

**St
Francis
School
Lockleys**

**Annual
Report**

2021

St Francis School
2021 SCHOOL REPORTS
FOR AGM
WEDNESDAY 16TH March 2022
7pm on Teams
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ST FRANCIS SCHOOL LOCKLEYS

AGM AGENDA

- 1. WEDNESDAY 16TH MARCH 2022**
7 pm on Teams

1. Welcome & Chair – Fr Michael Trainor
2. Prayer
3. Minutes of previous meeting
Moving of minutes
4. Business Arising
5. Reports
 - Chair
 - School
 - NSCP (National School Chaplaincy Program)
 - Treasurers
 - Parents & Friends
 - OSHC
6. Correspondence
7. Elections

2.



ST FRANCIS SCHOOL

ANNUAL GENERAL MEETING

WEDNESDAY MARCH 16TH 2022

Lord, we gather, we gather with hope, enthusiasm and questions.

We gather with knowledge that we are carriers of a vision, carriers of a dream.

We are carriers of Jesus' dream, that all are loved and accepted as persons of immeasurable value.

We believe we are bearers of life, entrusted with the responsibility and privilege of carrying a new vision for the families in our care.

God of creation, God of dreams,
Our prayer is that we stay close to you as our source of life, love and dreaming of what is possible.

Be with us on our continued journey.

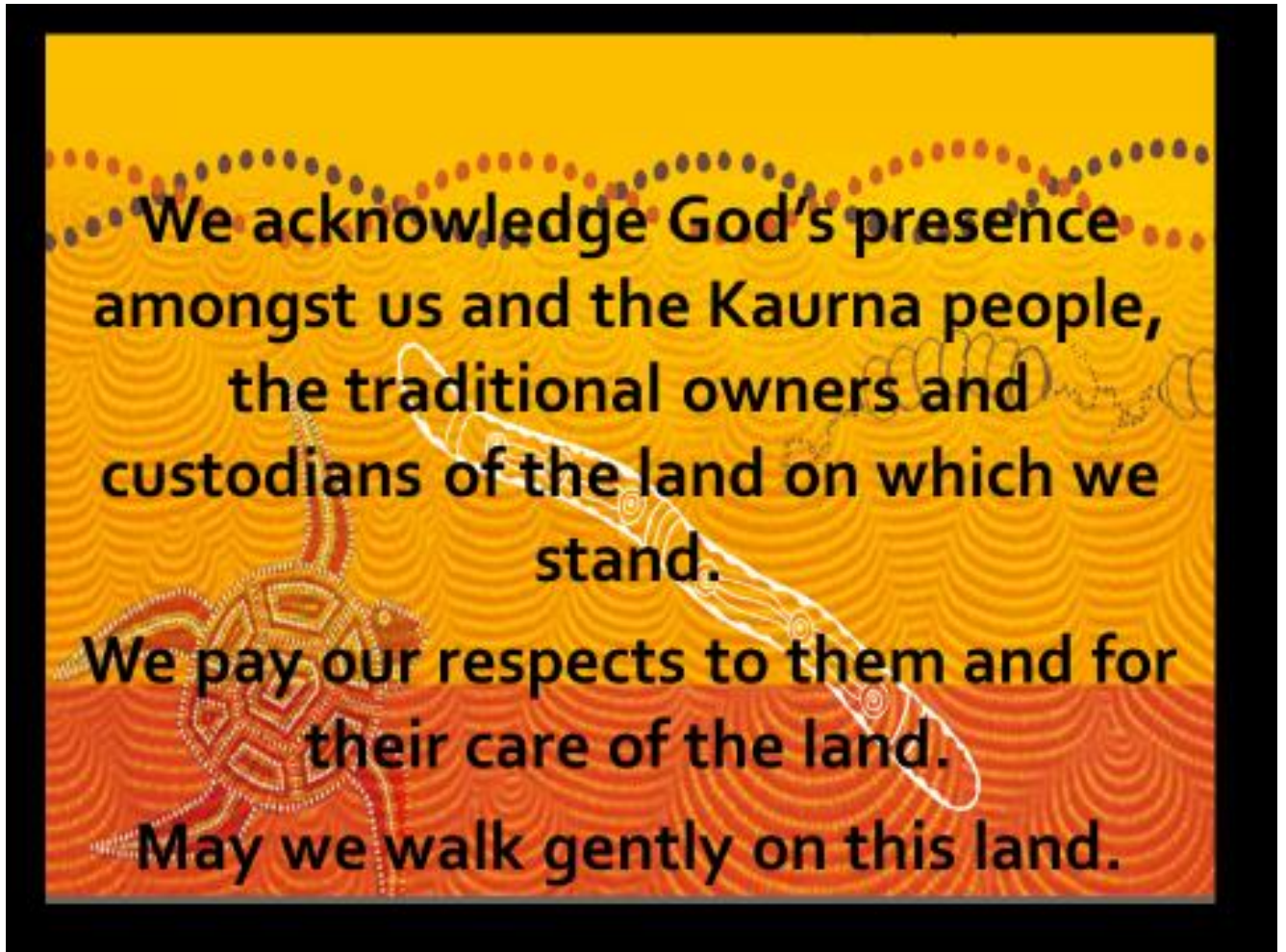
We ask this in Jesus' name.

Amen.

ST FRANCIS SCHOOL

ANNUAL GENERAL MEETING

WEDNESDAY MARCH 16TH 2022



3. Minutes of the St Francis School Board

Annual General Meeting for 2020

Held on Monday 1st March 2021

Present: R Favilla, N Kresevic, H Wilsdon-Smith, T Palmato, G Perin, K Gariboli, A Edwards, G Alvaro, L Fitzgerald, T Atyeo, H Condessa, P Fisher, P Gobell, T Stanley, A Speziali, Fr M Trainor

Apologies: Nil

1. Welcome & Chair:

Fr Michael welcomed everyone. Wanted to publically acknowledge the leadership of Rick as someone who was warm, open, friendly and professional.

2. Prayer-Lead by Helen. Nives read the Kaurna Welcome

3. Minutes of previous meeting:

Tom Atyeo moved the minutes were correct, seconded by Trudy Stanley

4. Business arising from 2018 minutes:

N.T.T.

5. Reports:

Chair Tom Atyeo

As tabled including these items:

- In 2020, the Board welcomed a number of re-elected and new members to the Board.
- Acknowledgement of the challenges the last 12 months have brought to our education setting and community from COVID-19.
- The board's focus on traffic management and continued commitment to the school's Master Plan
- The overseeing of OSHC and school policies
- Mid year intake of Reception students
- Acknowledgement and thanks to the Finance committee for their work in ensuring the school's strong financial position. For their response to the directives from CESA during COVID to ensure families still find our school affordable through modified fee structures.
- Acknowledgement and thanks to the Parents & Friends for their commitment to our community and students and in providing opportunities for fundraising and celebrations despite COVID.

"The Board would like to acknowledge the outstanding contribution Cherie Hawke has made not only to the Parents and Friends in her role as

the Community Liaison Officer but also her contribution to the organisation of the Board itself. We wish Cherie all the best in the Future."

- Acknowledgment and thanks to the School's leadership team, teachers, support staff and volunteers at St Francis. Thanks also to fellow Board members for their insight and contributions throughout the year.
- Fr Michael thanked Tom for his leadership of the Board.

Principal's Report Rick Favilla

As tabled including these items:

"The year 2020 was a different year due to the complexities of COVID-19 but we were blessed with a wonderful year with our students learning a great deal about themselves and their ability to be flexible and meet new challenges."

