

St Francis Xavier Catholic Primary School Mackay

2023 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 & 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 full time and 2 part time inclusive curriculum teachers 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 Dance Spectacular, Reef Guardian, Making Jesus Real and Cultural clubs as well as sporting events. Student welfare is a priority. The school maintains good behaviour and discipline through their Behaviour Mentoring 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

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

Extra Curricula Activities St Francis Xavier Catholic School promote 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: Our students participate regularly in school-based masses and prayer celebrations which are meaningful, joyful and reverent. The Mercy charism and values of Faith, Mercy, Excellence and Love are given high priority and we ensure the children and wider community are aware of the founders of our school and the rich legacy they have left us. Our weekly awards presented at assembly now reflect these Mercy Values. 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, Mackay Reader's Cup and National Simultaneous Storytime. Our school supports readers by providing them with opportunities such as Natta with Nanna and Read to Rover, for extra practice with their reading and fluency skills. Each year children attend Whitsunday Voices where they are exposed to a variety of well-known authors who speak about and perform their work. Students from our local catholic high school, Catherine McAuley College visit weekly to read to and with our Year One students.

The Arts: A specialist Arts 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. Rock Pop Mime is offered in the upper school to those who are interested in participating. Students in all year levels are immersed in dance lessons with the Arts teacher, which leads to a whole school Arena Spectacular showcasing what the students have learned throughout the term. Children are afforded the opportunity to participate as a singing choir through lunch time practices.

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

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.

Wellbeing: 2023 saw a number of staff participating in the Berry Street (Trauma Informed) Model workshops. From these a Wellbeing Committee was formed. The committee began educating teaching staff on aspects of this model to incorporate into their daily classroom routine. Welcome circles, safe classroom spaces and a 'green' space were established.

Outside of School Hours Care: Our school offers Before and After School Care and Vacation Care to support working families. The programs are devised to engage the children and involve their interests.

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. Two teams entered the Schools Mathematics competition where problem solving tasks were the focus.

The children of these senior 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 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 **after-school homework program** supports the children with special learning needs and they are offered the option of attending once a week, to assist in their learning.

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 recognises their efforts with a trophy.

The **ANZAC Day March** sees our school proudly support the local tradition of marching each year. We are always well represented by many students with great support from the staff and parent body.

How Information and Communication Technologies are used to assist learning

At St Francis Xavier School, we believe Technology and Information and Communication Technologies (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.

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. Robotics and STEM are offered as a lunch time activity as well as being utilised during Digital Technology lessons in class time. 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 mentoring and well-being. They work collaboratively to promote the positive mental health of our students.

Our Behaviour Mentoring 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.

2023 was the first year our school participated in a Colour Run. The school reaped huge rewards from this venture, which then allowed support for a great number of charities such as the Mackay Women's Shelter, Ronald McDonald House, Woorabinda Wildlife Rangers, Duchene Muscular Dystrophy – Our Superhero Boys, Daniel Morcombe Foundation, St Vincent de Paul Society, Catholic Mission and CARITAS. It also allowed us to purchase some much appreciated play resources for the students.

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. The message of Recognise, React and Report is reinforced each year.

Our school has an ICT Code of Conduct that sets clear guidelines for the use of IT. Our Year 2 and 3 classes participate in Safety Circus which is initiated by the Mackay Police. Diocesan and school-based policies give guidance when handling ICT 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 committee 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.

2023 saw the introduction of an extra transition day for 2024 prep enrolments with five in total. These have proven invaluable on two fronts. They allow the children to interact socially with their soon to be peers and familiarise themselves with their teachers and surroundings. It also allows the parents to have important information and valuable strategies imparted by school personnel such as the school counsellor and the four leadership team members.

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 picnic, 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 highlighting 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.

The school has engaged with School TV and parents have access through our website. Data is checked regularly to observe what topics have been accessed the most. The school Board and P&F have been educated on the benefits of this initiative. School TV topics are often shared through the newsletter.

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 a Reef Guardian School, with a teacher 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 years continue to educate our students about 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 Reef Guardian leaders continued 'Mindful Mondays' throughout the year whereby all families supported the school in reducing rubbish by packing lunches that didn't require packaging. Each year level also collects food scraps from morning tea and these scraps are added to the compost bins as well as some scraps are given to our chickens.

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 2023 was 92.43%.

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.

Phone calls and emails to parents whose children have high absences from school (class room teacher & principal).

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	39.00	51.00	2.00
Full-time equivalents	33.25	27.68	1.47

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	3%
Bachelor Degree	95%
Diploma	3%
Certificate	

Major Professional Development Initiatives

- Bishop's Inservice Day
- Mandatory Inductions (WHS, Code of Conduct, ICT Code of Practice)
- Student Protection Training – Staff member
- Writing – English Consultant
- Leading Responsive Teaching – Consultant
- Maths Planning and Problem Solving – Mathematics Consultant
- Catholic Social Teachings – External presenter
- Leading Mathematics Team Project – team of 3 teachers and APC
- Berry Street Training (attended in Rockhampton with key staff members)
- Discrimination Act and NCCD Requirements – Staff member

- Walk on Country Connections – External presenters
- v9 Australian Curriculum – English and Mathematics – Consultant

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 \$87,200.

