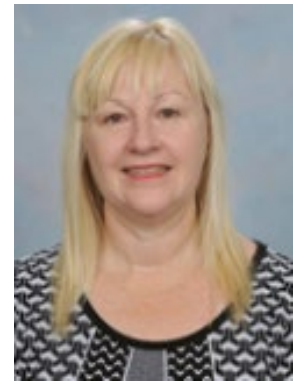




## St Francis Xavier's School, Manunda

<b>Motto</b>	Know, Love, Serve
<b>Address</b>	5 Atkinson Street, MANUNDA QLD 4870
<b>Postal Address</b>	PO Box 565, MANUNDA QLD 4870
<b>Phone Number</b>	(07) 4037 9900
<b>Fax Number</b>	(07) 4053 7566
<b>Email Address</b>	<a href="mailto:secretary.manunda@cns.catholic.edu.au">secretary.manunda@cns.catholic.edu.au</a>
<b>Web Site</b>	<a href="http://www.xaviercairns.qld.edu.au">http://www.xaviercairns.qld.edu.au</a>
<b>Total Enrolments</b>	471
<b>Year Levels Offered</b>	P-6
<b>Student Population</b>	Co-Educational
<b>Principal</b>	Ms Kim Gubiani
<b>Parish Priest</b>	Fr Frank Gordon VG
<b>Parish Number</b>	(07) 4053 1383





# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

### About our School

St Francis Xavier's Catholic Primary School is an inner-city school in the unique tropical north region of Cairns. Our school community gathers from all parts of the Cairns area. Our student enrolment encompasses a diverse range of nationalities from many parts of the world. It also includes students from Torres Strait and Indigenous cultures.

St Francis Xavier's School has a multicultural diversity of children and time is taken to encompass the language, religion, economy, government and other cultural phenomena from the children's background which then connects to the children's real world.

St Francis Xavier's was founded by the Sisters of Saint Joseph in 1961. The school continues the traditions and charism of the Sisters of St Joseph and celebrates the major feast days of Mary MacKillop, St Joseph and St Francis Xavier. 'Never see a need without doing something about it!' [www.marymackillopplace.org.au](http://www.marymackillopplace.org.au).

Geographically, St Francis Xavier's is located within the Cairns West Parish, with Father Frank Gordon as Parish Priest. Providing a distinctive 'Catholic Education' with a real-life and inclusive approach to Religious Education and Spiritual Formation, St Francis Xavier's strives to live out the motto – Know, Love and Serve, God and each other.

The Mission Statement at Saint Francis Xavier's School highlights the importance of the religious faith of staff and their commitment to Gospel values in their daily lives, the development of genuine relationships in the school community in an environment that teaches the values of trust, respect, responsibility, empathy, trust, compassion, forgiveness, equity, integrity and community. St Francis cultivates a culture of respect, caring and inclusion amongst the whole school community supporting the wellbeing of all our students.

### Characteristics of Student Body

Since St Francis Xavier's School first began in 1961, the school has approximately an enrolment of 470 students. The school community includes a significant number of students with diverse cultural backgrounds including indigenous students. As a school we join together on a number of occasions to celebrate our cultural diversity. Our learning incorporates not only our diversity but the culture and history of Aboriginal and Torres Strait Islander people, the traditional owners of the land we now call home.

- Student Enrolment – 474 (247 Boys and 227 Girls)
- Class Structure – 3 streams
- Verified students – 7 – 1.5 %
- Indigenous – 69 – 13.3%
- EAL/D – 135 – 28.4%
- NCCD - 42
- Catholicity – 34.7%
- Attendance – 84.1%
- ICSEA – 1021

### Cultural diversity

- Indigenous – Aboriginal, Torres Strait Islander and/or both
- Spanish
- Philippines (Cebuano)
- Nepal (Nepali)
- Bhutan (Nepali)
- India (Telugu)
- India (Hindi)



# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

- India (Malayalam)
- India (Telugu)
- India (Punjabi)
- Pakistan (Punjabi)
- Sweden (Swedish)
- Chinese (Mandarin and Cantonese)
- Chinese (Hakka)
- Japan (Japanese)
- Czechoslovakia (Czech)
- Thailand (Thai)
- Thailand (Karen)
- South African (Ndebele)
- Liberia (Loma)
- Africa (African)
- Brazil (Portuguese)
- PNG
- USA
- East Timor
- Spain (Spanish)
- Indonesia
- Pilipino (Tagalog)
- Portugal (Portuguese)
- Zimbabwe (Zulu)
- Germany (Dari)
- Korea (Korean)
- Congo (Swahili)
- Hong Kong (Cantonese)
- Malaysia (Chin Haka)
- Ethiopia (Amharic)
- New Zealand

### **School Annual Improvement**

#### **Priority 1: A consistent and agreed approach to Inquiry Learning.**

By the end of 2020 the school will have:

- A whole school Inquiry Approach will be developed
- A common Inquiry process will be developed (gradual release of responsibility)
- A common shared language for inquiry process

Strategies and resources implemented

- Unpack 3 models of Inquiry learning process to choose 1 model of best practice that will be used at SFX.
- Consider how to implement the Inquiry process (gradual release of responsibility)
- Develop a common understanding of Inquiry learning teaching strategies.
- In 2020, work on PD for Diocese with Kath Murdoch for Inquiry Learning.



# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

### **Priority 2: To have and use a consistent and agreed approach to systems and procedures within the school regarding student wellbeing.**

By the end of 2020 the school will have:

- Clearly defined processes and practices of wellbeing at SFX
- Trialled and taught new Wellbeing units
- SET survey

Strategies and resources implemented

- Explicit teaching of SEL – utilising the new curriculum overview of wellbeing
- PD on Smiling Mind and Mindfulness
- Review of Systems & Procedures
- Reviewed and improved STOP OPT GO Forms for Prep – Year 6
- DLMT Processes
- Referral
- Behaviour Charts – school wide consistency
- Positive Wellbeing Behaviour Policy
- Universals – Tier 1/2/3
- NCCD
- Attendance improvements – Attendance Awards, Class pizza party
- ENGAGE
- Awards eg I-Spy, Mary Amongst Us
- Targeted focus on a wellbeing behaviour each weekly
- Staff to develop units from SEL scope & sequence P - 6 overview in 'O' week
- Collate data from Wellbeing Survey and use the information to inform future directions
- Staff to consistently implement Tier 1 universals in their classroom

### **Priority 3: St Francis Xavier's will have embedded and communicated our ethos.**

By the end of 2020, the school will have:

- Created Year Level Religion Curriculum overviews that integrate the Religious Life of our school, Indigenous spiritualities and other learning areas.
- A minimum of one trialled and reviewed learning cycle for each year level.
- Using the pre & post RE survey achieved a minimum of 1-point growth for ICE 2.3, 3.3 and 3.7, and ½ point growth for ICE 1.6, 3.1, 3.2 and 3.6

Strategies and resources implemented

- Vision and Mission to be translated in a variety of languages
- Vision and Mission to be displayed prominently throughout the school
- That the school uses Sign and Symbols around the school
- Focus on audit of overviews: CD, Scripture, prayer/meditation
- Develop staff induction programs
- Connect RLOS to surface learnings
- Make links to LAs where possible



# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

- An Ethos and Charism lens to be used to locate and compliment school overviews, practices and learning experiences which articulate and enhance the school's ethos and charism
- Continue to improve current practices around the celebration of Masses and Liturgies in the school year
- Identify to modify, teach and review an existing learning cycle OR write, teach and review a new learning cycle.
- Inclusion of meditation
- Provide professional learning for staff on diversity of faith background

### **Priority 4: To maximise Writing, Reading and Mathematics learning outcomes for all students**

By the end of 2020, the school will have:

- Whole school writing overview aligned with speaking & listening, reading, grammar and punctuation
- Writing
- NAPLAN Results for Year 3 - 20% of students in the top two bands
- NAPLAN Results for Year 5 10% of students in the top two bands
- All year levels will enter one set of data for writing to entertain, inform and persuade. (Prep and Year 1 may choose to upload persuasive)
- Reading (By year end)
- PM Benchmark Reading Levels
- 96% of Prep students reading Level 5 with
- 96% of Year 1 students reading at Level 15 96% of
- Year 2 students reading at Level 22
- 96% of Year 3 students reading at Level 26
- Fountas and Pinnell Reading Levels
- 96% of Year 4 students reading at
- 96% of Year 5 students reading at
- 96% of Year 6 students reading at
- PAT M Mathematics - relative growth data to be more than 12 months learning growth for P – 6

