

# St Francis Xavier Catholic Primary School Mackay

2021 Annual School Report



Catholic Education  
Diocese of Rockhampton

# **St Francis Xavier Catholic Primary School, Mackay**

Catholic Education Diocese of Rockhampton

## **Principal**

Olivia Rostirolla

## **Address**

Cnr Bridge Road and Mackenzie Street  
West Mackay Qld 4740

## **Total enrolments**

563

## **Year levels offered**

Prep – Year 6

## **Type of School:**

Co-educational

## School Overview

St Francis Xavier Catholic Primary School is a three-stream, co-educational, Prep to Year Six school adjacent to St Francis Xavier Church in West Mackay. Kindergarten facilities provide a pre-prep program and the strong links between school and Kindergarten ensure successful transitions for our youngest learners. Additionally, Outside School Hours and Vacation Care is available for families of enrolled students. The school was established by the Sisters of Mercy in 1935 and their traditions are embedded in our mission to learn, love, live the Gospel, witness our faith and celebrate life.

As a spirit-filled Catholic community, it is acknowledged that a child’s education begins at home. As partners in a child’s growth and development, members of the school community strive to nurture a learning experience that will prepare them for a full life beyond school. Teachers and students are challenged to serve with humility, act with integrity and pursue excellence in all that they do. Parents are encouraged to continue to engage in their child’s learning by being active participants within the school community and building connections with other families and all staff members.

St. Francis offers a comprehensive curriculum with specific emphasis on Literacy and Numeracy. We have an experienced teaching staff, supported by the Principal, Assistants to the Principal in Religion, Curriculum and Administration, a Learning Support teacher and a strong team of support personnel. An extensive building program has resulted in state of the art learning areas with flexible environments for students and staff. Excellent infrastructure ensures that technology integrates seamlessly across the curriculum and is integral to all aspects of learning at St Francis Xavier. The students are also offered specialist lessons in the Arts and Health and Physical Education, and there are many and varied opportunities provided for participation in extra-curricular activities such as eisteddfods, Reef Guardian club, Making Jesus Real club as well as sporting events. Student welfare is a priority. The school maintains good behaviour and discipline through their Behaviour Management and Well-being Program (BMW), and a Counsellor is available to provide support for student wellbeing.

More information on our school can be accessed from [myschool.edu.au](http://myschool.edu.au)

## Curriculum Offerings

### Distinctive Curriculum Offerings

St Francis Xavier School is a three-stream Catholic Primary School providing quality education based on Gospel values from Prep to Year 6. As a school founded by the Sisters of Mercy, their values guide all that we do and all that we are.

Mercy Values	SFX Virtues	SFX Vision	SFX Mission
Community	Love	Spirit filled faith community	Celebrate life
Spirituality	Faith	Nurture the Catholic faith	Witness our faith
Social Justice	Mercy	Fullness of life	Live the Gospel
Service	Excellence	Pursue excellence in learning	Learn

Classes are reconfigured each year to ensure that they are very similar in terms of gender, ability and behaviour. We are committed to the education of the whole child and each student is challenged to reach their full potential in spiritual, academic, cultural, physical, social and emotional areas.

### Extra Curricula Activities

St Francis Xavier Catholic School promotes excellence in teaching and learning. Classrooms are vibrant learning areas, and an exciting curriculum is provided that challenges students to reach their full potential.

**Spirituality:** We embrace the Making Jesus Real way of living, which encourages us to recognise the ‘God moments’ in our lives and helps us to deepen our relationship with God. Our students participate regularly in school-based masses and prayer celebrations which are meaningful, joyful and reverent. Each class is rostered for the preparation of school prayer assembly and whole school prayer celebrations e.g., Mothers’ and Fathers’ Day masses, St Francis’ Feast Day.

**Literacy:** The school affords students many and varied opportunities to extend their skills and knowledge in literacy through such events as School based Book Week activities, Premier's Reading Challenge and national Simultaneous Storytime. Each year children attend Whitsunday Voices where they are exposed to a variety of well-known authors who speak about and perform their work.

