


St Francis Xavier School, RUNAWAY BAY End of Year Report (2019)

Goal	Commentary
To work towards creating our Reconciliation Action Plan	<ul style="list-style-type: none">• The Lead Team met with Al Mucci, Commonwealth Games 2018 Indigenous Relationships Manager, who explained the Reconciliation Action Plan progress.• Amber Vague (Year One Teacher) met again with Al Mucci to learn more about creating a RAP.• Staff have volunteered to be a part of the RAP team with representatives from different areas of the school community.• Parents have also been invited to join the RAP team.• Staff completed a short survey to share their knowledge, understanding and practices around Reconciliation.• The Lead Team completed the Reconciliation survey.• A timeline has been proposed to present the completed RAP during NAIDOC week 2020. 

To review various school management procedures to improve effective use of resources

- The Lead Team and SPARK Team met weekly throughout the year to review and discuss school management procedures and informed staff during weekly Staff meetings.
The school's First Aid procedures were evaluated and a First Aid policy was developed and shared with all staff members.
- Policy and Procedures were developed for the use of the CCTV cameras in the school. This policy was shared with the school community
- Policy and Procedures for the use of air-conditioners in the school were developed and shared with the school community.
- Ms Kristen Newton (Yr 6 Classroom Teacher) attended a Technology course to assist staff with technology immersion.
- Mr Robert Bourke (BCE) attended our school fortnightly to help implement online technology platforms with staff and students.
- Mrs Jen Craig (Teacher Librarian) reviewed resourcing procedures throughout the year to ensure adequate and equitable use of resources.



To resource the needs of the school in a transparent, sustainable and equitable way to enhance the learning for all students



- New Playground equipment was completed in the last week of first term and all children are now able to enjoy the playground.
- A School Officer (Julianna Stewart) has been employed this year to oversee our Environmental practices in the school and has worked closely with our Environmental committee to implement new strategies.
- Air conditioning has been installed in our Years 1, 2 and 3 buildings.
- A school master plan has been devised to cool the remaining buildings over the upcoming holidays.
- Our Environmental Sustainability committee was revamped and the committee attended the Sustainability Symposium to gather further ideas for our school. The committee was successful in winning the Environmental Sustainability award for primary schools in Term 2. They had a clear vision for the school's way forward and regularly presented items at assembly to encourage children to be more environmentally aware at school and home.
- Recycling cans and bottles has been introduced and we now have 2 recycling stations in the school. Children were made aware via the committee to reduce straw usage on assembly.
- As a school, we took part in Green Week with a ride/ walk to school day supported by our local Member of Parliament and a whole school clean up took place.
- Embedding of process requested support through the SSALT Team;
- Further enhancement of sustainability included commitment to 2020;
- Collaborative planning by leadership team; Lead team and SPARK team to ensure that school progresses in an equitable and sustainable way.
- Teacher-Librarian (Jen Craig) continuously exploring resources to best support our school

To open and facilitate adapting to new Learning and Teaching environment

- The Student Service Building, Nyumbalehba, (pronounced: num/bal/a/ba), was completed at the end of term 2 and opened at the beginning of term 3.
- After a consultative process, the name Nyumbalehba, was chosen. It means, A place of guiding, teaching and showing.
- Principal (Kathy Fuller) and Teacher-Librarian (Jen Craig) met with local Elders, Jan and Lann Levinge, to discuss designing a logo for our Nyumbalehba building.
- A Welcome to Country, choir and dance section were incorporated in the opening ceremony.
- New Year 2 classroom created as an open planned learning environment using flexible classroom furniture and teaching and learning practices;
- Support Team processes enhanced by new working facilities;
- Resources purchased to foster greater collaboration in facilities
- The building has consistently been used since its opening for collaboration with parents, teachers, outside partnerships and some small group learning.



