

**St
Francis
School
Lockleys**

**Annual
Report**

2018

St Francis School
2018 SCHOOL REPORTS
FOR AGM
MONDAY 4th March 2019
7pm
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ST FRANCIS SCHOOL LOCKLEYS

AGM AGENDA

1. MONDAY 4th MARCH 2019

7 pm

1. Welcome & Chair – Fr Michael Trainor

2. Prayer

3. Minutes of previous meeting
Moving of minutes

4. Business Arising

5. Reports

☐Chair

☐School

☐NSCSWP (National School Chaplaincy and Student Welfare
Program)

☐Treasurers

☐Parents & Friends

☐OSHC

6. Correspondence

7. Elections



2.

ST FRANCIS SCHOOL

ANNUAL GENERAL MEETING

MONDAY MARCH 4th 2019

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.

3.

Minutes of the St Francis School Board

Annual General Meeting for 2017

Held on Monday 5th March 2018

Present: Rick Favilla, Cherie Hawke, Liz Byrne, Antonietta Troia, Gavin Begg, Nives Kresevic, Ann Barclay, Gia Perin, Trudie Stanley, Paul Gobell, Ben Carr

Apologies: Father Tony Densley, Helen Wilsdon-Smith, Amy Bishop

1. Welcome & Chair:

Liz welcomed everyone to the meeting and asked those attending to introduce themselves

2. Prayer-Lead by Nives

3. Minutes of previous meeting:

Gavin moved the minutes were correct, seconded by Antonietta Troia.

4. Business arising from 2016 minutes:

N.T.T.

5. Reports:

Act Chair Liz Byrne

As tabled including these items:

- 2017 was a diverse year for the St Francis School Board and its community. It was a year of celebrations, farewells and making some difficult decisions.
- The Board convened twice each school term to discuss matters pertaining to the school and we heard from the school leadership group about both operational and strategic topics such as work health and safety, the chaplaincy program, educational pedagogies and the professional development experiences of the teaching staff and how these were being implemented in the classroom setting.
- The Board also concluded its exploration into the provision of a school holiday program, and without the support from the Catholic Education Office, we were unable to proceed with the chosen service provider.
- St Francis School celebrated 50 years as a school and this created a number of opportunities to celebrate. Besides a number of social functions, one key highlight was the opening of the refurbished classrooms that has created a

modern learning environment for students. We were fortunate to have both Archbishop Philip Wilson and Father Tony Densley open and bless the building for us.

- A very special mention to Fr Tony, our Parish Priest, who attends our Board meetings and contributes his unique gifts and spiritual guidance in working with our children, teachers and school staff through liturgies, school masses and sacramental programs. I also acknowledge your contributions and calm presence in our community.
- At the end of 2017 it was with mixed emotions that we farewelled Mrs Luisa Pasculli, a teaching institution in her own right and a stalwart for many years of St Francis community. The Board with the staff and students, celebrated with Mrs Pasculli her successful teaching career and the positive influence she has had on the lives of many.
- Finally, I wish sincerely to thank my fellow board members for their time and valuable contributions throughout the year. Being a representative on the School Board involves a level of commitment of working collaboratively and combining our strengths for the benefit of the students and staffing body undertaken in a voluntary capacity.

Principal's Report Rick Favilla

As tabled including these items:

- Catholic Identity continued to be an area of high priority for development and maintenance throughout 2017. The School Improvement Plan stated that we would incorporate Christian Meditation throughout the school in 2017. Staff were led through the process by Julian Kluge at the beginning of the year supported by Amelia Jones, James Goldy and Mary-Louise Stoddart who trialled Christian Meditation in 2016. Helen Wilsdon-Smith coordinated the whole school implementation. A number of schools attempted to initiate Christian Meditation with varying degrees of success but we have been committed to the process and it has been extremely successful and sustainable.
- We indicated that we would continue our collaboration with Andrew Chinn a Liturgical musician who worked with students to develop our own unique school song. This song was performed at the official opening of the renovated Year 2 class areas in Term 3. Andrew collaborated with staff and students to flesh out our vision to create lyrics that spoke to the spiritual journey students take while at St Francis School. Students enjoy singing the song as it speaks to them about the St Francisness spirituality that we have been developing in the students. The song 'Growing Together' highlights the values of our school vision of Faith, Peace and Wisdom. Helen Wilsdon-Smith coordinated this project and did

considerable liaison with Andrew Chinn to bring about a successful outcome to the project.