**The Arts:** Our school participates actively in our local Eisteddfod in Verse Speaking and enters a choir in every section so that most students in our school have the opportunity to take part in this experience. Lessons are offered in Keyboard, Woodwind and Strings during school time and these lessons are provided by an external company called Music Corp. A specialist Music teacher is employed to ensure the music component of the Arts Curriculum is taught to all levels. The Arts in all its forms is an integral part of the curriculum. Students are able to enter the Annual School Art Competition which is judged by guest artists from the local community. Artwork is proudly added to the gallery in the school's reception area. Lunch time activities include an Art session where children are able to participate. Rock Pop Mime is offered in the upper school to those who are interested in participating. Children are afforded the opportunity to participate as a singing choir through lunch time practices.

**Sport:** This is well supported in our school, as well as between schools and in local town sporting competitions. Rugby League, Touch Football, Netball, Futsal and athletics are among the sports in which we enter teams to participate in the local schools' competitions.

Our school proudly supports the local tradition of marching in the city's ANZAC Day March each year and is always represented by a large number of students with great support from the staff and parent body.

**Student health** is an important consideration at our school and a 'brain break' takes place in the first session of the day. Healthy snacks are encouraged. Students and the wider community are encouraged to participate in the Walk Safely to School initiative which promotes both the safety and health of students. All participants are provided with a healthy breakfast at the conclusion of the walk.

Our school offers excellent programs in both **Before & After School Care and Vacation Care** to support families.

St Francis Xavier has an active Student Council guided by dedicated and enthusiastic teachers. Our Student Council exists to be of service to others. House Spirit is fostered through the promotion of kind acts, good manners, participation in community events etc. and recognised through the earning of house points. The House Spirit trophy is awarded at the end of the year to the team with the most accumulated points.

Students in our Senior classes are encouraged to participate in the English and Maths ICAS competitions. We took two teams to the Schools Mathematics competition where problem solving tasks were the focus. The children of these classes are involved in a number of Parish activities such as visits to St Francis of Assisi Aged Care Home. Students' learning is enriched through opportunities such as Optiminds (our school competed in the State Finals) and the Early Learning Program offered by Mercy College (high school).

Lunch time activities are offered to children wishing to add variety to their lunch time choices. Activities such as Lego, STEM/Robotics, Art and story reading in the library are on offer. Our children with special learning needs are offered the option of attending an after-school homework program once a week, to assist in their learning. We introduced our Read to Rover program in 2016. This is specifically for those children who struggle with reading confidence. They are placed on a roster to read to our pre-selected dogs and their owners. Book Swap, which occurs one week per term, has been introduced to promote reading. Children are encouraged to bring along books that they no longer read and swap for a new book. At the end of the year our librarian identifies those children from each class who have borrowed the most throughout the year and recognizes their efforts with a trophy. In 2021 we continued the initiative of 'Natta to Nana', for those children who need support with their reading as well as providing a listening ear for children who are a little anxious and perhaps do not have a 'grandma' figure in their lives. Many of our parent supported activities were postponed due to the COVID pandemic.

## How Information and Communication Technologies are used to assist learning

At St Francis Xavier School, we believe Technology and ICTs play a key role in developing successful learners who are innovative, enterprising and able to make discerning and ethical decisions. As Technology continues to evolve, our challenge is to develop learners who can adapt to and critically examine influences on ideas, opportunities and actions in everyday life. We also believe, students need to be armed with the skills to efficiently implement the use of technological devices to enhance employability at the conclusion of their time at school. To achieve this, the school provides a mobile laptop trolley that classes are able to access. Our Years 4 - 6 students participate in a 1:1 iPad program. Preps to Year 2 have access to iPads to accommodate group work. A class set of iPads is available to each Year 3 class enabling smooth transition to the 1:1 program. Every classroom has an Interactive Whiteboard and teachers also have laptops and iPad access. SeeSaw (Prep to Year 1) and Google Classroom (Year 2 – Year 6) are learning platforms that we use to enhance student learning. These learning platforms also allow classroom teachers to create partnerships between school and home. Parents are able to view what their child is learning and have conversations at home. These platforms were utilised to great effect when our school went to online learning in Term 2 of 2020. Robotics and STEM are offered as a lunch time activity as well as being utilised during Digital

Technology and Science based lessons in the classroom. Our learners are provided with learning environments that help develop their curiosity and critical thinking skills.