Catholic Identity

- Beginning of Year and Ash Wednesday Masses celebrated. Remainder of the year class and whole school liturgies were held.
- Staff Professional Development in working with Kate Ordon to further explore the Old Testament.
- Our commitment to honour the charism of St Francis through our work with social justice initiatives.
- The new look Year 6 Graduation ceremony

High Quality Teaching and Learning

- Implementation of the Building Connections Program by all classes at the beginning of the year
- The significant amount of professional Development done by staff to ensure students with additional needs are supported and appropriate adjustments provided to support their inclusion in the school environment.
- The ability and proficiency of teachers to communicate and support student learning during COVID through the use of the Seesaw app.
- The successful running of the Year 4, 5 & 6 camps whilst incorporating appropriate COVID requirements.
- Continued commitment to supporting Middle Years learning in Indigenous Education through contact with indigenous educators
- Special project facilitated by Mr T Dennis and McLaren motor cars.

Effective Administration and Resourcing

- Continued update of our ICT
- Installation of solar panels to our southern building
- Installation of an electronically controlled front gate

Strong Home School Engagement

- 13 hours of staff online professional learning in area of Wellbeing. The BeYou program consists of 5 modules successfully completed by staff.

Section B

St Francis School is situated in the belt between the city and the coast at 458 Henley Beach Rd, Lockleys. The school has enrolments of 423 students from Reception to Year 6 who are accommodated in a range of flexible learning spaces ranging from units to classrooms. Most of the students who attend the school are from our local area with a very high percentage of Catholic students and with the vast majority having an Italian heritage. In recent years, a small number of non-Christian families have enrolled their children at St Francis due to the school's inclusive nature and extensive student well-being programs. St Francis School uses a multifaceted approach to wellbeing. The principles of Restorative Justice underpin our student wellbeing processes and practices. St Francis School is dedicated to growing together in Faith, Peace and Wisdom. We develop and celebrate an inclusive environment where right relationships and students' intellectual, spiritual, social and physical well-being is paramount in all we do.

In partnership with parents, we believe in building an active faith community that shares a common belief, reflects on the teachings of Jesus, develops deeper connections with God and others, celebrates liturgical seasons and sacraments and works compassionately to help others.

St Francis School continually seeks imaginative ways to connect with the charisma and spirituality of St Francis of Assisi to bring about ecological renewal in our community. As a result, we have a strong environmental focus in our curriculum and seek to tread lightly on the planet to honour the sacredness of creation.

St Francis School is an equal opportunity employer, employing staff from many ethnic backgrounds. No staff have indicated that they have an indigenous heritage. St Francis School acknowledges the Kaurna nation as the traditional owners of the land of the Adelaide Plains by commencing each School Board meeting and Gathering with an acknowledgement of country, observed respectfully by all.

Other items noted:

- Enrolments 2020
- Staff Information 2020
- Staff qualifications 2020
- Destinations of Year 6 students 2020
- No NAPLAN tests conducted due to COVID
- No ReLAT tests conducted due to COVID
- Parent Survey
- Student Survey

- Staff Survey
- A board member commented that the surveys were a testament to the spirit of the school, the staff and the leadership.
- The destination of our students for Year 7 was an unusual result in that a high percentage went to Nazareth at the end of 2020. A parent gave feedback that the Open Day at Nazareth was terrific in comparison to St Michaels and this may have influenced some parent choice.
- St Francis equally supports parent choice of Nazareth or St Michael's. As long as paperwork is submitted in a timely manner, no St Francis student has been denied enrolment.
- Board recognized that only 2 students went to non-government schools.

NCSWP (National School Chaplaincy & Student Welfare Program)

Helen Wilsdon-Smith

As tabled including these items

- The National School Chaplaincy Program (NSCP) is a Commonwealth-funded initiative to support the emotional wellbeing of students and the school community through the provision of pastoral care.
- The program aims to support students through the provision of pastoral care services and the promotion of strategies that support the resilience and emotional wellbeing of students and the broader school community.
- As School Chaplain Helen maintains a visible presence in the school providing an additional resource in that she has the time available to holistically support the 'whole person', families, staff and the wider community with matters related to ethics, religious beliefs, isolation, harassment, bullying, family breakdown, human relationships, economic hardship, illness and bereavement.
- Helen endeavours to enhance the engagement with the broader community in outreach initiatives and work restoratively in building and restoring healthy relationships with all members of the community.
- The ongoing endorsement of the NSCP is integral to the wellbeing practices at St Francis School
- Supporting staff in their work with the BeYou modules

Finance Report

As Tabled including these items

- Net cash surplus (after capital expenditure & loan repayments) of \$ 511,501
- The school remains in a strong financial position with net assets of \$ 6.9m and cash balance of \$ 2.38m

Key Objectives 2020 (In review)

"Despite the challenges arising from COVID-19, St Francis School maintained it's strong financial position."

- Retention of ongoing solid cash position meeting strict CEO cash reserve requirements.
- Continuing the pattern of strong collection of fees during the 2020 school year. End of year debtors balance \$ 21,253. Adjusted for fees received in advance and credit balances.
- Final fee remissions (non-collectable amounts) represented 7.9% of 2020 fees billed. This is higher than the 3.6% in 2019 school year. COVID remissions represented 4.5% of total 2020 remissions.
- Successfully maintained cash balance throughout the year without requiring use of an overdraft facility
- The Board acknowledged the financial acumen of our school bursar, Monica Valente. They also thanked Peter Baldassari for his contribution to the finance Committee.
- In response to a question from the floor, Rick explained some of the reasons we do not currently have Vacation Care, particularly that potential numbers would not meet the financial outlay of the service. The Board revisits this periodically.

Parents and Friends Trudie Stanley As tabled including these items

- The P&F Committee had a challenging year in 2020. The small number of motivated families who contributed their time and energy were acknowledged and thanked.
- Thanks given for the support of the Community Liaison Officer, Cherie Hawke.
- Due to COVID, most community events planned were cancelled.
- Many fundraising events still went ahead. Monies raised in 2020 totaled almost \$7000. This funding has been allocated to the continued development of the playground.
- Rick acknowledged for his support of the P&F. In response, Rick commended the P&F for their amazing efforts in the extraordinary school year of 2020.

Action: Treasurers report amended to include the Wine Drive.
The Entertainment Book amount to be checked.

OSHC Elena Redkin As Tabled including these items

Attendance 2020

- In 2020, St Francis Out of School Hours Care provided care for 183 students from 124 families. Largest gain came from the influx of Reception and Year 1 students.
- Due to COVID, 2020 a challenging year. During lockdown, service was still open to children of essential workers 11 hours a day (7am-6pm)
- Significant increase in student attendance on Pupil Free Days.
- Finance- Four out of six OSHC educators were on the *Job Keeper* allowance, so a good staff/student ratio was able to be maintained.
- Educators- have undergone several training programs with a focus on behavior management, and team work and productivity.
- Programming for students takes into account the range of ages and ability levels and includes:
 - Menus that take into account dietary and nutritional needs
 - Bebras Australia Challenge
 - Garden project
 - Mathematics and Homework challenges
- 2 new policies developed: Homework Policy and Sleep and Rest Policy.
- New COVID-19 procedures added as part of the OSHC Infection control and Disease Policy.
- Focus on improving the planning and observation cycle (NQ1, NQ2).
"As we currently meet NQS, our current goal is to achieve 'Exceeding NQS' in all seven NQ areas"
- Acknowledge and thanks to Mr Favilla, school leadership and OSHC Parents Committee Members
- Feedback from the floor indicates the St Francis OSHC service is the best they have ever seen. It is clean, organized, well run, the staff are lovely. The food served is of a good quality, there is great support of students with additional needs and students are excited to attend.

From the Parish Fr Michael Trainor

- Mary Carmody acknowledged for her contributions to the Board
- Parish continues to look for ways to support the school
- Parish continues to develop ways of communicating. A number of Prayer forms have been developed for Lent. Parish theme is 'The Softening of the Spiritual Heart'.

