Annual Report 2011

St Francis Xavier Catholic Primary School
Nauiyu Community Daly River
Postal Address: PMB 28 Nauiyu Community Daly River NT 0822
Telephone: 08 8978 2427
Fax: 08 8978 2590
Email: dr.adminbox@nt.catholic.edu.au
VALUES: Service, Justice, Respect, Peace.

VISION

- Service- Through our teaching and learning we believe we have a responsibility to see that the needs of our students are responded to.
- Justice- Through our awareness of life in the community we believe in standing firmly for those who are not noticed because they are weak and have no voice.
- Respect- We will educate our students to recognise that each person has an intrinsic dignity that needs to be honoured.
- Peace – Through commitment to our Catholic Ethos we believe in celebrating difference, we are committed to teaching diversity that ultimately leads to peace.

MISSION

When we learn together, sharing + living the same language of learning, we will be empowered to create a new story for our future...

PRINCIPAL’S MESSAGE.

I have great pleasure in presenting the 2011 school report for St Francis Xavier Daly River. St Francis Xavier has been through a major flood in 2011. The school and community were inundated with flood waters in the first 2 weeks of the school year and evacuated by boat to Bachelor. School was held at Bachelor Institute for several weeks, where the families and school staff also lived. This was a time where everybody supported each other and developed both personally and professionally through a completely different experience.

When we returned to Daly River we were met with a huge clean up and repairs were needed before we could move into the main school buildings and yard. It was also unfortunate that our BER buildings had not been completed, which left us in the position of operating 2 classes from one building and another 3 in the preschool building which were not overly effected by the flood waters.

During term 2 we were able to access the main office area where we began to run our Transition/One class from my office. This was an interesting yet exciting time for all.

It was not until third term that we were able to access the classrooms to resume our normal school day. Throughout the whole time our main focus was on teaching and learning and pastoral care for all, this included students, staff and families.

The whole school community banded together to overcome all the odds that this flood inflicted on us. It showed a wonderful school spirit which is what St Francis Xavier stands for.
STUDENT PROFILE

School Enrolment by year level and gender

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>4</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>9</td>
<td>5</td>
<td>46</td>
</tr>
</tbody>
</table>

% Indigenous: 97.8%

% Special Needs: 2.2%

Average Attendance: 68.3%

Managing non-attendance: Short periods of non-attendance are followed up by the classroom teacher. Longer periods are followed up by a member of the school leadership team, with assistance from the school liaison officer.

SCHOOL PROFILE

St Francis Xavier is registered for Pre School – Secondary classes.
The school caters for the local Indigenous children who are mainly ESL learners with a variety of cultural knowledge and skills. 97.8 % of the students identify as Aboriginal or Torres Straight Islanders. 2.2% are students with identified special needs.
SCHOOL PROGRAMS - TEACHING AND LEARNING

At St Francis Xavier we run a 1.5 hr literacy lesson every day. The focus for our literacy is Accelerated Literacy with the students studying a book in depths for approximately 4 weeks. The students look at how an author develops the text. This allows for the students to gain a deeper understanding of text and the use of illustrations in the given text. Often this is also integrated in to other areas of learning.

Numeracy is taught 1hr per day with a focus on hands on skill development using the Count Me In Too program across the school. We are very well equipped with numeracy resource spread across all classrooms.

The students have 30 - 45 mins of Religious Education daily and celebrate the churches special days with Eucharist and liturgies in the church. The second half of the year saw the school celebrate Mass every Friday to celebrate our Catholic Identity and help the children have Christ as the centre of their lives.

SCHOOL HIGHLIGHTS: NATIONAL PARTNERSHIP PROJECT

In 2011 we introduced Deme Nayin (Our Hands, Our Way) days at the school. This was a time that the local Indigenous staff shared their knowledge and spent time with the other staff, children and community members. We celebrated learning together through a two way approach. There were times when we stayed at school to learn together and times that we went out into the bush to experience the cultural activities of the past.
These days were developed in line with our National Partnership Project. Our project is based on ELLI (Effective Life Long Learning Inventory). This project is all about how the children, staff and community learn. It is looking at the 7 dispositions of learning (learning powers) and how best to bring this into the school. We have activities every Friday to highlight the learning powers that have been focused on during the week. We are all about sharing our old stories and developing a new story.