## **Social Climate**

### **Strategies to Promote a Positive Culture**

As a Catholic school we believe that the teaching of Religion is of utmost importance. We enjoy a positive relationship with parish and strongly support the Sacramental development of students and other school/parish social functions. A number of our school staff, including the Leadership Team, are involved in the ministries of the church and attend special events and masses organised by the various parish committees.

St Francis Xavier School employs a School Counsellor for four days each week to support students and families. She also offers parenting tips as well as parent workshops. The school Counsellor works very closely with the Leadership team and teachers in regard to behaviour management and well-being. They work collaboratively to promote the positive mental health of our students.

Our Behaviour Management and Well-Being Program is not a set of rules. It is a positive attitude, building resilience, making positive choices and ensuring all students have an opportunity to learn. Our school promotes the anti-bullying message and strongly supports National Day Against Bullying and Violence which is held in March each year. Children participate in activities and make a commitment to not tolerate bullying. We advocate to children to 'be an up-stander not a by-stander'.

St Francis Xavier School is an inclusive school. All enrolments are individually considered as to how St Francis Xavier is able to support the child's development. The welfare of all families in the school is important. Awareness is raised and fundraising occurs to support those in our community who have special needs. E.g., raising funds for families in need, adopt-a-family, Street Swags, ANZAC Care packages, St Vincent de Paul Christmas appeal. We also hold a Christmas morning tea for the senior citizens of our Parish community.

### **Cyber Safety and Anti-Bullying Strategies**

ICTs are an integral part of student learning at St Francis Xavier; therefore, the school has a duty of care towards all to provide cyber safety and anti-bullying strategies and personal development opportunities for both students and staff. The school also participates in and fully supports the National Day Against Bullying & Violence each year. Day for Daniel is an annual event and supports the Daniel Morcombe Child Safety Curriculum which is implemented in all classes. Our school has an ICT Code of Conduct that sets clear guidelines for the use of IT. Our Adopt-a-Cop speaks regularly to the students with regard to Cyber Safety and their Digital Footprint. Our Year 3 classes participate in Safety Circus which is initiated by the Mackay police. Diocesan and school-based policies give guidance when handling these issues. We use Facebook to advertise appropriate anti-bullying books parents may like to purchase and information they can use.

### **Strategies for involving parents in their child's education**

St Francis Xavier School has an active P&F Association which offers support to the school particularly in regard to funding and community building. Our School has a Board which provides very strong support to our community in terms of maintaining policies as well as the integrity and special religious character of St Francis Xavier. Following Parent Information sessions for each year level in February, our school offers interviews for parents at the end of Term One and Term Three and written Reports at the end of Terms Two and Four each year. St Francis Xavier School has an open-door policy, where parents are welcomed and encouraged to be actively engaged in the school community in a wide variety of ways, depending on their time, talents and interests. Our Catholic Education Week open afternoon, School Camps, Sporting Teams, Sports Days, Tuckshop, Discos and Classroom Helpers are but a few of the ways parents support our school through working with the children and financially assisting us. SeeSaw and Google Classroom platforms allow our parents to have access into what their children are learning or focusing on for specific subjects. Regular articles in the school newsletter focusing on specific topics e.g., spelling, writing, Mathematics allow our parent community to gain further insight into what is happening in each year level. Information sessions are also included in our P & F meetings and Board meetings.

### **Reducing the school's environmental footprint**

Classrooms have environmental paper bins that are then emptied into Council recycling bins. Students engage with this topic in various year levels as a part of the curriculum. Our classes are encouraged to turn off lights and fans at each lunch break. It is also encouraged that air conditioners are not used during Term 2 and Term 3. We are also a

Reef Guardian School, with a group of teachers implementing and leading awareness initiatives across the school to educate students on becoming stewards of the earth. Under the Reef Guardian Program, students across various year levels introduced the 10-cent recycling bin to be used during our lunch breaks. Year 5 students take on the leadership role of monitoring these bins and ensuring the students are placing the correct items into the yellow bins. Each year our Prep classes plant a vegetable garden without the use of chemicals. The produce is then given to the tuckshop. The school's OSHC program embraces the reduction of the school's footprint through practices such as a worm farm, a compost bin and natural gardening. The educators also inform children of healthy foods and good environmental practices.