High Quality Teaching and Learning

- We set aside four professional days to work with Mark Treadwell in 2017. Mark Treadwell is an educational provocateur, who challenges much of the thinking about how students learn and what students need to do to be successful. As a school we completed a three-year regional project and I am pleased to report the work we did with Mark has contributed and enhanced our Vision for Teaching and Learning. During the year learner qualities were incorporated into student learning. At St Francis we not only want students to be able to speak about what they learn but be able to speak also about how they learn. These skills of reflection give students opportunities to engage in deep learning. Marisa Brown and Leonie Fitzgerald who hold Positions of Responsibility in Curriculum and Pedagogy, worked with the staff to develop concepts and ways to engage students in deep learning.
- During 2017 we initiated a new reading program to give teachers some additional data on the progress students were making in Reading. The Star Reading Program was a successful program in which students were able to engage. Most of the novels in our Library have online questions which students could answer. This meant teachers could see if students were reading material that was appropriate to their reading level. Teachers could map the progress of students on an ongoing basis. This program was designed for older readers from Year 4. I thank Nives Kresevic who liaised with the company in the United States on a regular basis in order that this was a successful learning initiative.

Effective Administration and Resourcing

- In our School Improvement Plan for 2017 we indicated that two classrooms would be completely refurbished providing flexible learning spaces for learning now and into the future. We worked with Meredith Harrison Architects and developed a wonderful space that places the student at the centre of learning. Meredith liaised with Marisa Brown and Leonie Fitzgerald in 2016 to plan the space. This collaboration was very successful allowing for the development of an outdoor learning space, a quiet room where documentation in the form of filming could take place, a wet area, display windows, and access to cutting edge technology. The space was designed bringing together significant engineering to reduce noise allowing learning to occur easily for all students. I thank Nives Kresevic and Tracy Maingard who were significant contributors to the project. The school was able to fund this rather

expensive refurbishment from accumulated funds thus saving the costs of borrowing. This area was opened and blessed by Archbishop Wilson and Fr Tony Densely in August as part of our fifty year celebrations.

- The Parents and Friends were keen to contribute to a new playground and this was put in our plans for 2017. A subcommittee from the Parents and Friends Association was set up as the Playground Committee which looked at various items and layouts that could be considered. I worked with a community group of students from Year 1 to Year 6 in 2016 to determine aspects that they would like in a new playground. The Playground Committee of Bernadette Mayo, Lydia Morris, Andrew Cross, Leonie Fitzgerald, Jamie and Katrina Woods and I worked with the Parents and Friends and the School Board to evaluate proposals from design companies. The work commenced in the Term 3 holidays but students were able to use the equipment in Term 4. The new equipment blends into the environment that has been created using new and existing elements. The new playground has added to the overall ambience, linking the pond area with the playground in a seamless flow from vegetation to play equipment. The playground supports our environmental emphasis and our reimagining childhood project which highlights play as an essential element of learning. I wish to acknowledge the work of Steve Kindstrom in the design concept of the new playground.

Strong Home, School, Community engagement

- 2017 was the Golden Jubilee year for the school and as a result had to be celebrated in a special way. Various events were organised throughout the year to bring the community together and to celebrate the school's history. A cocktail party was organised by the Parents and Friends on a Saturday night at the Kooyonga Golf Club with a tour of the school preceding this. A pop up market was also organised with most school families attending. This night included stalls of various descriptions and children's rides and amusements. This was a great fun night where parents and students could socialise together. To coincide with our Jubilee, we were able to open the newly refurbished Year 2 room. Archbishop Wilson and Fr Tony Densley opened the building in a ceremony which was well attended by regional leaders and members of our school community.
- As a final celebration for students, we had a community farewell for Luisa Pasculli, a long standing staff member, followed by a fun day which included students being able use rides and amusements. Through the various activities that we undertook our

commitment to St Francisness came through in obvious and subtle ways.

