



**St Francis Xavier School,
RUNAWAY BAY**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Francis Xavier School has a student enrolment of approximately 650 students and a staff of eighty-one. The school offers a comprehensive curriculum with values centred on the Gospel teachings of Jesus where the uniqueness and dignity of the individual is paramount and respect and care for one another is an expectation. This is supported by a real-life and inclusive approach to Religious Education and Spiritual Formation which seeks to develop within our students the values lived out by our patron saint, St Francis Xavier. As a community, we are inspired by the tradition of our school motto 'Let Your Light Shine' in all that we do.

St Francis Xavier aims to empower all students to become autonomous thinkers and confident lifelong learners so that they have the necessary attitudes, processes, skills and knowledge to meet their ever changing personal and interpersonal needs in society. St Francis Xavier implements the national framework for schooling in its curriculum, assessment and reporting. The school is organised into Early-years (P – 2), a Middle of Primary (Yrs 3-4) and a Middle Years schooling program (Yrs 5-6).

School progress towards its goals in 2021

Our 2021 Goals were:

Learning and Teaching Goal: Students from Prep to Year 6 will be proficient readers who are able to efficiently decode and comprehend what they read.

Catholic Identity Goal: Values of Jesus as expressed through his life and messages in the gospels will be evident in our students' relationships with themselves, each other, the world community and the environment.

Wellbeing Goal: Students will feel safe, engaged and have a genuine sense of belonging.

Diversity and Inclusion Goal: To ensure that all in our community value, respect and honour the Aboriginal and Torres Strait Islander peoples.

Our People Goal: Staff will have consultative and collaborative partnerships that are committed to improvement.

The annual goals of St Francis Xavier School have been collaboratively planned, implemented and reviewed by staff, families and students. They form part of the school's overall strategic direction. The goals and achievements align with the pillars Brisbane Catholic Education Vision. The goals have been achieved in 2021 and importantly help inform the future direction of the St Francis Xavier.

Catholic Identity Goal	Progress
<ul style="list-style-type: none"> Develop School Wide understanding of "We are Called to Care". 	Achieved
<ul style="list-style-type: none"> Create links between Ignatian Spirituality and Program Achieve to create a school program that is succinct and meaningful for all students. 	Partially Achieved

Learning and Teaching Goal	Progress
<ul style="list-style-type: none"> Develop effective and expected literacy year level practices. 	Achieved
<ul style="list-style-type: none"> Systematic, explicit and structured Tier One literacy practices. 	Achieved
<ul style="list-style-type: none"> Targeted and Data Informed Tier 2 Intervention. 	Achieved

Wellbeing Goal	Progress
<ul style="list-style-type: none"> Develop staff and student capabilities to enable student voice. 	Achieved
<ul style="list-style-type: none"> Create a culture, platforms, processes and structures to enhance student voice. 	Achieved
<ul style="list-style-type: none"> Develop staff and student capabilities to enable student voice. 	Achieved
<ul style="list-style-type: none"> Develop a termly Wellbeing Week with focus on student led initiatives 	Achieved

Diversity and Inclusion Goal	Progress
<ul style="list-style-type: none"> Collaboratively construct a Reconciliation Action Plan with staff, parents and local TO representatives. 	Partially Achieved
<ul style="list-style-type: none"> Launch the Reconciliation Plan with the community to share our goals and actions. 	Not Achieved

Our People Goal	Progress
<ul style="list-style-type: none"> Develop timetables and criteria for formal peer observations and walk-throughs in the classroom. 	Achieved

Future outlook – 2022 Goals

Teaching and Learning Goals:	Strategies:
<ul style="list-style-type: none"> Consistent explicit teaching that is responsive to students and enhances student learning outcomes in the form of a school-based pedagogy. 	<ul style="list-style-type: none"> Review and update monitoring schedule Develop a range of assessment strategies for use in monitoring student outcomes. Teachers review own planning for compliance and bring to termly review meeting Explicit instruction practices using the Waterfall Framework across learning areas highlighted in staff and planning meetings Learning and Teaching team lead teachers provide professional development on HITS– to inform SFX’s Way of Proceeding
<ul style="list-style-type: none"> Develop and document consistent pedagogical practices to embed in authentic learning in English and Mathematics 	<ul style="list-style-type: none"> Document SFX’s Way of Proceeding