## Characteristics of the Student Body

Families attending St Francis Xavier School come from a variety of backgrounds. Some are second and third generation attendees at the school. Families with children attending St Francis Xavier come from diverse backgrounds. Over the last 5 or so years our school has been blessed in welcoming a large number of families whose backgrounds are of a multicultural nature. English is the first language of the majority of students at St Francis Xavier. In recent years, due to an influx of overseas medical professionals and being located near the Mackay Base Hospital, our school has enjoyed an increased enrolment of children from various cultures and provision is made for those whose English is a second language. We have a large number of our families who are dependent upon the mining industry. These families experience work commitments of long hours, shift work or being away for extended periods on mining sites. Most students from St Francis Xavier continue their secondary schooling at Catholic schools in Mackay.

### Average student attendance rate (%)

The average student attendance rate for 2021 was 95.76%.

### Management of non-attendance

A text is sent to all parents for unexplained absences. Those parents who do not respond receive a phone call. The school is also bound by Student Protection legislation and may need to follow-up student absences in line with these legislative requirements.

## Staffing Information

### Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	40.00	39.00	1.00
Full-time equivalents	31.70	22.70	1.00

### Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	5.00%
Bachelor Degree	90.00%
Diploma	5.00%
Certificate	

## Major Professional Development Initiatives

- Bishop's Inservice Day
- Mandatory Inductions (WHS, Code of Conduct, Child Protection, ICT Code of Practice) (Pupil Free Day)
- 6+1 Writing Traits – Sandra Comben – Pupil Free Day
- Mental Health and Wellbeing Day – Pupil Free Day
- Explanation of the Mass and Symbols in the Church – Fr Don (Sept. Pupil Free Day)
- Mathematics (Number Talks & Maths Planning) – John Campbell
- Indigenous Education with Brad Jarro and Karlie Tatchell
- Recontextualisation and Dialogue School Presentation – Derek Worden
- Mercy Sisters Inservice Video Clip – Amanda Griffin and Sr Denise Hinton
- Autism Awareness Staff Meeting – Autism Queensland

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 \$53,000.

## Average Staff Attendance and Retention

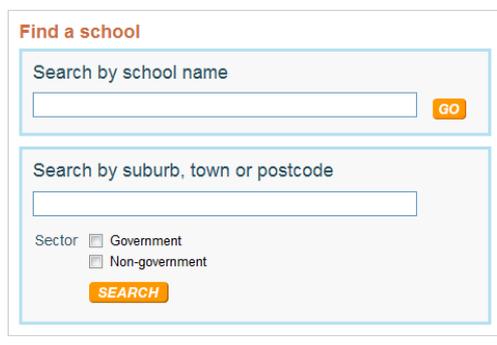
The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to five days, was 92.35%.

Percentage of teaching staff retained from the previous school year was 91.87%.

## School Income

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

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



The screenshot shows a search interface titled "Find a school". It contains 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 radio buttons for "Sector" with options for "Government" and "Non-government".

## 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 [www.myschool.edu.au](http://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

The data gained from 2021 NAPLAN assisted the school to discuss short and long term curriculum goals. Upon reflection, the school continued reviewing its English program to develop consistency across the year levels. We continued to implement CEO initiatives that provided a range of good teaching practices and structures to enhance

reading across the school. The continuation of Chris Topfer’s Spelling Model and Analysis across the whole school promoted consistency in this area. Students continue to be added to the Literacy Intervention Program. A Data Wall continues to be used to monitor children’s progress and to inform teachers’ planning. This data is used to inform guided reading practices and address students’ individual reading needs which are derived from individual reading goals. Each year level is encouraged to meet regularly to both plan and moderate student learning. Student progress is monitored across various aspects of Literacy (oral language, spelling, reading). NAPLAN results showed great improvement across the school. Our children who have diagnoses, learning difficulties or physical disabilities are supported through the Nationally Consistent Collection of Data (NCCD). These children are assisted in their ability to achieve successfully through adjustments teachers make to their programming.