Correspondence:

N.T.T.

Elections:

Helena Condessa elected to School Board

Leaving member Peter Baldassari acknowledged for his contributions to the school Board and the Finance Committee and most notably for his research and presentation of data on the viability of a Vacation Care Service.

Rick thanked Fr Michael and the School Board for their continued commitment to the school, even during the most difficult times of COVID. He thanked the dedicated staff for their continued hard work and the students for their contribution to their learning and their behaviour.

Fr Michael concluded proceedings with a prayer.

Meeting ended : 7.50pm

4. Chair Report 2021

Unavailable

Tom Atyeo

Chair St Francis School Board

**St
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2021

5. School Report 2021

St. Francis School continues to be a vibrant, cohesive school community which offers an outstanding curriculum and co-curricular program, a welcoming and inclusive community of Faith, Peace and Wisdom, and a staff who are deeply committed to their vocation as educators. It has been a pleasure and a privilege to commence my tenure at St. Francis, and I am confident and optimistic about our future.

The impact of the covid-19 Pandemic continues to play havoc with the operations of all school communities, and St Francis was no different. A key area of this impact has been on the challenges of staying connected with our parent community, and while there were more opportunities in 2020 to create a stronger and more cohesive sense of community, by the end of the school year we were back to significant restrictions.

CESA continues to implement the Strategy for Leading Catholic Education to New Levels of Excellence, and during 2021, Director Dr Neil McGoran continued implementing his vision for our system - articulated through the 'Living, Learning, Leading' framework. Our Mission as Catholic Education is "Thriving People, Capable Learners and leaders for a World God desires." There were a number of significant pieces of work implemented during 2021, including the "Living, Learning Leading" Standard, which is used as a companion document to the Continuous Improvement Framework (CIF) and a new leadership standard to guide the development of leaders in our system as they go about implementing the CESA strategic vision. "The Balanced Scorecard" continues to be the platform for schools and our system to monitor school performance in a number of key areas, including Identity, Learning and Wellbeing, Community and Resourcing, with the overall target of being the best education system in Australia by 2024. Three significant pieces of work were embedded during the 2021 school year that further inform and embed the vision. These included a CESA "Key Capabilities" framework for students, and the continued implementation of the student wellbeing survey called the "Classroom Pulse Check in." Both of these key pieces of work provide schools with the opportunity to ensure that learning with our students is co-constructed, and in the case of the Pulse check, that students sense of belonging and safety, as well as their perceptions of learning, are sought and valued.

Late in the 2020 school year, after extensive consultation across the system, Deputy Director John Mula presented his "Blueprint for step change" document, which presents the case and outlines strategies for targeted and cohesive system wide school improvement. As a significant part of this Blueprint, all schools have been provided with funding to appoint a designated "Leader of learning" who supports Principals in their instructional leadership. At St. Francis we are fortunate to have Nives Kresevic in this role. As part of the Blueprint, schools were required to develop 'Quality Performance Teams' whose responsibilities were to drive whole school improvement. The framework for that improvement is through system wide engagement with Dr Lyn Sharratt's 'Clarity learning Suite.' Dr Sharratt is a world renowned educator. Our QPT in 2021 consisted of Nives, myself, Leonie Fitzgerald and Marisa Brown as leaders of learning. From 2022, and in line with our overall improvement strategy, Angela DeNadai, Christie-Lee Hansberry and Sarah Battistella join our QPT.

Another key area of system development during 2020 was the phased rollout of a comprehensive student management system called "SEQTA." During 2021, we engaged with the attendance and pastoral care functions of SEQTA, as well as undertaking professional learning in the curriculum and reporting components. We expect to move gradually towards these components over the next 12-18 months.

As a school community, our Strategic and Annual Improvement Plans continue to be guided and informed by these system directives.

Religious Domain

During 2021, St. Francis continued to bring our vision, and the mission of the church to life, through our ongoing liturgical celebrations, and our participation in the Christ the King parish. This allowed us to articulate a clear vision evident of our Catholic Traditions through connections to the Gospel. Since being appointed to St Francis, it has been a priority to build a strong relationship with Fr Michael Trainor and the Lockleys PPC. Covid-19 has wreaked havoc on our capacity to actively nurture partnerships and it will be vitally important to seek to reconnect in tangible ways, moving forward.

We continued to have a strong representation of families wishing to undertake the Sacrament Program in the Adelaide Archdiocese with a large number of eligible children enrolled. The Sacramental program was efficiently managed by APRIM Helen Wilsdon-Smith, in partnership with class teachers and parish representatives. In all, over 60 children received the Sacraments of Initiation during the 2021 school year!

Our mission of identifying need and responding in our local and global context was evident in our support of the following charities:

- Caritas
- Various Catholic charities, through our Social Justice week initiatives
- St Vincent De Paul

A tangible expression of our commitment to an Ecological Conversion during 2021 was our continuing Vision for Ecological Conversion. As a result of this vision being embedded, a number of significant actions have continued to flourish, including:

- A continued focus on appropriate disposal of waste, through our use of directed bins
- continued awareness raising with children and families regarding soft plastics, which included encouragement to go 'nude' when packing lunch boxes.
- A commitment to recycling soft plastics, food and other recyclables – and ensuring that all waste is effectively 'binned' across the school
- Continued development of our 'eco-warriors' student leadership team
- Ongoing engagement with our St Francisness project under the guidance of Daniel O'Connell

As a **school community**, our continued goals are to:

1. Explore opportunities to further develop this highly valued partnership.
2. Be animated by our Catholic faith and tradition to bring life and culture together in meaningful ways.

3. Work together with the Christ the King leadership in strengthening Parish-Home-School partnership through the celebration, expression and witness of our Catholic Identity.

4. Forge strong strategic and operational initiatives which develop opportunities to further our priorities which explore, unpack and address learning opportunities for children, staff and school leaders.

At the conclusion of her tenure, I offer my sincere thanks to Ms Helen Wilsdon-Smith for her outstanding leadership over many years. Helen's imprimatur is strongly evident in the school community and we are grateful for her service and impact. In 2022 we will welcome Mrs Angela De Nadai to St Francis. Angela is an experienced leader and APRIM in CESA and we are excited to have her join our team.

Learning and wellbeing

It is said that, when beginning a new journey, we are standing on the shoulders of giants. I want to first acknowledge that St Francis school is strong, vibrant and life giving, and I strongly acknowledge who-and what has come before. That said, I would see it as my **fundamental responsibility to take the school from good to great.**

St Francis has a **strong and clearly articulated understanding of the Learning Process**, and an embedded school wide process-eg learner qualities, cycle of inquiry, collaborative planning, shared teaching spaces, commitment to the development of student agency, etc.

Staff very much **value collaboration, and the MDUs** – this is a strong platform to work with which has been brought a strong understanding of learning, and **alignment of practice, leading to significant and measurable school improvement.**

Moving forward therefore, there is an opportunity now to **sharpen the focus** of the school's learning vision towards CESA's school improvement agenda. It is a **foundational premise in the community that in order to learn successfully, all students must have a strong sense of well-being and that every student can learn and make progress, and that student learning and wellbeing is everyone's business.**

During 2021, the leadership team undertook a **deep dive** into the data and evidence already in place, and what we could gather to reflect upon what the impact has been on student learning and wellbeing, of the current learning vision – ie **to what extent does the learning vision lead to school wide measurable learning improvement for children?** We asked ourselves the question: How are we measuring *progress* ? How can we **put FACES on the data** currently collected, in order to inform our teaching and learning practices?

Our teaching staff have an ongoing commitment to ongoing monitoring of students learning and using data effectively through School Goals, NAPLAN, RELaT, EYA Numeracy & Literacy, PAT M and PAT R diagnostic testing. This diagnostic data allows us to make informed decisions about student learning goals.