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 91.53%.

Percentage of teaching staff retained from the previous school year was 97.73%.

School Income

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

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

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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.

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 NAPLAN assists the school to discuss short and long term curriculum goals. The school continues to review its English and Mathematics programs to develop consistency across the year levels. We continue to implement CEO initiatives that provide a range of good teaching practices and structures to enhance all learning across the school.

Students continue to be added to the Literacy and Numeracy Intervention/Extension Program. A Data Wall continues to be used to monitor children’s’ progress and to inform teachers’ planning. This data is used to inform teaching and learning.

Each year level is encouraged to meet regularly to both plan and moderate student learning. Student progress is monitored across various aspects of Literacy and Numeracy through PLT meetings.

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 successively through adjustments teachers make to their programming.

Strategic Improvement Progress and Next Steps

1. Catholic Identity 		2. Effective Teaching and Learning (NSIT Domains 2,5,6,7,8) 	
PRIORITY	GOAL	PRIORITY	GOAL
1.1 To embed and align Catholic Social Teaching and the Mercy charism throughout the curriculum and the Teaching and Learning Framework.	To continue developing student awareness of Catholic Social Teachings and how they relate them to the opportunities provided by the school.	2.1 To create a culture of data informed practices where every student is engaged and learning successfully in their own ways.	To improve student learning outcomes in writing. To strengthen student learning outcomes in Mathematics.
3. Pastoral Support and Wellbeing (NSIT Domain 3) 		4. Leadership, Partnerships and Resourcing (NSIT Domains 1,4,9) 	
PRIORITY	GOAL	PRIORITY	GOAL
3.1 To implement a student wellbeing program that focuses on each child being the best version of themselves.	To strengthen student ability to regulate their emotions.	4.1 To enhance and develop parent and community partnerships to improve student learning.	To engage parents in the ability to understand and apply strategies to regulate their children's emotions.

Strategic progress in 2023

2023 School Improvement Plan

1.1 Baseline Data:

Overall awareness:

- 35% of students in Years 5 and 6 are aware of the Catholic Social Teachings
- 40% of students in Year 4 are aware of the Catholic Social Teachings

Care for Common Home:

- 76% of students in years 5 and 6 understand this CST.
- 73% of students in year 4 understand this CST.

Preferential treatment for the Poor:

- 46% of students in years 5 and 6 understand this CST.
- 60% of students in year 4 understand this CST.

Student-Focused Target: (S.M.A.R.T)

- By the end of November, a 10% increase of the overall awareness of Catholic Social Teachings in Years 4 – 6.
- By the end of November, a 5% increase in the understanding of the Catholic Social Teachings of Care for the Common Home and Preferential treatment for the Poor.

Progress:

- Staff to have professional development on the Catholic Social Teachings
- Promoting Catholic Social Teachings on digital platforms
- Expose students to the Catholic Social Teachings
- Connect fundraising/awareness activities to the Catholic Social Teachings – set up a document (create planning document of yearly events)
- Purchase Catholic Social Teaching cards per class.
- Information on the Catholic Social Teachings in the newsletter for parents
- Principal talks on assemblies about the purpose of fundraising – linking the CSTs.
- Board Education – Catholic Social Teachings

2.1 Baseline Data:

To be taken from NAPLAN marking guide and Consultant Sharon Crone's writing report.

Student-Focused Target: (S.M.A.R.T)

By the end of November 2023, 100% of students in the focus group for each year level will improve their writing profile by at least one mark in each of the three target criteria from the NAPLAN marking guide.

- **Progress:**
- Familiarising the class with the set of questions needed for understanding sentence structure *with images*:
- What is happening? Who or what is involved? What are the circumstances (When? Where? Or How?)
- Find one or two quality examples of sentences within texts (or write an example of a quality sentence that you would like students to use when talking about an image or text.)
- Look at the variety of sentence types that are used by the 3 focus students.
- Use the quality examples of a sentence as the 'sentence of the week' focus. Write in the international code of functional grammar (green/red/blue). Frequently refer to the same structure in oral or written form across the day and week in many contexts.
- **Staff Meeting** - Share the analysis of sentences from focus students and the sentence work from classrooms across the school.
- **Resourcing** - Set of new whiteboard markers in four colours for each teacher.
- Conversation to be held with English Consultant – next steps from that conversation.
- Consultant to host a staff meeting on sentence structure and appropriate texts to relate to classroom work.
- Classroom teachers work in PLT time to determine focus sentences for all subject areas.
- PLT meetings to focus on specific issues with writing – see Consultant's report.
- Class work to continue focussing on sentence structure and a variety of sentence structures.
- Send writing samples (P-6) to Consultant for analysing.