## Strategic Improvement Progress and Next Steps

### Strategic progress in 2021

<b>Catholic Identity and Ethos</b> 	<b>Effective Teaching and Learning</b> (NSIT Domains 2,5,6,7,8) 
<b>1.1</b> To embed and align Catholic Social Teaching and the Mercy charism throughout the Curriculum and the Teaching and Learning Framework.  <b>Goal:</b> To educate our school community on who the founders of our school are and what values they have imparted.	<b>2.1</b> That our school has a culture of data informed practice where every student is engaged and learning successfully in their own ways.  <b>Goal/s:</b> To embed 6 + 1 Writing Traits to improve student writing.  To plan and deliver deep learning opportunities in Mathematics enabling students to become proficient in problem solving strategies and terminology.
<b>Pastoral Support and Wellbeing</b> (NSIT Domain 3) 	<b>Leadership, Partnerships and Resourcing</b> (NSIT Domains 1,4,9) 
<b>3.1</b> Based on the Diocesan Wellbeing Framework implement a student wellbeing program that focuses on each child being the best version of themselves.  <b>Goal:</b> To identify and enhance the wellbeing of students through the BE YOU program (which is under the umbrella of the Diocesan Wellbeing Framework) to the school community.	<b>4.1</b> To enhance and develop parent and community partnerships to improve student learning.  <b>Goal:</b> To inform our parent body about our spelling practices and changes to spelling homework.

#### 2021 Targets

1.1 By the end of 2021, reduce 63.2% to 50% of students in Years 4-6 (unreasonable responses), so that they know the values of the Mercy Sisters and how our students will follow in their footsteps. Ensure that all students in Years 4-6 know that Catherine McAuley is the foundress of the Mercy Sisters.

#### Progress

A number of avenues were used to educate students and parents regarding the founders of our school and their values

- Created and viewed Mercy Sisters video – depicting the history of the Mercy sisters in Australia and more specifically Mackay and St Francis Xavier
- Mercy values appear each week in the school newsletter
- Mary’s garden has the Mercy values on strategically placed rocks
- Students participated in rotational activities based on Catherine McAuley during Catholic Education Week.

2.1 By the end of 2021, reduce 19.2% by at least 4.5% of students in Year 5, from at/below NMS in Writing.

#### Progress

- CEO consultant in-serviced staff at January Pupil Free day.
- 6 +1 Writing Traits have been included in planning with a view to embed in teaching practices. This will be ongoing

- Teachers have been embedding the traits as a framework for their writing lessons as well as applying other strategies and resources to support student learning
- Students have been sharing their work with other year levels as well as reading/sharing their writing with the Leadership team
- Teachers have started using the writing plugs to set writing goals for their students (still in the early stages but something we will continue focussing on)
- Many teachers effectively utilising the writing analysis tool to gather formative data to support their learning (a continued area of focus)
- After the year level meetings with CEO consultant mid Term 3 many teachers have walked away trialling various conferencing and writing strategies - lots of positive talk as well as sharing in staff meetings (Prep Teacher)
- Adding writing plugs to the classroom Bump It Up Walls to support learning
- Principal and APC viewed second year writing lessons which were highly successful and wonderful to see them trying various strategies from the meetings.

2.2 By the end of 2021, reduce 11.7% by at least 2% of students in Year 5, from at/below NMS in Numeracy.

#### Progress

- CEO consultant provided PD at a staff meeting, followed by 2 days of working with Year levels on planning
- Test run for Delve for Twelve occurred early in Term 2
- Through PLT focus - observations have been made of improved formative assessment which has led to short cycle planning
- Template developed in 2020 has allowed for planning under the proficiency headings
- PLTs have continued with a focus on Mathematics
- Monitoring Learning Growth focus has been on Multiplicative Thinking across the school
- Classroom teachers have been utilising a variety of strategies and tools to support student learning and assisting with moving beyond the surface level of teaching.

3.1 By the end of 2021, students in Years 4 - 6 will know what healthy eating entails, are able to make healthy choices and understand the importance of enough sleep. This in turn, will have a positive effect on your body and mind, which improves an individual's wellbeing.

#### Progress

- Children in Years 3 - 6 have completed the BE YOU student surveys
- Editorial by Principal about healthy eating and snack time
- Life Education Van visited in Term 2
- Survey sent to parents (end of Term 3) to review tuckshop menu
- Future plans for newsletter articles to support parents
- Plans to invite Erin Sheldrick in Term 4 to continue discussions about the BE YOU program.

4.1 Gather data from parent bodies (P&F, Board and small parent sample group) to determine impact/growth/progress from baseline outcomes.

