The school supports the Parish based Sacramental programs for Penance, Eucharist and Confirmation.

The school continues to celebrate its Catholic identity through Prayer and Liturgy. Stage Masses are held each Term as well as individual classes joining with the Parish to celebrate Mass once a term. Reconciliation and class visits by the Priests are also an integral part of our Religious journey. Many Liturgies have been presented this year. These have included: Anzac Day, Easter, Remembrance Day and Our school Feast - St Francis of Assisi. Our day begins with prayer and assembly as a school and other forms of formal and informal prayer are lead by the teachers. The teachers were lead through a very successful spirituality day focusing on our Motto - My God and My All, using the Micah Challenge.

Religion is taught daily from the Diocesan Religious Education Syllabus teaching scripture, history and tradition of our Catholic faith.

Throughout the year the school has been involved in many social justice programs. Children continue to give generously to the class Mission boxes. This year we have supported Caritas ($200), Catholic Mission ($150) and St Vincent De Paul (food drive).

This year we also bid farewell to our Parish Priest of 4 years and wished him well in his new role as Custos Vicar. We welcomed 2 new Friars, one as Parish Priest and a Franciscan Brother who will work closely with the school. There will be now 3 Friars to minister to the needs of the Parish and school.

**Religious Literacy Assessment**

The Religious Literacy Assessment program for Year 4 students was successfully implemented within schools across the Diocese in 2009. In 2009 the school cohort consisted of 24 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7 September 2009 and 24 completed the Extended Task (Part B). The Extended Task was based on the Unit: *One With God’s Creation* 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:
• knowledge of the Eucharist;
• knowledge of the Commandments; and
• demonstrating ways in which Christians relate to each other.

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:

• demonstrate an awareness of how they experience the presence of Jesus in their lives;
• demonstrate a familiarity with scripture stories; and
• demonstrate a basic understanding of the Sacrament of Penance.

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

For Part A 25% of students were placed in the developing level, 67% in the achieving level and 8% were in the extending level.

For Part B 21% of students were placed in the developing level, 54% in the achieving level and 25% were in the extending level.

Combining Parts A and B, 26% of students were placed in the developing level, 52% in the achieving level and 22% were in the extending level for Religious Literacy.
Financial Summary

Major school expenditure involved the resurfacing of the concrete playground (SEDSO funded) along with a grant (Federal Government National School Pride) that enabled the returfing and beautification of the grass playground, a new configured entry to the school with signage and internal partitions adjacent to the learning spaces. Unspent balances have been largely committed (along with Parish and SEDSO funds) to pending projects, including ICLT resources and elements related to the construction of the new Hall and relocation of the Canteen (Federal Government P21 Grant).

The following graphs reflect the aggregated income and expenditure for St Francis of Assisi Catholic Primary School for the year ended 31 December 2009. This data is taken from the 2009 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 learning environment as we live by our Vision Statement the Franciscan Motto, ‘My God and My All.’

Pastoral Care

Behaviour Management was identified as a priority for 2009 and we were selected to be a pilot school to trial the project Schoolwide Positive Behaviours For Learning (SPB4L). A committee was formed to oversee the project, which included 3 teachers, a School Support officer, a parent and a CEO representative. During the year many initiatives have been trialled and evaluated with valuable data being collected and collated as evidence of our progress. At the end of the school year the project has been found to be very successful but the project will be continued in 2010 with many ideas still to be developed.

A CatholicCare Counsellor provides counselling and supports the running of social skills programs: Anger management groups and Transition to High School. This year our school was fortunate to host a course- Parents, Kids and Anger which was well supported.

School leaders participated in a Young Leaders’ Day at Homebush. Student achievements are acknowledged through the newsletter and awards are given out each week at assembly. There is a Happy Card system which acknowledges all those who consistently follow our school rules.

Parent or guardians are provided with opportunities to be informed and discuss their child’s education through Kindergarten orientation days, information nights and parent/teacher interviews.

Most staff have been trained in Anaphylaxis and Asthma management 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 our school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to these Diocesan documents in 2009.

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
The staff of St. Francis of Assisi School prides itself on the provision of quality Catholic Learning and Teaching. Our School Review and Improvement (SRI) Plan reflects a desire for sound practice, innovation and professional learning. Our strategic intent is to determine priorities that enhance learning and teaching and improve teacher effectiveness that will better the learning outcomes for the students.

Curriculum & Pedagogy
St Francis of Assisi Catholic Primary School uses the NSW Board of Studies Curricula to plan, teach and assess in the mandated Key Learning Areas and the Diocesan Religious Education Curriculum for the teaching of Religion. Reports are sent home prior to the end of Terms 2 and 4. Parents are invited to meet with their class teacher to discuss matters pertaining to their child and their progress once the reports are sent home. Information and Communication Learning Technologies are integrated across all Key Learning Areas in all Stages of Learning. Further tuition was provided for the staff in the effective use of the Interactive Whiteboards this year.

Cross Curriculum
In all Stages, teachers have designed units of work integrating outcomes from multiple Key Learning Areas. They have designed rich learning experiences incorporating Multiple Intelligence Theory and Higher Order Thinking Skills in an attempt to maximise the benefit of each learning experience.