Strategies and resources implemented

- Year level teams to implement year level overviews in all Learning Areas
- Year level teams to incorporate language – of, for, and through in planning (As per the Literacy and Numeracy Plan)
- All English and Mathematics planning complete and to be uploaded to the Staff Portal
- Implement morning routines P-3 and experimentation from Yrs 4-6
- Moderate vertically and horizontally in Writing and Reading
- ELTTs utilising writing data and setting strategies for growth for individual students
- Professional learning for staff i.e. Jolly Phonics PD and Coaching in Writing
- Review SFX Whole School Approach to Reading Programme
- Staff meeting on Maths 'hands on' practices for Yrs P-6
- Maths – continue implementing FISH strategies

Areas of growth

- Priority 1 is providing teachers with an immersion experience in Innovative Learning Practices to support them to develop their pedagogical practices to incorporate more contemporary learning applications. This pedagogy is a part of the vision on the school and will be ongoing for a number of years.



# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

- Priority 2 has been successful in providing teachers with a consistent approach to wellbeing processes and procedures in the school. The majority of the strategies have been completed.
- Priority 3 has been achieved with the majority of year levels finalising units of work and contextualising them to St Francis Xavier's.
- Priority 4 is always a priority in the school to maximise Writing, Reading and Mathematics learning outcomes for all students. Teachers will continue to strive to obtain improved overall results each year by focusing on student goals, reflection and feedback to students.

### Distinctive Curriculum Offerings

St Francis Xavier's is a P – 6 school and offers three classes in each year level. Curriculum development is an ongoing process at St Francis Xavier's. Our school learning framework is informed by the CES System Framework. We also use the documents developed by ACARA of which QCEC (Queensland Catholic Education Commission) is an active member and the Queensland Curriculum and Assessment Authority (CAA). Our school curriculum framework is designed to support the wellbeing and learning for all students in our Catholic community. Our curriculum is underpinned by the General Capabilities of:

- Literacy
- Numeracy
- Communication and collaboration
- Ethical understanding
- Intercultural understanding
- Personal and social capability
- Critical thinking
- Creative thinking
- ICT

The school offers students a sound academic education in all key learning areas including Religious Education. High Potential Learners are able to access extension activities that are catered for their needs in class. Students from Prep to Year 6 have specialist lessons in Health and Physical Education, Japanese and The Arts where they do Music, Dance & Drama.

Our curriculum across the school focuses on literacy and numeracy, particularly in our P – 2 classes. In Year 3 – 4 a STEAM approach is used which combines Science, Technology, Engineering, The Arts and Math to solve problems. STEAM focuses on problem solving, investigating and Inquiry skills. In Year 5 – 6 a Design Thinking approach is used. Design Thinking provides a solution-based approach to solving problems. It is a way of thinking and working as well as a collection of hands-on methods. Intervention programs are provided for all students in particular our ATSI, EALD and learning difficulty students.

To enhance our LOTE program and understanding of other cultures, we host a number of international groups throughout the year from Japan. This is known as our Homestay and International Student Program. Our Year 6 students visit Sister Schools in Taketoyo and Kyoto, Japan, every second year.

Social and Emotional Learning (SEL) is an important part of daily class lessons. SEL is integrated throughout the whole curriculum. The 'Second Step' Programme aims to increase student's academic achievement, self-awareness, empathy skills and emotional regulation and overall well-being. We are heavily committed to student and staff emotional well-being and intelligence.

Prep to Yr 6 are also involved in school excursions and incursions. These are an important and effective means of motivating students and engaging them in active learning experiences. Excursions are carefully planned as part of the educational program at each year level. They will take part in excursions both locally and beyond the local area.