#### Progress

- Several inserts with information on Spelling changes across the year levels were added to weekly Newsletters across Term 1
- Presentation of these changes presented at a Board meeting and feedback given by the members.
- Links to various YouTube clips on spelling changes (Chris Topfer & David Hornsby) were sent to parents
- Literacy Coach/Teacher has carried out Learning Walks & Talks and provided advice as well as modelled lessons and selected specific students from Year 3 (based on data - NAPLAN, WTW, Spelling Analysis) to work with on a weekly basis to further support specific big ideas being taught
- Through this work the next step was to engage with the student's parents to assist them in being able to support their child at home
- Literacy Coach/Teacher worked with the small groups on specific Chris Topfer strategies, so they are able to apply this to their weekly spelling words. Small, easy to follow parent info sheets are sent home regularly to support the focus students and their parents. The Year 3 teachers also have the opportunity to send home the information sheet to the rest of their class as well
- APC sent out a second survey mid Term 3. This sought to ascertain how parents perceived what was currently being done with spelling, to see if they had gained further understanding after the Term 1 newsletter inserts and from information sent home by classroom teachers and to discern what else parents needed to know

- After reviewing the data, parents were asking for an explanation of the spelling rule/BIG IDEA so they could support further at home - teachers added info to the top of their homework sheet
- More newsletter articles were added to the Term 3 newsletter to explain how we assess spelling, tips on spelling strategies - Chris Topfer 5 strategies.

## Strategic Priorities for 2022

The school's strategic priorities and goals are relayed to the parent body in a variety of ways – newsletter, Facebook, sign off on emails, displayed in office area. They are also shared at a Board level. Parents are given the opportunity to feedback and suggestions are welcomed and considered. The school priorities are set for a period of three years. These priorities guide the annual goals over this period of time. Regular monitoring of these goals take place in a variety of ways – observations, data gathering, discussions, PLCs, teachers' curriculum planning.

Our goals, targets and strategies were chosen as priorities for our school improvement plan based on data gathered from NAPLAN and PAT results (Priority 2.1), the ESCI report (Priority 1.1) and Catholic Education Office initiatives (Priority 3.1 & 4.1).

### Strategic Priorities for 2022 - 2024

<b>1. Catholic Identity</b> 		<b>1. Effective Teaching and Learning</b> (NSIT Domains 2,5,6,7,8) 	
<b>PRIORITY</b> <b>1.1</b> To embed and align Catholic Social Teaching and the Mercy charism throughout the Curriculum and the Teaching and Learning Framework.	<b>GOAL</b> <b>Through dialogue, create opportunities for students to have a deeper understanding of why/how social justice and Catholic tradition are interconnected.</b>	<b>PRIORITY</b> <b>2.1</b> That our school has a culture of data informed practice where every student is engaged and learning successfully in their own ways.	<b>GOAL</b> <b>For students to know and apply a repertoire of spelling strategies through an inquiry process.</b>  <b>To improve reading comprehension.</b>
<b>1. Pastoral Support and Wellbeing</b> (NSIT Domain 3) 		<b>1. Leadership, Partnerships and Resourcing</b> (NSIT Domains 1,4,9) 	
<b>PRIORITY</b> <b>3.1</b> Based on the Diocesan Wellbeing Framework implement a student wellbeing program that focuses on each child being the best version of themselves.	<b>GOAL</b> <b>To enhance student wellbeing through a greater understanding of how trauma impacts students' lives.</b>	<b>PRIORITY</b> <b>4.1</b> To enhance and develop parent and community partnerships to improve student learning.	<b>GOAL</b> <b>To gain awareness of the importance of sustainability practices.</b>

## Parent, Teacher and Student Satisfaction

For the school to continue to grow and meet the needs of the community we constantly seek feedback on school processes, procedures and events. P&F meetings are one way in which the parent body can make recommendations or commendations regarding the school. The student body has a voice through the Student Council. The Student Council meets regularly to discuss matters and lead school initiatives. The school utilises Satisfaction surveys to help guide school priorities. We also create Google forms for parents asking for input into policies and Curriculum matters. Staff members are given the opportunity to bring matters of importance to the attention of all in staff meetings via Productive Chatter. One dedicated staff meeting per term is conducted as an open forum to enable teachers the liberty to raise questions regarding school in general.