To highlight the Catholic perspective in curriculum planning



- Teachers were given release time to align the learning intention, success criteria and assessment in Religious Education Curriculum.
- Additional support was sort from Elizabeth Fort, Brisbane Catholic Education Office – R E (BCEORE). Staff participated in a Three Worlds of the Text Twilight session in May 14 and a further session in May.
- Planning time was given to all classroom teachers to plan in short cycles for Religious Education and to ensure the assessment tasks align with learning intentions.
- Religious Education unit plans are saved on the school portal.
- Health curriculum units incorporating Relationships and Sexuality Education have been drafted during planning meetings.
- The whole teaching staff revisited the Catholic perspectives with Elizabeth Fort (BCEORE)in August.
- Year level planning with PLL and AP-RE targeting the incorporation of the Catholic perspective in the Health Units.
- Elizabeth Fort (BCEORE) met with staff in October to work with Yr 3 on the Year 3/4 juncture of Health to incorporate the Catholic perspective in their planning.
- Father Marty Larsen, Parish Priest, presented a Professional Development Twilight on Liturgy and Scripture to support the teaching and learning of the Religious Education Curriculum.



To further implement Positive Behaviour 4 Learning components into school behaviour teaching and learning

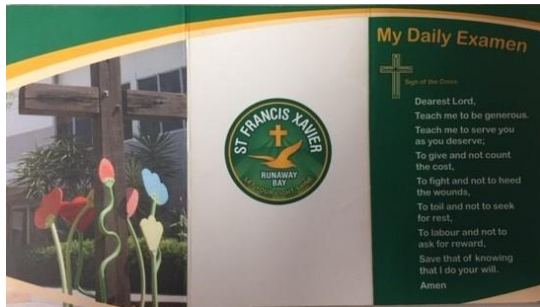
Be a **STAR** let your light shine

At Saint Francis Xavier we do the **FRANCIS 4**

	Classroom	Break Times	Transitions	Toilets	Online	Church, Hospitality & Prayer	Camp, Excursions & Sport	Before & After School
S STAY FOCUSED ON LEARNING	When busy listening Ask questions Follow instructions Be prepared & ready Be on task	Use your services Be tidy Leave their own materials	Walk quietly Walk safely Walk neatly	Return to class promptly Ask permission before leaving class	Show your skills Be able to explain to learning buddy Stay on task	Participate in liturgical and singing Listen to Mass	Follow instructions Ask questions Take risks and give support	Follow instructions Be safe
T TAKE RESPONSIBILITY FOR YOURSELF	Ask for help Be good housemate Share a growth mindset Use time wisely Be resilient	Follow rules Use equipment safely Be organised Be safe Be in the right area	Remember to thank Be prepared Be respectful	Remember to thank Work your team Be available and respectful	Organise equipment Remember the 3 P's Be respectful • Praise • Pardon	Minimise body blocking Show gratitude and awareness to God	Share problems Be a good sport Prepare and respect other belongings Be safe	Be at the right place at the right time Listen to your team Walk safely
A ACT WITH CARE TOWARDS OTHERS	Share your knowledge Be inclusive Accept others Be honest	Be a H.F.S.T. person Share your own equipment Listen to your medication	Be aware of different needs Remember others are working	Respect privacy Keep tables clean Use own tidy	Use the TALK & LISTEN Respect property	Be calm and confident Be respectful Keep things together	Encourage others Remember the school motto Be a H.F.S.T. person	Walk politely Care for belongings and others
R RESPECT YOUR ENVIRONMENT	Keep your space tidy Use and reuse equipment carefully Be tidy Use your uniform with pride	Use rubbish Push away equipment	Take your belongings with you	Report problems Be considerate with notes and toilet paper	Report your own problems Care for equipment	Enter and exit calmly and quietly Leave the room clean and finished Leave the space when not in use	Look after equipment and facilities Leave the room clean and tidy Take your belongings with you	Leave your area clean and tidy Take your belongings with you

- Professional development was given to Teaching Staff and School Officers to increase awareness of our Student Behaviour Support Plan. The professional development focused on clarifying the roles and responsibilities of staff members to support children in the development of positive behaviours for engagement in the playground and classroom. It also clarified the student support process for when a child needs assistance to regulate his/her behaviour.
- The process of consultation and drafting of the Student Behaviour Plan continued to provide an opportunity for staff to further contribute.
- Wellbeing Week at St. Francis Xavier was held in conjunction with Brisbane Catholic Education's Wellbeing Week. Students were offered a variety of activities to enhance their physical and mental wellbeing e.g meditation and physical activities.
- St. Francis Xavier STAR Matrix (expected behaviours for learning: Stay Focused on Learning, Take Responsibility for Yourself, Act with Care Towards Others and Respect the Environment) was explicitly taught in all classrooms and revisited on assemblies.
- Star Virtues Certificates were developed to reflect the expected behaviours listed in the Behaviour Matrix. Certificates are awarded weekly to students demonstrating S.T.A.R behaviour in everyday interactions.
- The teaching of Program Achieve concepts continued using the electronic version of 'You Can Do it '(Program Achieve) saved on the Portal.