Catholic Identity Goals:	Strategies:
<ul style="list-style-type: none"> Build Staff Formation in the Ignatian Charism 	<ul style="list-style-type: none"> Staff Ignatian Spirituality Twilight Continue connection with Canisius House and Faber Centre of Ignatian Spirituality Ignis formation opportunities staff Update and review staff and student formation plan
<ul style="list-style-type: none"> Develop a deeper understanding of the Ignatian Pedagogical Paradigm (IPP) so teachers can make connections to the Religious Education curriculum 	<ul style="list-style-type: none"> Ignatian Pedagogical Paradigm (IPP) professional development for staff Use language of IPP in planning review
<ul style="list-style-type: none"> Staff utilise effective modes of Assessment in the learning and teaching of Religious Education 	<ul style="list-style-type: none"> Staff professional development in Assessment in Religious Education Curriculum

Wellbeing Goal:	Strategies:
<ul style="list-style-type: none"> To have consistent PB4L to enable students to feel safe, engaged and have a genuine sense of belonging. 	<ul style="list-style-type: none"> Review Engage data to identify patterns of behaviour and to be responsive to the data during Admin staff meetings. Revisit and refine PB4L flow chart Effective Classroom Practices Professional Learning (BCE) PB4L Committee meetings review and respond to behaviour data patterns to facilitate improvement in positive behaviour.

Diversity and Inclusion Goal:	Strategies:
<ul style="list-style-type: none"> A school community that embraces and celebrates the strengths of All First Nations People. 	<ul style="list-style-type: none"> Enact the deliverables of the Reconciliation Action Plan to build an inclusive community.

Our People Goal:	Strategies:
<ul style="list-style-type: none"> Develop organisational practices that build teacher capacity in self-reflection. 	<ul style="list-style-type: none"> Sustainable professional learning goals for staff that link to SFX's Explicit Improvement Agenda Develop St Francis Xavier's Way of Proceeding "Explicit Teaching Practices"

Our school at a glance

School profile

St Francis Xavier School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	661	305	356	16

Student counts are based on the Census (August) enrolment collection.

St Francis Xavier was established in 1975 to serve the families of the local Catholic Parish of Runaway Bay. The northern corridor of the Gold Coast is rapidly growing.

The school attracts many new families who have moved to the area and the growing surrounds as well as families that have an established past in the community. Business, development and tourism are predominant industries on the Gold Coast, and this is reflected in parent occupations.

There is the full range of socio-economic backgrounds in our school with many children coming from one or two income families. Our Year 6 students leave our school and move onto a variety of secondary colleges including Aquinas College, Assisi College, local state high schools and independent schools.

Curriculum implementation

Curriculum overview

St Francis Xavier offers the latest in teaching and learning, technology, extra-curricular activities, and the benefits of being a high quality, inclusive Catholic school. We offer our students a rounded education that encourages personal growth based on Christian values. We encourage students to develop social and personal capabilities with a number of school wide social emotional programs.

Learning programs are designed and differentiated to provide each student with multiple opportunities to become successful and capable students who can make a difference in the world.

- Technology Lessons P-6
- Cultural Literacy with French Language for Years 3 to 6
- Teacher Librarian and Class Teacher Collaboratively taught lessons P-2
- Positive Behaviours 4 Learning (PB4L)
- You Can do It!
- Behaviour Matrix
- MJR (WEST)
- Daniel Morcombe Curriculum -Keeping Kids Safe Program
- Virtues Program
- Positive Partnerships Program
- Drama Lessons for P-6 in Term 3
- 'Dance Fever' dance lessons
- Swimming Program for Year 2 in Term One and Year 1 in Term Four
- Sailing Program for Year 6 students in Term 4
- Buddy Program for all classes
- Camp Program for children in Years 4, 5 & 6
- Galaxy Enrichment Program
- Bebras Challenges
- Reader's Cup.