Here is an opportunity to sharpen the focus of the learning vision, through the use of PLCs – asking the questions: What do we want our students to know? How will we know if they've learnt it? How will we respond if they don't? How will we meet the needs of those who already know? PLCs **will build on the culture** of

collaborative planning already in place while bringing learning progress into focus.

In order to strengthen and build upon a strongly articulate vision for learning, the key tenets of visible learning have begun to be implemented-through staff PD and through system engagement in the Clarity Learning Suite. Specifically, we are focussing on encouraging teachers to evaluate the impact of their *teaching on student learning*. In doing so we look to **nuance the notion of reflective, creative, connected and engaged learners by focusing on the development of assessment capable visible learners who know what they are learning, why they are learning it and what to do when they don't know what to do**. This is a sharpening of the inquiry cycle so that **evaluating progress becomes central to the process**.

The CESA Blueprint for step change provides the roadmap to move from good to great. We continued to build upon the strengths of the **quality performance team** of 'knowledgeable others' who drive the learning agenda while implementing our system vision. All of the actions of the QPT bring **clarity to our school improvement agenda**, and inform the **micro actions** we take on a daily, weekly and termly basis that will bring about **macro changes** in the already strong quality of the learning program.

As a QPT, we are committed to an **instructional focus**-working alongside teachers, monitoring and modelling effective and expected practice, looking for evidence that those practices most benefit student learning, working to put FACES on the data we collect, then take action to make a difference for all students, and promoting effective professional learning communities.

In terms of curriculum resourcing a number of **prudent financial decisions** that lead directly to improved student outcomes have been a focus-including:

- Committing to the Science of Reading, through ongoing PD for staff, purchase of appropriate resource materials and employing a Literacy specialist and a Literacy *intervention* specialist.
- Increasing expenditure in ICT to move the school towards 1:1 devices. From 2022, year 3-6 classes will all benefit from 1:1 devices, with the future plan to increase R-2 classes-currently at 1:2 to 1:1.

During 2021, our specialist teaching team continued to deliver high quality learning programs in PE, Music, Science and LOTE (Italian). Each of these specialist classes brings an enrichment of the learning process, and an opportunity for our students to further grow in their learning. My sincere thanks to James Goldy, Olivia Bozzon, Sue Beaufoy and Connie Lopresti for their continued excellence in their fields.

A natural extension of the PE program is the SACPSSA and SAPSASA carnivals, and inter-school competitions our students take part in. A very significant number of students had the opportunity to take part in one or more sporting activities last year, and I sincerely thank James Daley for his fantastic coordination and leading of these events, alongside James Goldy, and many parents who assist in delivering these events. We were also able to host Sports Day with families attending, and it was a highly successful carnival!

Our music and Arts program also continued apace during 2021, with major highlights including the annual Catholic Schools Music Festival, and our end of year Christmas concert, which was successfully implemented while under covid restrictions. It was great to have the community together-covid-safe!

Our MDU-Multi-disciplinary units of work-program enables the students to use their inquiry skills and improve their understandings and knowledge of the world around them. The collaboration between teachers and our wonderful MDU facilitator Andrea Edwards is a strong feature of the curriculum program at St Francis. In addition to the varied and interesting class based learning experiences there were a number of significant excursions to support the learning program. Andrea also oversees our Indigenous Education program, and in partnership with the CESA Indigenous Education team, we continued our engagement with Kurna leaders Karl and Jakira Telfer as we implemented our Reconciliation Action Plan.

School camps were largely uninterrupted by covid-19 in 2021-thankfully-and I sincerely thank Mr James Daley and the various staff, who were able to give the students rich co-curricular opportunities through our various camps.

Enrolment

St Francis has maintained strong enrolment over many years, and has rebounded soundly from the loss of year 7 student strongly, such that its enrolment is nearly back to pre-year 7 transition levels, with enrolment at term 3 2021 sitting at 438 students. During 2021, a strong cohort of 3rd term receptions joined the school, necessitating the addition of a stand-alone class group. A commitment to stronger engagement in the period prior to school commencing, through a long transition to school program, has seen significant future interest, and the need to consider enrolment capacity moving forward. Already, 2022 sees the introduction of a 3rd stream at year 2, in addition to the existing bubble in year 3. Enrolment trends for 2023 indicate 4 beginning Reception classes.

Reception	57 +1
Reception (Term 3)	21
Year 1	60
Year 2	70-one out
Year 3	60
Year 4	55-two in
Year 5	58-one out and one in
Year 6	56
TOTAL (inc. T 3)	438

Master Planning and capital development.

In light of the abovementioned trend towards enrolment growth, and coupled with a need to regenerate the school site with a view to its long term future, we undertook a wide ranging consultative process in order to develop a Master Plan for school improvements. The Master Plan process involved appointing Architects Stallard Meek Flightpath, who led a community consultation before

drafting and finalising an overall Master Plan which has provision for the school to grow to 600+ students over the coming years. The proposals include new purpose built classrooms, specialist facilities, an Auditorium, new administration and clearer and safer site access. The Master Plan proposes an initial replacement of relocatable classrooms with permanent fit for purpose learning environments in the Early years. It is hope that this building program can be commenced early in 2023. In preparation for the anticipated build, and acknowledging increased enrolments, we have brought an extra double relocatable building for the next 2 years, which will be utilised as specialist Science/STEM for 2022.

Community engagement

As with the previous year, the capacity of all school communities to successfully engage together was challenged by the ongoing covid 19 Pandemic-particularly the state-wide lockdown in August that reset so many community plans. At other times during the year, we were able to gather and celebrate the many gifts of our school community, with events that included Mother's Day, Father's Day stalls, Sport's Day, Year 6 graduation and our end of year community Christmas carols and picnic. Each of these occasions brought joy and a sense of community spirit that has been so lacking during periods of restriction. In addition to these events, our wonderful P&F continued to provide special lunch days for the students, as well as overseeing a successful chocolate drive and the Crazy Camel Christmas gifts from the students. Hopefully, we will be able to get back to something like normality as 2022 progresses. My sincere thanks to Trudie Stanley and all the P&F for their generosity of spirit and commitment to the school community.

Staff

I would like to acknowledge and sincerely thank all of the staff-teaching and administration-for their hard work, passion, professionalism and expertise. St Francis is a truly collaborative community and is has been a delight to join such a cohesive and supportive team. I have been made to feel very welcome and I am humbled and grateful for this. I would particularly like to thank Ms Nives Kresevic for her work alongside me as Deputy Principal. Nives is a highly capable leader and a committed and supportive member of the community and Nives is often the glue that holds everything together! I am very much looking forward to our continued partnership in the years to come. As previously acknowledged, I'd also like to thank and congratulate Ms Helen Wilsdon-Smith for her outstanding leadership as APRIM over her tenure.

At the conclusion of the 2021 school year, Mrs Helen Noonan and Mr Richard Bailey announced their retirements from St Francis School. Both Helen and Richard have had long and distinguished careers in CES and at St Francis and they will be sorely missed. I thank and congratulate them both as they enter the next phase of their lives. We also said farewell to Mrs Gesica Alvaro, whose contract finished. Gesica will continue to relieve at St Francis in between getting Guiseppe to school!

In 2022, we will welcome Mrs Corinne McKenzie and Ms Ellie Ventrice to our year 5 team. Both Corinne and Ellie are experienced educators and will be an asset to our school staff team. We also welcome back Mrs Sarah Battistella who returns to St Francis after an absence of many years. Sarah will oversee our Literacy Intervention program, as well as work with our year 1 team.

I would like to acknowledge and thank our School Board, under the Leadership of Mr Tom Atyeo, and our P&F under the leadership of Ms Trudie Stanley. Their

overall support in the good governance of our school community is highly valued.