The whole school developed metaphors for learning and worked on these throughout terms 3 and 4. The final metaphors were as follows

- Changing and Learning – Barramundi
- Resilience- Crocodile
- Learning Relationships- Green Ant
- Critical Curiosity – Turtle
- Strategic Awareness- Termite
- Meaning Making – Golden Orb Spider
- Creativity - Brolga
We also had a visit Dr Ruth Deakin-Crick from Bristol University in the UK. She shared her knowledge on the Learning Powers with us and contributed to the in-service of staff in using the ELLI to help us understand how we learn, which then lead on to understanding how our students learn. Having this knowledge has enabled the teachers to cater for the varying needs of the students and how best to cater for them. We also purchased resources to assist us in developing our teaching skills to cater for the needs of the students.

**STAFF PROFILE**

**Teacher Qualifications**

All teachers have a minimum of four years training and are registered with the NT Teacher Registration Board.

All staff – teaching and support staff - have a Northern Territory Working With Children’s Card.

**Summary of the qualifications of teaching staff**

1. Master Educational Leadership
2. Bachelor of Education
3. Bachelor of Teaching and Learning

**Staff Information**

<table>
<thead>
<tr>
<th>Staff</th>
<th>Number</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Assistant Teachers</td>
<td>4</td>
<td>3.2</td>
</tr>
<tr>
<td>Cleaners</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Grounds</td>
<td>2.5</td>
<td>2.1</td>
</tr>
<tr>
<td>Cooks</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Admin</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Home Liaison</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**PASTORAL CARE AND WELLBEING**

In 2011 a Pastoral Care and Well Being co-ordinator was allocated from the current teaching staff. The purpose of this role was to highlight the need for our school to show the importance of the link between school and a faith community.

At St Francis Xavier we value the importance of a partnership between parents, community and school. We have had meetings with the staff and parents along with key stakeholders in the community to best meet the needs of the families. These meeting were to come together to discuss issues arising in the community to work out the best way to meet the needs of the students. The people involved included the health centre, Red Cross, police, FACS, Rec Hall, school and any community member who felt they could contribute to the discussion.

This was a time for issues to be raised and how best deal with them. It is in the initial phase with gathering people and programs that will help in enabling parents for the benefit of the children. We have been in discussion with the Menzies group to run a parenting program called ‘Let’s Start’ to help with families and children in their first few years of schooling.
PARENTS AND COMMUNITY
On Fridays the parents and community members are invited to the school to join in on our Deme Nayin days. This is a time the community get to participate in the life of the school and show support for our programs. It is also a time where our students can showcase the work they have been doing throughout the week and have pride in their achievements.

We value the home/school relationship and make this a special time for all concerned. There are times when we gather some community members together to head out bush to collect bush tucker for the next day and to spend time together as community members. This helps develop relationships between families and visiting school staff where all can share knowledge, fun and friendship.

SCHOOL IMPROVEMENT AND RENEWAL
Teaching and Learning – Commendations
The information gathered showed the following as areas of strength – rated ‘achieving’, using the School Improvement and Renewal Framework:
The community and school have developed a common philosophy about the need for education – through Learning Powers.
- Assessment tasks are varied, integrated and a basis for on-going learning,
- Prior learning is valued and acknowledged,
- Learning is valued and nurtured
- There are high expectations of students,
- Curriculum is inclusive,
- Students can see the evidence that they are learning and developing and have a clear understanding of the purpose behind their learning activities.
- We promote our identity as a Catholic school within a Catholic community.
- The school actively seeks ways to incorporate cultural processes in the life of the school through Deme Nayin.

Teaching and Learning – Recommendations
- Become more familiar with the Australian Curriculum
- More PD for staff on Behaviour Management
- Future PD on special needs EAP development.

Pastoral care - Commendations
- Being student centred - Understanding the students’ needs has helped us develop programs to suit the students.
- Students of the week awards

Pastoral care – Recommendations
- Source other programs that may help to enable parents in the early years of schooling.
- Continue close liaison with Red Cross and their youth program.

INCOME BY FUNDING SOURCE

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government</td>
<td>85.8%</td>
</tr>
<tr>
<td>State/Territory Government</td>
<td>7.4%</td>
</tr>
<tr>
<td>Other sources</td>
<td>6.9%</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

ENDORSEMENTS

Maj O’Neill, Principal

Miriam Rose Baumann, Community Member

Michael Avery, Director Catholic Education NT