- We held a community forum to discuss what St Francis School would do in preparation for both Year 7 and Year 6 student graduation at the end of 2018. Items such as student leadership positions, graduation ceremonies, graduation tops etc. were discussed at the meeting. This meeting was well supported by the parents who were able to express their concerns about the change of having Year 7 in high school.

School Report Part B

- School Context
- NAPLAN Data
- Staff Information
- Student Attendance
- Destination of Year 7 Students
- Student Survey-Student Involvement
- Student Survey-Academic Focus
- Parent Survey-Community Spirit
- Parent Survey-Academic Opportunities
- St Francis School-Staff Survey

NSCSWP (National School Chaplaincy & Student Welfare Program)

Helen Wilsden-Smith

As tabled including these items

The National School Chaplaincy Program (NSCP) 2015-2018 is a Commonwealth-funded initiative to support the emotional wellbeing of students and the school community through the provision of pastoral care.

The National School Chaplaincy Program (NSCP) Project Agreement is a four-year (2015-2018) Commonwealth-funded initiative to provide chaplaincy services in government, Catholic and independent schools.

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."*

As School Chaplain I maintain a visible presence in the school providing an additional resource in that I have 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.

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

I am appreciative of the ongoing endorsement of the NSCP at St Francis School and I look forward to your continued support.

Helen Wilsdon-Smith
APRIM/School Chaplain

Finance Report

As Tabled including these items

Key Items: Cashflow report to 31/12/17

- Net cash deficit (after capital expenditure & loan repayments) of \$ 387,613 in accordance with implementation of School's master plan.
- The school received additional grants not included in 2017 budget to the amounts of \$96,346.
- Loan commitments of \$106,883.
- Parents & Friends contribution before donations \$ 24, 282.
(2016- \$ 17,982)
- Available bank balance as at 31/12/17 \$1,463,855
(2016 \$ 1,850,180)

Key Objectives 2017 (In review)

- Retention of ongoing solid cash position meeting strict CEO cash reserve requirements.
- Successfully maintained a positive cash balance throughout the year without requiring use of an overdraft facility
- Completion of Stage 1A of School's Master Plan, \$526,000
- Installation of new playground equipment \$196,000

The Parents and Friends Committee of St Francis had another very successful year through fundraising, supporting leadership and continuing to encourage the strong spirit that bonds the community of this school. The committee organised many successful major events again this year, including St Francis' 50 Year Celebrations. Events included the hugely successful Inaugural Family Market, Walk-A-Thon, Cadbury's Chocolate Fundraiser and the Crazy Camel Calendars. Of course, there were many other fundraising efforts throughout the year well supported by the school community. With increasing interest in the Committee and a transparent goal of working in conjunction with the School Board, the focus for the P&F remains on supporting best outcomes for the children's future and their learning environment.

The overall profit made was \$24,282

GOALS FOR 2017

The focus remained on supporting the school's strategic plan, specifically enhancing the "Learning through Play" philosophy.

- As decided by the School Board, a new playground was needed to cater for all age groups. The school committed to buying a suitable playground and the P&F agreed to use funds raised in 2015, 2016 & 2017 to reimburse part of project costs. The students had design input. Maintaining the "Active Play Pod" and supporting its ongoing needs & expenses

GOALS FOR 2018

- One of the biggest goals for the P&F committee for 2018 is to gain more involvement from the parent body in being part of community events. As a result of some feedback, it seems information was not being communicated sufficiently, thus creating a little uncertainty as to the committees' purpose & direction. The committee are looking at communicating P&F information with the school community on a better level. It became very important to the committee to break the walls down and get out into the community, with a strong message of "all are welcome" and every person's opinion/ideas are valued. This has led to the following actions:
 - The P&F committee prepared and distributed a letter explaining the role of the P&F committee
 - The letter was read out at the 2017 transition mornings for the new Reception classes & the information evening in 2018
 - The letter is to be placed in the starter pack for the new school enrolments
 - To reinstate the use of Class/Year P&F Reps to communicate directly with each Year level

- There have been initial discussions and brainstorming for the focus of 2018 fundraising. These suggestions will be forwarded to the Board and further discussion will be ongoing throughout the year.
- Growth is important and knowing that we can make a small difference for our children and our families is exciting and inspiring. Thank you to all those who courageously and magnanimously took up the challenge to work and provide opportunities and raise money for the St. Francis Community.
- Thank you to Cherie, from all the members, for her ongoing support and encouragement.
- Also, thanking the School Board for their continued support and guidance.