As the school of the parish of Christ the King parish, Lockleys, the school-parish partnership is vital in living the mission of the church. I sincerely thank Fr Michael Trainor, our parish priest, whose welcome of me and ongoing leadership of the school and parish are greatly appreciated. My thanks also to the Parish Pastoral Council under the leadership of Ms Vicki Stokes, and Pastoral Associate Ms Joan Walsh. As a school community we look forward with hope and positivity of strengthening and animating our partnership.

Enrolments 2021

Year	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Boys	22.5	27	34	29	26	26	27	191.5
Girls	36	33	38	30	24	32	29	222
Total	58.5	60	72	59	50	58	56	413.5
Indigenous	1	1	1			1	1	5

Staff Information – 2021

	FULL TIME	PART TIME
MALE TEACHING	4	0
FEMALE TEACHING	15	12
MALE NON-TEACHING	1	2
FEMALE NON-TEACHING	0	9
INDIGENOUS	0	0

Staff qualifications – 2021

MASTERS DEGREE	6
GRADUATE DIPLOMA	1
GRADUATE CERTIFICATE	11
BACHELOR DEGREE	37
DIPLOMA	15
CERTIFICATE IV	3
CERTIFICATE 111	4

Master of Education	3
Master Catholic Education	2
Master of Student wellbeing	1
Graduate Diploma RE	0
Graduate Diploma Loss, Grief, &Trauma Counselling	1

Graduate Certificate Catholic Education	3
Graduate Certificate Religious Education	7
Graduate Certificate Education	1
Bachelor Degree Applied Science	2
Bachelor Arts Degree	3
Bachelor of Early Childhood Education	1
Bachelor of Early Childhood/Primary	1
Bachelor of Junior Primary/Primary	1
Bachelor of Education	20
Bachelor Business	1
Bachelor Special Ed	2
Bachelor Teaching	4
Bachelor Music	1
Bachelor of Educational Psychology	1
Diploma Marketing	1
Diploma OSHC	1
Diploma Teaching	12
Diploma Leadership & Management	1
Certificate Cert IV in Education Support	1
Certificate IV Library and Information Services	1
Certificate IV OHS&W	1
Certificate 111 in Education Support	2
Certificate 111 in Children's Services	1
Certificate 111 in Early childhood Education	1

Destination of Year 6 Students – 2021

Nazareth Catholic College	32
St Michaels College	20
Christian Brothers College	1
St Aloysius' College	1
Immanuel College	1
Lockleys North Primary School	1

Attendance Year: 2021

Term 1 : 27/01/2021 To 09/04/2021

Term 2 : 27/04/2021 To 02/07/2021

Term 3 : 19/07/2021 To 24/09/2021

Term 4 : 11/10/2021 To 10/12/2021

Year level	1	2	3	4	Total
RE	94.9	92.9	95.6	93.0	94.2
1	95.1	94.3	96.4	95.3	95.3
2	94.9	92.7	94.0	94.1	93.9
3	95.1	94.3	95.4	95.7	95.1
4	93.1	92.5	93.4	94.5	93.4
5	94.5	93.5	94.5	94.1	94.2
6	94.8	92.3	93.3	89.4	92.6
Total	94.7	93.2	94.7	93.7	94.1

Dealing with Non -Attendance of Students

- Parent rings and tells us of the absence.
- The absent list is created in SEQTA at 9.30am, parents are messaged immediately.
- We ask that parents to ring in before 9.30am with the absentee information.
- We ask that the teacher have their absentee list completed by 9.20am.
- For pre-planned absences of 3 days or more, parents complete a leave of absence form informing the school of the reason and the length of the absence.
- Unsatisfactory reasons for absences are referred to the Principal via the teacher. The Principal will contact the family.
- If non-attendance persists, the principal contacts the Schools Performance Leader and additional strategies will be employed which may include attendance officers in extreme cases.

NAPLAN 2021

(There was no NAPLAN testing in 2020 due to COVID)

Year 3	Student Participation	2019 % who achieved Minimum Standard	2021 % who achieved Minimum Standard	Comparison	Mean Score 2019	Mean Score 2021
READING	59	98%	100%	+2	438.1	435.5
WRITING	57	98%	100%	+2	429.4	416.7
SPELLING	59	97%	97%	-	422.5	410.6
GRAMMAR + PUNCTUATION	59	98%	98%	-	449	433.1
NUMERACY	58	98%	98%	-	408.1	402.6

Year 5	Student Participation	2019 % who achieved Minimum Standard	2021 % who achieved Minimum Standard	Comparison	Mean Score 2019	Mean Score 2021
READING	57	100%	100%	-	512.4	512
WRITING	57	98%	98%	-	473.5	485.4
SPELLING	57	100%	100%	-	501.5	514
GRAMMAR + PUNCTUATION	57	100%	100%	-	504.3	498.3
NUMERACY	57	98%	100%	+2	494.4	487.2

Parent Survey Community Spirit

100% of parents believe that St Francis School provides opportunities for students to grow spiritually and develop their faith.

99% of parents believe that St Francis School provides a safe and nurturing environment for children.

95% of parents believe that they can talk to their child's teachers about their concerns.

99% of parents believe that Staff members at St Francis School build strong and effective relationships with students.

95% of parents believe that a community spirit is felt when coming into St Francis School. My child likes being at school.

95% of parents believe that St Francis School works with them to support their child's learning.

Academic opportunities

100% of parents believe that teachers at St Francis School expect their child to do his or her best.

99% of parents believe that St Francis School provides an inclusive, engaging curriculum that allows students to develop academically.

96% of parents believe that their child is provided with useful feedback about his or her school work.

90% of parents believe that St Francis School provides opportunities for students with special needs.

97% of parents believe that St Francis School provides opportunities for students to use Information Communication Technologies (ICT) creatively.

95% of parents believe that St Francis School provides policies and procedures to enhance and develop the wellbeing of students.

97% of parents believe that students at St Francis School have opportunities to engage in the Arts in a variety of ways.

91% of parents believe that St Francis School provides opportunities for students to be involved in a range sporting activities.

98% of parents believe that the school is well maintained.

Staff Survey

Staff

100% of staff believe that St Francis School provides me with the opportunity to work in a faith filled environment.

97% of staff believe that St Francis School provides me with a safe and supportive place of employment.

88% of staff believe that St Francis School gives me opportunities for leadership.

97% of staff believe that St Francis School has a clearly defined vision and school wide pedagogy which supports the teaching and learning of students and helps me focus my teaching.

94% of staff believe that St Francis School handles disputes in a reasonable way respecting the needs of all.

97% of staff believe that St Francis School provides opportunity for me to be involved in relevant professional development.

94% of staff believe that St Francis School gives me opportunities to express my concerns about my work in a professional manner.

100% of staff believe that St Francis School has provided me with the necessary resources to be able to teach.

97% of staff believe that St Francis School provides me opportunities to work in teams and to plan collaboratively.

94% of staff believe that St Francis School values and appreciates my contribution to the life and learning of the community.

6. NSCP (National School Chaplaincy Program)

The National School Chaplaincy Program (NSCP) is a Commonwealth-funded initiative to support the emotional wellbeing of students and the school community through the provision of pastoral care.

The program aims to support students through the provision of pastoral care services and the promotion of strategies that support the resilience and emotional wellbeing of students and the broader school community.

Pastoral care is defined in the Agreement with the Commonwealth as:
"the practice of looking after the personal needs of students, not just their academic needs, through the provision of general spiritual and personal advice."

Effective relationships are at the core of quality teaching and learning. Research suggests that students who are socially and emotionally competent, having well-developed relationship skills and social awareness, experience improved learning outcomes.