Our Year 6 students attend a school camp. This is a valuable aspect of a fully rounded program of development for students. The aims of our Camp program are to:



# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

- provide educational experiences unable to be catered for at school,
- help instill an appreciation of the natural environment of the area being visited
- provide opportunities for physical development, eg. hiking, general fitness, outdoor activities
- provide opportunities for social interaction and to give experience in living and co-operating in a group
- help build each student's sense of independence
- provide the challenge of coping with different surroundings and the opportunity for displaying initiative and responsibility in different settings
- provide students with a range of experiences that can be a focus for classroom curriculum activities.

We offer a BYOD program from Years 4 - 6. The iPad program allows the use of specific apps to better support and to meet individual needs. The program supports and encourages independent learning by offering an environment that can be self-paced and can encourage more opportunities for self-directed learning.

A number of our students participate in the Instrumental Music Program through St Mary's College and others have private piano tuition based at the school. Instrumental group lessons are held during school time, usually using a rotational timetable for students. Group tuition is available for strings, woodwind, brass and percussion. Individual tuition is recommended for piano, drums and some orchestral instruments. Individual lessons are also recommended for those students who wish to prepare for external music examinations.

Swimming lessons on water survival and an introduction to swimming is offered to students in Year 3 and Year 4. This program has been created in collaboration with the qualified staff of Tobruk Pool. As in any learning environment, a wide range of abilities are being catered for and the safety of our students is paramount. The program consists of five 45 minute lessons, conducted over a period of five weeks, is designed for your child to participate in a variety of activities, catered to meet their level and allows them to enjoy being in the swimming environment with peers across their year level.

Our Sacramental program is parish-based. Catechesis and sacramental preparation are related through distinct activities. Catechesis is the continuing process of faith education and development. Its goal is growth in maturity of faith. Sacramental preparation is the specific pastoral activity, involving family and parish community that precedes and accompanies celebration of the sacraments. Notification of the Parish Sacramental program will be given each year through the Parish Bulletin and School Newsletter. The school is involved in parish life through the Pastoral Council and Finance Committee as well as through Sacramental Programs, regular liturgies and masses with our Parish Priest and the annual parish events.

Many of our students enjoy learning and playing board games at lunch breaks or involve themselves in Make-A-Space activities. We also have various activities that our students can become involved in which include: Robotics, Granfriends, School Choir, School Band, Math Olympiads, Readers Cup, Spelling Bee, Sport activities before and after school which are all available to our children to explore their abilities and interests at before school, lunch times or after school.

We employ the use of positive and supportive strategies to build positive working relationships in the classroom and reinforce this with positive consequences. We are a Classroom Profiling School and as such we are committed to continual reflection of best teaching practices.

### **Extra Curricular Activities**

These include:

- Well Being Committee
- Faith & Justice Committee
- ACT Committee
- Granfriends
- Athletics and Cross Country teams



# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

- Under 8s Day
- NAIDOC
- Optiminds Teams & Maths Olympiads
- Instrumental Music Program
- Robotics, Coding
- Spelling Bee
- School Band
- School Choir
- Student Interest Clubs
- Readers Cup
- Calanna Speaking Competition
- Japanese Language Competition
- Various sporting activities before school and after school
- District & Peninsula sporting opportunities - such as rugby league, AFL, hockey, athletics, basketball, cross country, netball, golf, tennis swimming, soccer, baseball, rugby union, etc
- Cultural exchange excursion to Japan and cultural exchange experiences as a host school
- OSHC Facilities – Before school and after school are available to all parents

### Social Climate

St Francis Xavier's School has begun a school wide focus on Positive Education. We believe that student wellbeing is of utmost importance. Students explore positive psychology concepts, related to their wellbeing, to assist students to know and understand themselves and others. Students will be given opportunities to develop and practise skills relevant to their wellbeing assisting each student to flourish. Students will develop an understanding of one's character strengths, about self-talk, gratitude, resilience, growth mindset, how to deal with adversity and learn how to tune into their thinking. Staff use positive teaching practises in and outside the classroom to enable students to flourish. They focus on each individual's emotions, engagement, relationships, accomplishments, purpose, and health. Each student's individual goal is to flourish. Students are provided many opportunities to develop their leadership skills through different opportunities provided within the school but also by applying for leadership positions within the school.