Meeting the needs of all students
Members of staff are acutely aware of the need to diversify the curriculum to better meet the needs of the students. Stage-based groupings in either English and/or Mathematics are successfully used as a means of addressing the range of abilities within a cohort of students. Using school support officers during these lessons reduces student-staff ratios significantly and remediation or enrichment can be more effectively provided.

Expanding Learning Opportunities
The students have the opportunity to participate in a variety of expanded learning opportunities. These include participation in the Australasian Schools Competitions in English, Mathematics, Spelling, Computer and Science. The school offers Stage 3 students the chance to participate in Public Speaking at a local, regional and Diocesan level. The school has three major sports carnivals annually: swimming, cross-country and athletics. The students also participate in the Diocesan Gala Days for AFL, Netball, Basketball and Soccer. PE and Music are taught by qualified specialist teachers.
Professional Learning

St. Francis of Assisi is a pilot school for the Diocesan ‘School-Wide Positive Behaviours for Learning’ Project. This involves a team of staff and a parent collecting and analysing data that will help determine a more effective school plan for promoting desirable behaviour and managing children’s less desirable behaviour. Further, as a National Partnerships school the teachers are undergoing training in the ‘Reading 3-6’ Program. Teachers will be engaged in professional learning opportunities, designing specific intervention programs for students, leadership improvement programs, data analysis workshops and self-evaluation exercise all in an effort to improve students learning outcomes.

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-five Year 3 students and thirty-four Year 5 students who sat for the 2009 NAPLAN.

Year 3

88% of Year 3 students were at or above the National Minimum Standard in Numeracy. 93% were at or above the National Minimum Standard in Literacy (Writing component 97%) with a high percentage of students in the middle Bands 3 and 4.

Year 5

97% of Year 5 students were at or above the National Minimum Standard in Numeracy. Over 93% were at or above the National Minimum Standard in Literacy (Spelling component 97%) with a high percentage of students in the middle Bands 5 and 6.
Student Achievement in Bands

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 2009: % in Bands

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>21%</td>
<td>51%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>12%</td>
<td>54%</td>
</tr>
<tr>
<td>National</td>
<td>9%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>21%</td>
<td>48%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Grammar &amp;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>18%</td>
<td>48%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>21%</td>
<td>45%</td>
</tr>
<tr>
<td>National</td>
<td>16%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Student Achievement of National Minimum Standard**

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

### NAPLAN 2009: % AT or ABOVE NMS

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Grammar &amp;</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>88%</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

During Term 2, the school underwent an external review as part of acquiring significant Federal Government funding (National Partnerships-Literacy/Numeracy) to specifically support literacy learning outcomes. The report findings included data collected from interviews with parents, students and staff to assist in identifying priorities and reforms.

Areas of Strength

Responses from students, parents and staff indicated a strong sense of pride in the school. It was acknowledged that the school assists the students, especially in their understanding of the Catholic faith. Student awareness of rights and responsibilities was high and seen as closely related to the making of a safe school environment. There was a distinct impression that there were clear support structures, rules and procedures in place, and they could rely on peers and staff for help and support. Again, they viewed support for their learning as high, being encouraged to know and strive to reach their full potential. The School-based Positive Behaviours For Learning project was viewed as having sustained and targeted benefits in terms of behaviour management, pastoral care and learning.

Most parents strongly agreed that their children were suitably challenged according to their learning needs and potential, and that reporting processes were very good. Reporting to parents was seen as comprehensive, taking the form of formal School Reports twice a year, corresponding parent/teacher meetings and meetings each Term with parents who have children with special needs. Other informal reporting of progress was seen as effective. Common methods were communication via diaries, interviews, emails and phone calls.

Areas of Future Development

Several parents held the view that we need to continue to focus on addressing individual learning needs through effective pedagogy, structuring of learning groups, collaborative work with support staff and the way we differentiate the curriculum to suit the variety of learners. In addition, the integration of meaningful and diverse Information and Communication Technologies was an ongoing feature in planning and staff professional development. Also as a result of surveys, it was noted that the school should continue to review how the students understand their rights and responsibilities. The school School-Wide Positive Behaviours For Learning project was seen to be a significant advancement and requiring ongoing feedback in terms of improved outcomes and new procedures.

Programs related to literacy learning outcomes needed to be reviewed and/or developed with significant reforms implemented by way of significant Federal funding. Teachers would require professional learning once a plan was established by which to achieve reform across the school. Leadership would need to be developed to enable and drive the reforms. This relates to strategic management and ongoing support of staff in progressing individual professional learning and school projects and priorities.
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 2009:

- Key Area 1: Catholic Life and Religious Education
  - 1.1 Vision and Mission
- Key Area 2: Students and their Learning
  - 2.2 Rights and Responsibilities
  - 2.4 Integration of Information and Communication Technology (ICT)
- Key Area 5: Resources Finances and Facilities
  - 5.4 Financial Management

School Review and Improvement components to be reviewed and rated in 2010:

- Key Area 2: Students and their Learning
  - 2.2 Rights and Responsibilities
- Key Area 3: Pedagogy
  - 3.2 Provision for the diverse needs of learners
  - 3.3 Teaching Practices
  - 3.4 Planning, programming and evaluation
  - 3.7 Professional Learning