2.1 Baseline Data:

NAPLAN and PAT data, Monitor Year 2 and 4 (PAT adaptive – Term 1 & Term 2 (Year 2))

Student-Focused Target: (S.M.A.R.T)

By the end of 2023, review bottom, middle and proficient bands and have less than 8% in the bottom band. e.g. 40% students (Years 3 and 5) in the top bands.

Progress:

- PLTs - focus on Mathematics
- Target group support with Mathematics (middle band students – improve mathematical skills and extension students – problem solving)
- Checking unit plans – are all strands covered effectively (particularly Measurement & Geometry)
- Zooms (2 per year level over 2 weeks) with Mathematics Consultant focussing on key topics chosen.
- Maths Project Team – refined maths Wall and determined coaching process for Term 3
- Teachers developing their skills around Number Talks – conversations with Maths Project Team for support.
- Mathematics Challenge based questions to be worked on during extension group time.
- Targeting 2 step problems via Zoom and classroom teaching
- Maths Project Team to attend PD in Rockhampton
- Coaching by Maths Project Team – set year levels for team to visit and work with
- Staff Meeting – Maths: Toolkit #1 Building Thinking Classrooms
- Mathematics Challenge based questions to be worked on during extension group.
- Year 5/6 students attending the Mackay Mathematics Challenge
- Explore new Australian Curriculum during planning days.
- Monitoring Learning Growth Focus – Problem Solving (staff meeting & class focus)
- Monitoring Learning Growth Meeting with other schools focussing on Problem Solving
- Continuation of support for classroom teachers from Maths Project Team
- Organisation of maths manipulatives to be purchased in Term 1 2024
- Shared Agreed Practice for Mathematics





3.1 Baseline Data:

- 40% of our students cannot identify when feeling angry, frustrated or annoyed.
- 50% of our students cannot identify when they are overexcited, too energetic or out of control.
- 8% of our students use more than 1 appropriate strategy to regulate their emotions.

Student-Focused Target: (S.M.A.R.T)

- By the end of November, 70% of our students are able to identify when feeling angry, frustrated or annoyed.
- By the end of November, 60% of our students are able to identify when they are overexcited, too energetic or out of control.

- By the end of November, 50% of our students are aware of a variety of appropriate strategies to assist with

 1. Catholic Identity		 2. Effective Teaching and Learning (NSIT Domains 2,5,6,7,8)	
PRIORITY 1.1 To explore and embed the tradition of prayer within the Catholic faith.	GOAL To engage and educate staff and students in a variety of prayer opportunities and experiences.	PRIORITY 2.1 To create a culture of data informed practices where every student is engaged and learning successfully in their own ways.	GOAL To improve student learning outcomes in writing.
 3. Pastoral Support and Wellbeing (NSIT Domain 3)		 4. Leadership, Partnerships and Resourcing (NSIT Domains 1,4,9)	
PRIORITY 3.1 To implement a student wellbeing program that focuses on each child being the best version of themselves.	GOAL To assist students in regulating emotions by understanding their readiness to learn.	PRIORITY 4.1 To enhance and develop parent and community partnerships to improve student learning.	GOAL To engage parents in the everyday life of the school.

emotional regulation.

Progress:

- Counsellor to do an introduction to emotional regulation. Ninette to visit year levels/classes each term to provide PD to students.
- Leadership and or Berry Street trained people model Welcome Circles in the classroom with new staff.
- Staff to meet as a year level and discuss what does an emotionally regulated classroom look like, feel like, sound like etc. in their year level/class
- Counsellor to PD staff on Emotional Regulation (Weeks 1 and 9)
- APRE had conversations with Bianca McLeish (CEO) about Rumbles Quest
- Principal, APA and 2 class teachers attended Berry Street training.
- Explore further information around the Rumbles Quest
- Mindfulness in Schools – providing a centering opportunity at the beginning of each school day (whole school). Leadership Team to gather the children and lead a mantra.
- National Day Against Bullying – Connecting With Others – Anti Bullying Workshops (P/1, 2/3, 4, 5 & 6 held with APA)
- Survey students (as per survey from beginning of the year) – Targets.
- Wellbeing Team discussing possible ways to implement the ready to learn scales.
- Rumbles Quest to be rolled out.
- Brainstorm staff meeting – Wellbeing Centre resources.

4.1 Baseline Data:

115 parent responses

- 50% believe they are confident dealing with their children's emotions.
- 40% are sometimes.
- 10% are not at all confident.

Student-Focused Target: (S.M.A.R.T)

By the end of the year decrease the 'no' responses to 0%.

Progress:

This goal was not met as we found great difficulty in engaging parents. Instead, the focus was based around building capacity in teachers in the area of well-being.

Strategic Priorities for 2024

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 feed back 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, PLTs, 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).

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.