Michelle Sleightholme
Co-Chairperson
P&F Committee

OSHC Elena Redkin

As Tabled including these items

Attendance 2017

The 2017 budget was based on morning OSHC attendance of 16 students and for the afterschool OSHC attendance of 30 students. As the year progressed we had one less student and our **morning** average attendance was **15 students**. For the afternoon session we have gained 5 students, with an average of **35 students** per **afternoon session**.

Staffing 2017

We had seven staff members: Director - Denise Harnett. Qualified staff: Elena Redkin, Coco Bodroghy, Jonathon Webb. Non-qualified staff: Jessica O'Connor and Bianca Cirillo. When Coco Bodroghy completed her teaching degree and made a decision to move on we employed a new non-qualified staff member, Olivia Mammone.

In Semester Two we began with two staff members short. Denise went on long service leave and Coco left to pursue her career. We were able to ask Coco to work at OSHC on days when some OSHC staff were on teaching practice or involved in study. During 2017 Bianca, Olivia and Jessica had teaching practice for 5 weeks in different months but we still managed to offer the same quality service to our students and their parents. Thank you to our school ESO, David Giannotti who kindly offered his time to work with OSHC team on days when we had more than 45 students or one of the OSHC staff members were away.

Quality Assurance 2017

We are still working on improving our facility to meet the NQS.
At 2015 our St Francis OSHC service had an overall rating as a 'Working towards NQS.' During 2017 we reviewed some of our Policies and Procedures and started to work on a new Homework Policy.
We continued to use SeaSaw in observing our student's activities.

Elena Redkin
St Francis OSHC
Acting Coordinator.

Correspondence:

N.T.T.

Elections:

St Francis School Board Nominations -4 positions, 5 nominations
It was decided to accept all nominations
Elected for 2018-2019

Gavin Begg, Trudie Stanley, Ann Barclay, Paul Gobell, Benn Carr

Meeting ended: 7.40pm

4. Chair Report 2018

2018 was another productive year for St Francis with the Board engaged in many strategic issues that will provide a strong foundation for the school going forward. The year was also one of great change, with the planning and implementation of the final Year 7 cohort at St Francis.

Continuation of the School's Master plan was a key focus for the Board. This included the ongoing work on Stage 1B involving the lift and toilet upgrade, as well as planning for the Stage 1C refurbishment of the upstairs rooms.

With the pending reduced student numbers, the Board explored a range of options for St Francis to provide a full service to the community from early learning to Year 6. This included initial investigations into the school housing a Catholic Early Learning Centre, as well as providing Vacation Care. The viability and opportunities of both of these activities will continue to be assessed in the coming year.

Student and staff safety was also an area of focus. In particular, the Board commenced investigations of the traffic management from the Church to the front of the school, and will continue to explore options with the Parish to ensure student safety. A range of well-being initiatives, led by our School Chaplain Helen Wilsdon-Smith, was discussed – these included cyber bullying and mental health; key issues facing students, families and teachers.

Notably, the Australian Children's Education and Care Quality Authority conducted an assessment of our OSHC service. This is a regular audit and one the school did extremely well, highlighting the significant efforts, leadership, quality and care of the team involved. In preparation for the assessment, the Board reviewed a range of policies, including the OSHC First Aid, infectious diseases, and medical conditions policies; all of which contributed to the Board understanding the workings of OSHC. More broadly, the Board reviewed the School's Strategic Plan 2018-20; student well-being policy and practices; and anti-harassment/anti-bullying policy.