Extra-curricular activities

Private Instructor facilitation:

- Chess Club including Chess coaching for beginners and advanced players (incl. competitions)
- Performing Arts and Drama
- School Funded Choir lessons - Junior and Senior Choirs
- Running Club, Coding Club, Early Bird Reading
- Swimming Years 1 and 2
- Interschool sport – Years 4-6
- Instrumental Teachers –Piano, guitar, drums, singing
- Drama Lessons
- STEAM Clubs Lunchtime
- Lunchtime activities – Wildlife Warriors and Daily Library Lunchtime activities.

How information and communication technologies are used to assist learning

In 2020, the school's online "Learning Hub" was developed to initially assist with the alternate education provisions of covid-19. This "Learning Hub" was also used again in 2021 during COVID-19 lockdown periods.

Significant school wide investment was put in place to allow teachers upskill in this area. Lessons activities and resources were shared in new ways with the goal of learning being accessible for students and parents. The whole school were in-serviced in the BCE Teams environment. This was used in most year levels. Different year levels have accessed learning via teams, class webpages and padlets.

As a school, we commence a One to One device program from Years 4 and this continues to Year 6. On completion of Year 6, students have the option to take that device with them. There are Class sets of Laptops in Years 2 and 3 and class sets of Ipads in Prep, Year 1 and the Resource Centre.

Teachers integrate technology into everyday teaching and learning through the use of interactive technology within curriculum subjects. We show evidence of student use of ICTs in learning and assessment tasks. Our Upper years have been submitting assignment tasks through TEAMS. Each child has their own BCE email. Each child has their own one drive account for the storing of documents and submitting and assignments. One drive is utilised more confidently by Years 4, 5 and 6.

In 2021 we have continued to prioritise "Technology" as a curriculum subject for every year level from Prep to Year 6. This is taught by a specialist teacher. This includes several STEAM curriculum priorities such as design, problem solving as well as ICT capabilities and Coding.

The school has explicit teaching of safe use of the internet and technology. This forms the basis of a responsible use of internet and technology agreement. This is a policy/agreement on appropriate use and intend to increase knowledge of digital citizenship in alignment with the ICT General Capability from the Australian Curriculum.

We utilise the school portal with staff notes published via the portal, share documents and use an on-line help desk. We provide reliable network infrastructure to support teaching and learning. We use a school portal for the storage of curriculum and school processes.

Social climate

Overview

St Francis Xavier supports the mission of the Holy Family Parish by offering quality co-education within the context of Catholic values and traditions. As such, there are genuine efforts to establish a true community of faith and learning- one which recognises the uniqueness and dignity of the individual and operates on the gospel values of respect and care for one another. Through its curriculum and courses, its celebration and worship rituals, its cultivation of the aesthetics and its Religious Education Programme, the school attempts to give witness to the essential wholeness of the human experience - social, moral, physical, spiritual and intellectual development.

We, at St Francis Xavier have developed a P - 6 Pastoral Care program which is integrated into all Learning Areas. This is complemented by PB4L, Behaviour Matrix, Virtues Program, You Can Do It! and Positive Partnerships. We specifically have put into place the following programs to counteract and address bullying issues: Peer Mediation, Getting Along module (You Can Do It!), Brainstorm Productions and 'Bullying at SFX- NO WAY' (brochures- enrolment packs)