To further deepen and enhance the Ignatian way of proceeding in our school community



- Mark Tang from the Arbinger Institute delivered PD to all staff during staff meetings and a Twilight.
- Weekly praying of the Examen took place on Monday afternoons at 1.50pm with some whole school Examens.
- At Staff Meetings, the Examen was led by staff members.
- School Officers lead prayers during their weekly School Officer meetings.
- During planning time at a staff meeting, new digital resources presented, enabled the enhancement and alignment of Program Achieve focus and Making Jesus Real to occur.
- Ignis 1 - Spiritual Formation was offered to seven School Officers during May and was led by our Ignis 1 facilitators - Maree Brown and Kathy Johnston.
- Jennie Hickey, Executive Officer, Jesuit Education Australia led a twilight in Term 3 entitled "Soul Intentions". Jennie investigated what gives life meaning and how do we nurture our souls following the Ignatian Way of proceeding.
- All teaching staff have been involved in weekly development of understanding of IPP (Ignatian Pedagogical Paradigm) - Staff to develop understanding of Learning by Refraction. Ignis 2 was offered to five staff members in October. The retreat was led by Jen Craig and Giovanna Harvey our Ignis 2 facilitators. Staff were guided through the Spiritual Exercises over 2 days.



To effectively support all of our students to improve their literacy learning by greater than .4 effect size growth in reading with 90% of Prep, 92% of Year 1, 92% of Year 2 meeting the BCE Students Learning Target for PM Benchmark and 90% of Years 3-6 meeting the BCE Student Learning Target of a total score of 20-24 using the writing monitoring tool for analysis



- Teachers actively use the BCE monitoring tools to help target where to next with student learning. Prep to Year 2 teachers monitor students Concepts about Print (CAP), the ability to identify the letters of the alphabet and the sounds they make (SLK) as well as reading level progress (PM Benchmark). Any student who has not yet achieved a level 30 Benchmark will continue to be benchmarked until they are able to confidently decode texts equivalent to a level 30.
- Teachers diligently benchmark students below 30 and continue monitoring all students under 100% Sound Letter Knowledge.
- Years 3-6 teachers use the BCE Writing Monitoring Tool to identify strengths and weaknesses in individual writing samples as well trends across a year level.
- Pat-Maths and Pat-Reading online standardised tests are used in Yrs2-6 to identify patterns in learning for individual students as well as the whole year level.
- PAT testing allows teachers to target specific areas of difficulty for students in Maths and Comprehension.
- Brisbane Catholic Education – Education Officer (E-O Data) worked with PLL and ST-IE to review and deepen understanding of school data and analysis of PAT and NAPLAN Testing.
- Year level Teachers meet as team to moderate levels of achievement and develop plans to meet the needs of the year level cohort.
- Year level teams meet in the Data Room during block planning times to discuss the progress of students within the year level. Student progress is the ownership of every teacher not just the classroom teacher, therefore Teaching Teams plan together.



- Primary Learning Leader (PLL) and Support Teachers – Inclusive Education (ST-IE) meet and consult with year level teams to target the needs of individuals as well as the cohort of students.
- Our Primary Learning Leader - Data coordinator (Mark Rees) closely monitors Data and consults with the PLL and Support Teachers to target the needs of all students.
- Our Support Staff Member for Literacy Development (Deanna Russo) works directly with teachers to target the needs of students having difficulty or needing extension in English.
- The PLL works closely with teachers to plan English using short cycles and the whole-part-whole strategy to allow for more direct targeting of student needs using differentiation.
- Teaching teams are encouraged to develop Enhancement Plans to target the needs of students within the year level. These Enhancement plans have been implemented by the Support Team.
- Review of Intervention Plans for students are reviewed regularly and adjusted to respond to the needs of the student.
- Weekly Training and support is given to increase the capacity of School Officers in areas of need identified by staff.
- Each term Year Level Teams meet with the Principal and PLL to discuss the terms planning: what has worked well, what challenges were faced and how they were overcome as well as goals for the future.