My role as School Chaplain complements my role as Assistant Principal Identity and Mission (APRIM). The NSCP initiative expands my capacity to enhance the wellbeing of the community and the dimension of pastoral care.

The NSCP is available on a voluntary basis to staff, parents and students.

As School Chaplain I maintain a visible presence in the school providing an additional resource in that I have the time available to support the 'whole person', families, staff and the wider community with matters related to ethics, religious beliefs, isolation, harassment, bullying, family breakdown, human relationships, economic hardship, illness and bereavement.

I enhance the engagement with the broader community in outreach initiatives and work restoratively in building and restoring healthy relationships with all members of the community.

Government funding for the National School Chaplaincy Program (NSCP) to support the employment of a School Chaplain over 2020-2022 is \$9000 pa.

Nives Kresevic for Helen Wilsdon-Smith
APRIM/School Chaplain
St Francis School

We sincerely thank Helen for her support of our students and their families over the last number of years.

Helen completed her tenure at St Francis School in December 2021.

7.

Finance Report 2021
(Unaudited Statements)

St Francis School again reported a strong financial result in 2021.

Key Items: Cash flow report to 31/12/21

- Net cash surplus (after capital expenditure & loan repayments) of \$ 807,268 and an accounting surplus of \$ 694,046
- Per capita grant funding for 2021 was \$ 4,503,042
- OSHC contribution \$ 27,981 (2020 - \$ 25,204)
- Loan commitment outstanding of \$ 312,436 relating to Stage 1C of building project.
- Parents & Friends contribution \$ 16,488. (2020 \$ 7,103)
- Bank balance as at 31/12/21 \$ 3,187,927 (2020 \$ 2,380,455)
- The school remains in a strong financial position with net assets of \$ 7.59m

Key Objectives 2021 (In review)

- Despite the challenges arising from COVID-19, St Francis School maintained its strong financial position
- Retention of an ongoing solid cash position meeting strict CEO cash reserve requirements. In 2021 the cash reserve retention was approximately \$ 420,117 (Budget 2021).
- Continuing the pattern of strong collection of fees during the 2021 school year. End of year debtors balance \$ 15,729 (2020 \$ 21,253). This has been adjusted for fees received in advance and credit balances.
- Final fee remissions relating to school card, hardship & COVID represented 3.9% of 2021 gross fees billed. This is lower than the 7.9 % in 2020 year.
- Successfully maintained cash balance throughout the year without requiring use of an overdraft facility

ST FRANCIS SCHOOL LOCKLEYS

Financial Results

Dec-21

BALANCE SHEET

Dec-21	Closing Balance	Movement	Open Balance
Cash	3,188,727	807,472	2,381,255
Debtors	15,729	-5,525	21,253
Provision for Doubtful Debts	-4,895	5,880	-10,775
Other	100,828	-40,655	141,482
LSL Receivable	946,747	32,739	914,008
Current Assets	4,247,135	799,911	3,447,224
Fixed Assets	5,051,820	-51,681	5,103,501
LSL Receivable	45,576	19,210	26,366
Non-Current Assets	5,097,396	-32,471	5,129,867
Total Assets	9,344,532	767,440	8,577,091
Fees/Income in Advance	2,200	2,200	0
Sundry Creditors	112,283	24,381	87,902
Accruals	316,795	30,019	286,777
Borrowings	40,383	5,196	35,187
Other	0	0	0
LSL Payable	946,747	32,739	914,008
Current Liabilities	1,418,409	94,535	1,323,874
Leases	0	0	0
Borrowings	272,053	-42,159	314,212
Other	11,430	1,808	9,621
LSL Payable	45,576	19,210	26,366
Non-Current Liabilities	329,059	-21,141	350,200
Accumulated Funds	7,597,064	694,046	6,903,018
Surplus (Deficit) for Year	0	0	0
Equity	7,597,064	694,046	6,903,018
Total Liabilities & Equity	9,344,532	767,440	8,577,091

CASHFLOW BUDGET

	PTD Actual	PTD Budget	YTD Actual	YTD Budget	Variance	Variance %	Annual Budget
School Fees	32,661	36,620	1,182,812	1,122,924	59,888	5%	1,122,924
CEO & Other Income	7,102	250	278,626	230,788	47,838	21%	230,788
Government Grants	469,924	440,899	4,561,001	4,083,549	477,452	12%	4,083,549
Trading Account	23,214	11,775	336,431	240,120	96,311	40%	240,120
Cash Inflows	532,901	489,544	6,358,871	5,677,382	681,490	12%	5,677,382
Tuition Salaries & Allowances	-317,697	-308,987	-3,710,577	-3,638,989	-71,588	2%	-3,638,989
Other Tuition	-29,817	0	-228,057	-265,612	37,555	-14%	-265,612
Admin Salaries & Allowances	-26,442	-28,501	-334,702	-324,083	-10,619	3%	-324,083
Grounds, R&M & Cleaning	-3,053	-5,355	-138,683	-161,640	22,957	-14%	-161,640
Utilities	-6,884	-2,500	-70,543	-93,935	23,392	-25%	-93,935
Insurance	-44,070	-52,000	-44,070	-52,000	7,930	-15%	-52,000
Administration / Other	-13,376	-8,650	-134,509	-151,820	17,311	-11%	-151,820
Levies	-1,040	0	-320,258	-299,859	-20,399	7%	-299,859
Interest	-714	-976	-11,480	-12,493	1,013	-8%	-12,493
Training	-5,918	-1,000	-12,523	-15,000	2,477	-17%	-15,000
Trading Accounts	-35,162	-10,786	-267,383	-226,834	-40,549	18%	-226,834
Clearing accounts	-40,038	0	4,322	0	4,322	0%	0
Cash Outflows	-524,209	-418,755	-5,268,463	-5,242,266	-26,197	0%	-5,242,266
Net Operating Cash Flows	8,692	70,789	1,090,408	435,115	655,293	13%	435,115
Loan Drawdowns	0	0	0	0	0	0%	0
Loan Principal Repayments	-3,325	-3,063	-36,963	-35,975	-988	3%	-35,975
Capital Grants	0	0	0	0	0	0%	0
Other Capital Income	3,721	0	3,721	1,200	2,521	210%	1,200
Capital Expenditure	-2,582	0	-278,807	-310,000	31,193	-10%	-310,000
Net Capital Cash Flows	-2,186	-3,063	-312,049	-344,775	32,726	-9%	-344,775
Non Cash Flow Items	-250	0	28,909	0	28,909	0%	0
Total Cash Flows	6,256	67,726	807,268	90,341	716,927	3%	90,341

9.

Annual Report – Parents & Friends (P&F) Committee Report 2021

The P&F Committee had a challenging year in 2021. I acknowledge and appreciate the continued participation of a small and committed group of motivated families who invest their time and energy to contribute to the school community.

It was great to hold a successful Mother's Day Brunch despite the COVID pandemic! However, the Father's Day Breakfast was not so lucky and was unfortunately cancelled due to the risks associated with planning and running the event amidst COVID restrictions.

The Committee organised fundraising events, many of which are incorporated into school activities;

- Stalls for Mothers and Father's Day
- Catering for students at Sports Day as well as a coffee van for parents
- Food days for students
- Crazy Camel calendars
- Chocolate drive

Monies raised in 2021 totaled \$15,888 which is a fabulous achievement given the circumstances – not only coping with the COVID 19 pandemic and the associated restrictions but doing this without the support of a Community Liaison Officer.

Late in the year it was decided to use the funds raised to purchase resources for the new reading program (rather than back paying the playground redevelopment) as suggested by the school. We hope that there are lots of good opportunities to promote this contribution to the broader parent community and the students.

The P&F Committee did not hold its usual planning and programming meeting in October so the 2022 program is not determined at this stage but it will likely build on the foundations of activities from previous years.