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	100.0%
Teachers at this school have high expectations for my child	94.2%
Staff at this school care about my child	98.6%
I can talk to my child's teachers about my concerns	97.2%
Teachers at this school encourage me to take an active role in my child's education	97.2%
My child feels safe at this school	98.6%
The facilities at this school support my child's educational needs	93.1%
This school looks for ways to improve	94.2%
I am happy my child is at this school	95.7%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	81.4%
I enjoy learning at my school	88.7%
Teachers expect me to work to the best of my ability in all my learning	95.8%
Feedback from my teacher helps me learn	93.0%
Teachers at my school treat me fairly	80.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	71.8%
I feel safe at school	90.1%
I am happy to be at my school	84.1%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	93.5%
School staff demonstrate this school's Catholic Christian values	93.5%
This school acts on staff feedback	88.9%
This school looks for ways to improve	95.7%
I am recognised for my efforts at work	97.8%
In general students at this school respect staff members	78.3%
This school makes student protection everyone's responsibility	97.7%
I enjoy working at this school	95.5%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Parents are encouraged to be active partners in their child's learning. There is weekly communication about the learning intentions and weekly activities in every class via email. A school newsletter is produced weekly. Regular communication is also presented via the school's Facebook page.

Parents are encouraged to participate in a variety of school activities:

Monthly Parent and Friends Association Meetings; Parent In-services e.g. Positive Partnerships Meetings, Cyber Safety, 123 Magic, Resilience, Cool Little Kids. Opportunities for parents to assist with special events- Beachathon, Under 8's Day, Grandparents Day, St Francis Xavier Day, Welcome BBQ, etc.

Parents are asked to help with the running of the school Tuckshop, special school sporting events and to be active as participants in school life- fundraisers, BBQs, social events.

Parents are encouraged to make regular contact with teachers, so they are informed of developments at a class and school levels. Teachers engage parents in partnership, for the best interests of each child including Prep Orientation Days, evenings and information packages.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	46	35
Full-time Equivalents	37.5	23.9

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	16
Graduate diploma etc.**	2
Bachelor degree	26
Diploma	0
Certificate	1

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

- Effective Teaching strategies of Reading
- Monitoring of Literacy Development using new several new monitoring tools in the classroom.
- Instructional Loop - Waterfall Framework
- Assessment Capable Learners
- Aboriginal & Torres Islander Spirituality Catholic Identity Priority "We are called to Care"
- Scripture & Prayer - The Rosary
- Faber Centre of Ignatian Spirituality
- Scripture Parables - Three Worlds of the text

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.0%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	90.9%

Average attendance rate per year level			
Prep attendance rate	94.2%	Year 4 attendance rate	93.1%
Year 1 attendance rate	93.3%	Year 5 attendance rate	92.4%
Year 2 attendance rate	93.8%	Year 6 attendance rate	92.7%
Year 3 attendance rate	93.2%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

The goal of BCE schools is to maximise learning outcomes through an attendance rate of 95% or above for every student. Education for parents about the importance of attendance is regularly shared in the school newsletter, at assemblies and online. The effect of absenteeism is regularly communicated using BCE posters and information.

At St Francis Xavier, we mark the roll twice per day, by 9:15am and after 12:00pm. We record this on our central student administration portal eMinerva. Front Office staff monitor unexplained absences and make attempts to contact families each day when they have a student who is unexplained. Each week a report is generated of unexplained absence and class teachers contact those parents in their class if there is a pattern of absence or late arrival. If there is no improvement in this situation a member of the Leadership team will contact those parents.

At the end of each school term a report is generated of student attendance. The school notifies parents in writing if attendance is below 90%. All days absent are recorded at the end of the semester report card. At each Semester Celebration of Learning Awards, the school acknowledges those students with above 90% attendance with an "Attendance Award".

The school wishes to work with parents and understands that family matters and illness impacts attendance. Parents are expected to notify the school of a child's absence, late arrival or early departure.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

A screenshot of the search bar on the My School website. It features a search input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin red border and the text "View School Profile" in a red font.

4. Click on 'NAPLAN' to access the school NAPLAN information.

A screenshot of the navigation menu at the top of a school profile page. It consists of a horizontal bar with several tabs: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" tab is currently selected and highlighted with a white background and a red border, while the other tabs have a solid red background.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.