To develop the Relationship and Sexuality Education (RSE) curriculum within the school community to strengthen the Catholic identity

- The Staff Team reviewed and developed the RSE Scope and Sequence document and incorporated it into the Health Curriculum after extensive professional development by Elizabeth Fort, BCEO.
- Resource lists for each Year Level were identified and utilized in the planning of units.
- As part of our school community awareness of the Teaching and Learning of the Health & Physical Education Curriculum (HPE) incorporating a Catholic Perspective on Relationships and Sexuality Education (RSE), a speaker was engaged to talk to all Yr 6 students and their parents in relation to Personal Development.
- To further inform our parent body of RSE curriculum a letter was included in the School Newsletter and placed on the parent portal.



To develop a targeted approach to learning and teaching to assist all students to achieve desired learning outcomes



- Developed a targeted approach to learning and teaching - A Yearly Curriculum Planning Cycle document reviewed at the beginning of the year and guided school actions for planning, delivering and reviewing of learning and teaching.
- Curriculum planning included learning intentions and assessment aligned with the achievement standards then consistently implemented across all year levels.
- Teaching staff developed unit plans with regular guidance of the Primary Learning Leader (PLL).
- School funded extra release times each term to allow review of the learning data and subsequent planning.
- Unit plans included differentiation of activities for students requiring altered modes of learning.
- Staff attended in-service about differentiation, adjustments and intervention.
- Short Cycle Planning trialled by all year levels in English. Some year levels chose to plan all subjects in this way.
- Teacher capacity built with Whole Part Whole Planning through in-service led by school and BCE office staff.
- The Primary Learning Leader (PLL) and Principal met with each year level team every term to discuss planning and learners.
- A Homework policy developed after a process of consultation with staff and parents was published and communicated with the school community.
- Parent consultation occurred with planned times for parent teacher interviews across the year.



- Frequent consultation occurred with parents with children identified in the NCCD (Nationally Consistent Collection of Data) data.
- Support for students with learning disabilities planned with a team approach. A systematic process allowed for planning, review and communication of goals and so measure effectiveness of intervention.
- A process for requesting enhancement activities developed for teachers to seek support based on data in their classroom.
- Moderating of student achievement occurred incidentally in Year level planning and in the CTJ (Consistent Teacher Judgement) process.
- Staff in-serviced on using ENGAGE to record behaviour incidences and data to upload for NCCD (Nationally Consistent Collection of Data).
- Planned extra-curricular activities included Our STEM focus supported by Education Officer - Terese Griffith.
- ICAS testing through UNSW commenced this year and was delivered to over 25 students in 6 areas of learning under the guidance of the Teacher Librarian – Mrs Jen Craig.
- Awards to further promote learning growth and learning excellence awards were given out each semester.
- Review of the Student Support Action Learning Team (SSALT) processes commenced in Term 4 to improve processes to better support learning in a more responsive way.
- The Support Team commenced Tier 3 Meetings to help problem solve barriers to learning.

To be actively responding to Pope Francis urgent call to all people to swift and unified Global Action (Laudato Si)



- We have formed an active student group/s who are instrumental in being proactive with environmental issues in the school.
- We have added recycling processes into whole school events including Grandparents Day and our Family Bonanza;
- Recycling processes have become embedded in school life;
- We have updated the plan for looking after our own school environment; Regularly reminding students of their responsibilities to the environment; new banner made for school newsletter. We have introduced Nude Food initiatives and are strategizing continuously with the students to make this successful.

Staff to become familiar with uploading documents and evidence to NCCD to support the learning needs of our students



- Uploading documents to Engage (a database for collecting evidence relating to the support of students with additional support needs) has become a part of our daily routines.
- We have put structures in place (e.g., enhanced paper recording systems and secure electronic area to store these) for this data collect to happen routinely for School Officers working with specific students.
- Different strategies to make using Engage more efficient have been shared with all relevant staff.
- School Officers given specific training at Tuesday morning meetings to assist with this.
- Different resources (e.g., templates for recording adjustments) have been provided to assist staff to be consistent and targeted with their data collection.
- Staff were all given time to assist with this process of uploading and recording supports as needed.