The school has a 'Buddy Bench' which proudly sits in the playground, established by our Year 6s students of 2017. Students come to the bench if they're feeling lonely and have no-one to play with. It's a great way for kids to meet, greet and come together in friendship.

Our school runs a buddy program where all our children spend special time with their buddy. They meet each other throughout the term for carefully planned, fun activities designed to help the children get to know each other.

There are four Houses at the school used for House sports, Social Service and School activities.

- **Blue** - MacDonald
- **Green** - Penola
- **Gold** - Mackillop
- **Red** - Tenison

St Francis Xavier's encourages students and staff to develop an awareness of those in need and to actively participate to alleviate injustice and suffering. This begins first and foremost here at the school with our treatment of each other. We then look further afield to the needs of the local community, the broader Australian community, and to those who live in other countries. Our efforts contribute to the work of the local Church in bringing about the Kingdom of God and maintaining the dignity of people. It is expected that each year level works together, once over the school year, to fundraise and/or increase awareness for social justice initiatives.

Pastoral Care is the responsibility of all staff at St Francis Xavier's School and as a school we are able to carry out our charism, 'Never see a need without doing something about it' (Saint Mary of the Cross MacKillop) each and every day. As staff in a





# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

Catholic School, we are especially called to show care and respect for others and to assist others where possible. This care is what makes our school distinctively Christian and in keeping with the Josephite charism.

Should students require extra assistance due to circumstances they may find themselves in, the school is there to support them. The school can provide a school counsellor to help students through social and emotional issues and when student learning is impacted upon. The School also has a Diverse Learning Coordinator, Diverse Learning Teachers, Intervention Teachers and School Officers who support integration, classroom and diverse needs programs.

Bullying is contrary to our Vision and our Positive Behaviour Wellbeing Plan. We acknowledge the wide-ranging effects of bullying and believe that everyone has the right to feel safe and be safe at St Francis Xavier's. It is unacceptable and therefore not tolerated. The whole school community (including staff, bystanders and families) have the responsibility to ensure that bullying behaviour does not occur. Bullying will be addressed using the 'Assertive Discipline' approach that underpins how situations are handled in difficult circumstances (refer to Procedures to Address Incidents of Bullying). At St Francis Xavier's we run a program called 'be a buddy, not a bully.'

Learning is fostered in an environment that promotes success and is concerned with the welfare of every student. Students develop a positive attitude to learning and a feeling of self-worth, as they are encouraged to view themselves as being competent and responsible. It is their happiness, development and acceptance of themselves as people of worth, together with the acquisition of understandings and skills that will assist them to take part in their wider community.

### **Parent Engagement**

Parents are encouraged to take part in a range of activities relating to our school programs. Each term teachers distribute a class newsletter describing curriculum programs and outline how parents can be involved in class activities.

On Monday afternoon the whole school is involved in an assembly held in the multi-purpose court. This includes the National Anthem as well as announcements, awards and news items. This is an opportunity for our community to remain informed of events happening in our school.

There is an open invitation to participate in all activities and to visit the school. Interviews with classroom teachers are available and can be organised at a mutually convenient time.

Parents & Friends Association (P&F) is made up of mums, dads & carers who volunteer a couple of times a term (or attend & assist when they are able to). Parents and Friends (P&F) Associations work in a productive partnership with their school principal and the community to promote the interests of the school, and facilitate its development and further improvement, to achieve the best possible outcomes for students. P & F meetings are held on Monday nights of week one each term. Events include: Mother's & Father's Day, Family Night, Disco, World Teachers Day, Under 8s day and various other activities that the P & F support the school with. The P & F also run a second hand store for the school community. This is a valuable resource within the school and assists our families throughout the school year. Volunteers are always welcome to assist as this is operated purely on a volunteer basis.

The School Board plays an active role as well, developing policies, overseeing major construction projects and monitors the school budget. The Board enables a spirit of partnership to be developed within the school community and is constituted in a way that allows the various bodies within the school to be represented and to participate in the development of the school and its management in an advisory manner.