Similarly to last year, there continue to be uncertainties for the P&F Committee caused by the pandemic. Despite this, the Committee looks forward to collaborating with the school to create positive experiences for the students and the school community and thanks the Board for its ongoing support.

Trudie Stanley
P&F Committee

Trudie Stanley
P&F Committee

10.
Parents & Friends Treasurers Report

ST FRANCIS SCHOOL, LOCKLEYS
PARENTS & FRIENDS
TREASURERS REPORT
as at 31/12/21

	Income 2021	Expense 2021	Net
Donations	-	-	-
Entertainment Book	70	-	70
Mothers Day Gifts	1,613	508	1,105
Mother's Day Morning Tea	2,682	750	1,932
Father's Day Stalls	2,567	1,469	1,099
Hot X Buns	1,236	515	721
Chocolate drive	16,595	10,529	6,066
Pizza Lunch	1,505	620	885
Milk & cookie day	1,088	762	326
Crazy Camel Calendars	5,636	3,440	2,196
Cupcake Day	1,120	717	403
Sports Day	2,710	1,735	976
Showdown Donuts	1,358	648	710
Total	38,179	21,691	- 16,488
P&F Float		600	-600
Balance			<u><u>\$15,888</u></u>
Nett Amount			<u><u>\$15,888</u></u>

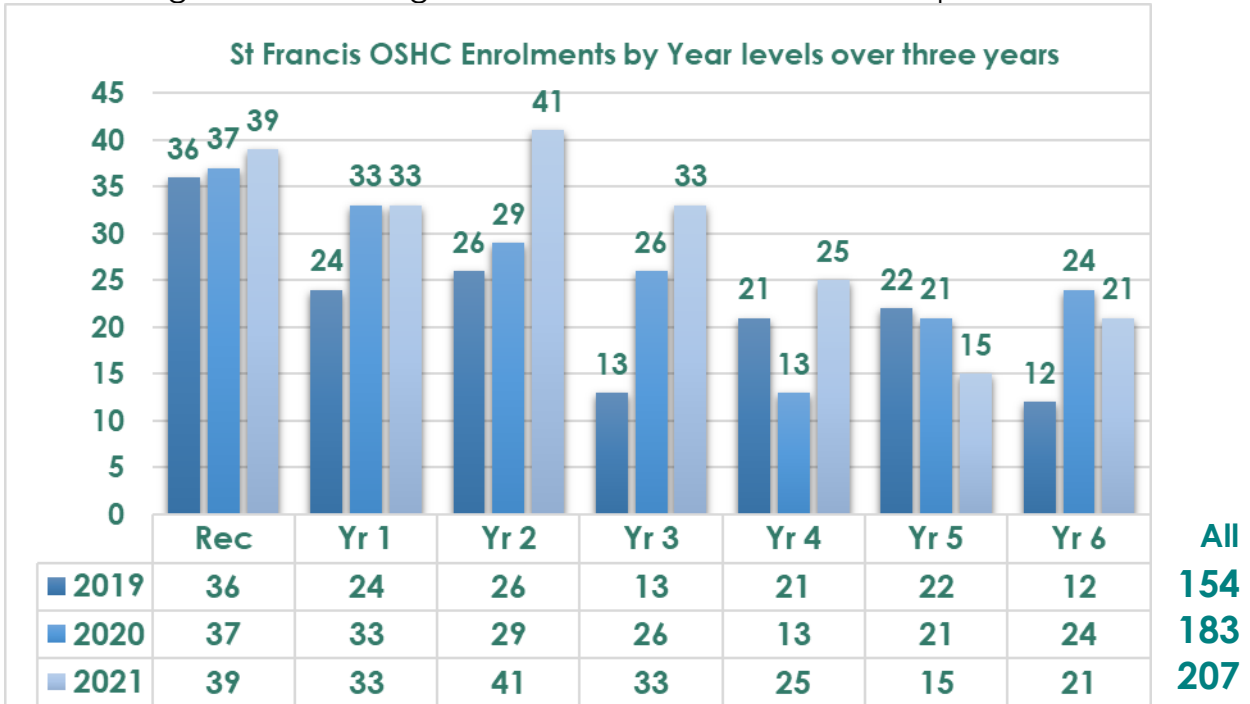
11.

**St Francis Out of School Hours Care
2021**

St Francis OSHC Enrolments 2021

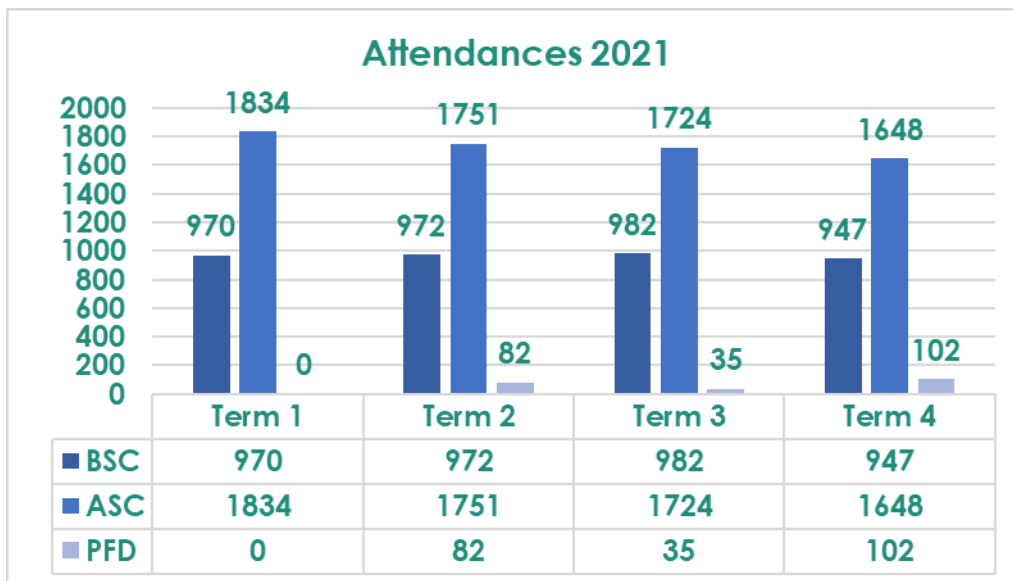
During 2021 St Francis OSHC provided care for 207 children from 140 St Francis School families, as compared with 2020 when we served 183 children from 124 different families and 2019 when 154 children were enrolled from 101 families.

Our largest enrolment gain came from the influx of Reception students.

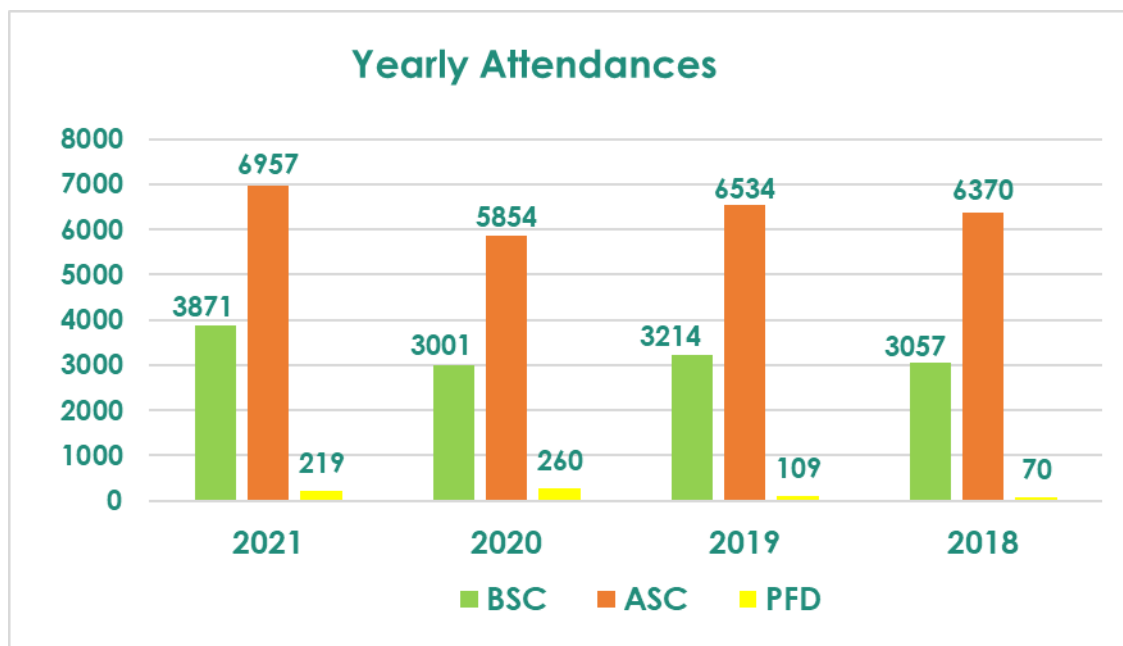


St Francis OSHC attendances 2021

During 2021 we served 11047 children out of which 3871 were for morning sessions and 6957 were for afternoon sessions. We had 6 Pupil Free Days with 219 attendees in total. The table below shows attendance per term.

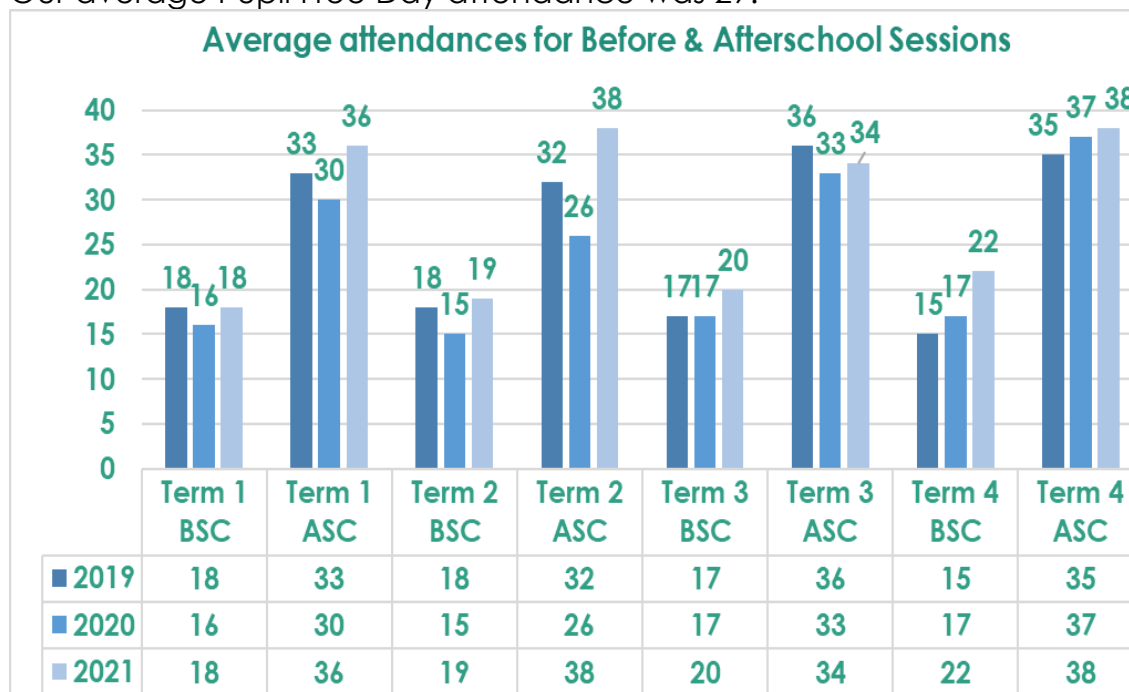


Overall, we had a higher attendance of children during 2021 than even before the Covid pandemic.



The average before and after school attendance can be seen in the table below, and shows a steady increase as compared to attendance in 2019 and 2020.

Our busiest sessions were Thursday BSC and Monday and Thursday ASC. Our average Pupil Free Day attendance was 29.



Finances 2021

Throughout the 2021 financial year the largest purchases were renewing and upgrading the OSHC sport equipment. The dishwasher also needed replacing. Finally, we purchased two new laptops and two new iPads for staff and children to use.

Educators 2021

We started the year with four Educators; three Qualified: Elena Redkin, Janelle Reyes and Nicola Turci and one unqualified: Nathan Pellizzari. Towards the end of term 1, Janelle Reyes left her position at OSHC to pursue her career as a classroom ESO.

We employed two new unqualified educators; Riley Hayes, who is in his second year studying Bachelor of Arts (Psychology) and Bachelor of Teaching (Secondary); and Lola Kelly who is a first year student Bachelor of Psychology at the University of South Australia.

During term 3 we employed two qualified educators; Tom Harslett who is in his final year of Bachelor of Exercise and Sport Science at the University of South Australia and Ella Hannaford who is a 3rd year student Bachelor of Primary Education (Honours) student at the University of South Australia. Nicola Turci was in her final year university placement for 2.5 terms from the and returned for the second half of term 4.

At the end of term 3 we appointed Shahani Wynter as an Assistant Director, as I planned to take 4 weeks of LSL.

The OSHC Educators have undergone several training programs with a focus on; Behaviour Management – 4 hours, Program Designing- 2 hours, and Health and Hygiene training.

Staff are very important to the quality of the service so we carefully and methodically select new staff when we look for more educators. All educators we employed during 2021 are expected to be with us for the next 2 years.

Programming 2021

We kept the structure of the OSHC program the same as in previous years, with the major changes being the addition of new arts & crafts activities, as well as new group and sport games.

We have established a new routine for 'meal time' and we pray before every meal we serve during OSHC hours. Children monitor the pray list and create a weekly chart, so every OSHC child has chance to lead the meal prayer. In term 2 we introduced an Acknowledgment of Country which is read before every meal.

We are continuing to participate in the 'Bebras Australia' challenges and 2021 marks the fifth year of our participation. From 28 children participating in 2021, 9 received a merit, 2 received a credit, and 1 student received a High Distinction.

We continued the OSHC garden program, however we had to change the OSHC garden location due to the development of the school.

During term 4 children enjoyed harvesting and trying strawberries, carrots and tomatoes.

As part of our OSHC learning program we also continued the weekly math and homework challenges.

Quality Assurance 2021

We continued our close work with families. We use every opportunity to collect feedback from our OSHC families to make our OSHC program useful and beneficial to children and parents.

During 2021 we focused on improving the National Quality Area 2 – Children’s Health and Safety.

Along with the OSHC advisory committee, we developed and reviewed the following OSHC policies and procedures;

- OSHC Infectious Diseases and Infestations and (COVID-19) MANAGEMENT PROCEDURE Policy 2021
- OSHC Medical Conditions Policy 2021
- OSHC Incident, injury, trauma and illness 2021
- OSHC First Aid Policy and Procedures 2021
- OSHC Asthma Management Policy 2021
- OSHC Anaphylaxis Management Policy 2021
- REPORTING PROCEDURES FOR SERIOUS INCIDENT

I would like to say a very big thank you to Paul Gobell, Ann Barclay, and Katherine Gariboli for the time and effort they contributed to reviewing the OSHC policies.

I would also like to thank all the OSHC Parent Committee members, as well as the school principal and leaders for all the help and support throughout the year to make our St Francis OSHC facility grow and develop.

Elena Redkin
St Francis OSHC Director