An Out of School Hours Childcare Service is available in the afternoon until 6.00pm. Vacation Care is also available on site. Other community involvement includes: Curriculum Information Sessions, Parent Workshops, Parental involvement in classrooms, Excursions and Camps, Book Fair, Fun Run, Character Day, Crazy Hair Day, Dance Show, Music Under the Stars evening and Parent/Teacher meetings. We encourage open communication and involve parents in a range of processes to include them in a conversation about improving outcomes for their children. Along with regular parent/teacher interviews, report and support meetings we use a variety of tools to contact and communicate with parents and the community. Any way families support their children with their learning, attendance, and engagement makes a huge, positive impact on the whole school experience.



# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

### **Parent Satisfaction**

The Annual Survey for Parents was based on the school's response to remote learning during Term 2 due to the COVID-19 pandemic and its restrictions. Feedback was sought regarding:

- Communication
- Relationships
- Wellbeing
- Timely and relevant information
- Quantity of work required for students
- Engagement in remote learning

The school used this feedback to enhance student learning throughout Term 2.



## Staff Reporting Data

Qualification Highest level of attainment	Doctoral / Post- doctoral	Masters	Bachelor degree	Diploma	Certificate
Number of staff with this qualification	0	4	32	11	6

Workforce composition	Headcount	FTE (Full-time equivalent)
Teaching Staff	35	32.70
Non-Teaching Staff	18	11.07
Indigenous	1	0.47

Professional development	
Funds expended	\$3,920.00
Staff Involved	100%

## Major Professional Development Initiatives

The teachers have been involved in professional learning in the following areas:

- Integrated planning
- Professional Learning Teams with a focus on improved reading and writing outcomes
- School improvement and school effectiveness
- Religious education
- Social emotional learning and wellbeing
- Special needs
- Collaborative teaching and coaching in literacy
- Indigenous culture
- Aspiring Leaders program
- 360 feedback process
- Trauma practice
- Fountas & Pinnell
- Sensory & speech – oral language
- BI tool
- Jolly Phonics
- Phonemic Awareness
- WPH &S
- Enhancing Catholic School Identity
- Innovative Learning Environments and Contemporary Pedagogies
- Growth mindset



# Catholic Education

Diocese of Cairns

*Learning with Faith and Vision*

## Attendance & Retention

Average staff attendance rate for the school year, based on unplanned absences of sick and emergency leave for periods up to 5 days	96%
Percentage of teaching staff retained from the previous school year	88%

## Staff Satisfaction

The Annual Satisfaction Survey for Staff did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Feedback was sought during Term 2 from Parents and used to enhance remote learning.



## Student Reporting Data

### Average student attendance rates:

Prep	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
93.56	92.03	93.56	92.12	94.44	91.63	95.12

### How non-attendance is managed by the school

Parents are required to notify the school via the absentee phone message bank before 8.30am if their child/ren will be absent for the day, or late. Parental contact is expected whether or not the child is absent for the whole day or part of the day. If a student is away and no notification has been received (i.e. a written note or a phone call), teachers alert the school office to student non-attendance promptly every morning through their marking of the electronic school roll. Student services will contact parents to ascertain reason for absence. This contact may be either through 'Blink' or a phone call. Student welfare and attendance is a priority for staff at St Francis Xavier's School.

### Student Satisfaction

The Annual Satisfaction Survey for Students did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Student input was sought through the remote learning feedback process.



# **Catholic Education**

## Diocese of Cairns

*Learning with Faith and Vision*

## **NAPLAN**

### **Reading, Writing & Numeracy Results - Year 3, 2020**

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.

### **Reading, Writing & Numeracy Results - Year 5, 2020**

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.



## Funding Reporting Data

### Income 2020

Australian Government recurrent funding	\$4,918,446
State/Territory Government recurrent funding	\$1,065,505
Fees, charges and parent contributions	\$1,034,515
Other private sources	\$216,396
<b>Total gross income (excluding income from government capital grants)</b>	<b>\$7,234,862</b>

### Deductions 2020

Income allocated to current capital projects	\$171,506
Income allocated to future capital projects and diocesan capital funds	\$145,114
Income allocated to debt servicing (including principal repayments and interest on loans)	\$227,567
<b>Subtotal</b>	<b>\$544,187</b>
<b>Total net recurrent income</b>	<b>\$6,690,675</b>