The Board dedicated time throughout the year to further understand a fundamental learning platform of the school, that of Reimagining Childhood, which ensures students are at the centre of learning using the best possible pedagogies to engage students in quality learning. The Board's teacher representative, Nikki Dytman, provided further insights into the many diverse activities conducted by our students, which were highly valued by the Board and gave us great confidence in the core

learning principles of the school and the great commitment of our teachers.

The Board supported the many P&F initiatives undertaken throughout the year, and congratulate and thank the many people involved in a successful and engaging campaign that will provide funds to enhance the school and provide enjoyment for the students. The work of the P&F cannot be under-estimated as it provides a wonderful opportunity to bring the St Francis community together.

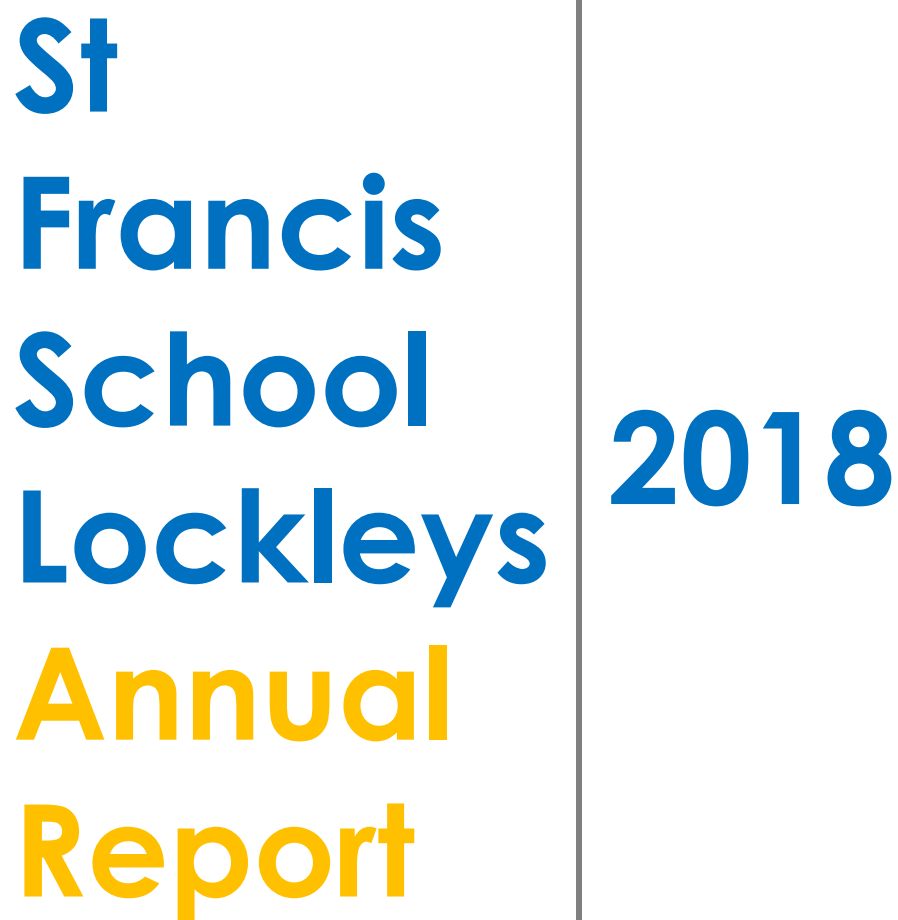
Additional community initiatives activated by the Board, was support for St Francis taking an active part in the Dawn Service at Henley Beach, while the Board initiated an Acknowledgement to Country at the start of each of its meetings.

The school continues to be in a strong financial position, with the Board and its associated Finance Committee providing the necessary oversight and guidance throughout the year.

In closing, on behalf of the Board, I acknowledge and thank the hard work and dedication of all the teachers, support staff and volunteers at St Francis and in particular thank, Father Tony Densley, the long standing Parish Priest who provided the school with great support over many years. I also thank my fellow Board members for their dedication and input throughout the year, all of whom ensured the Board operated effectively in carrying out our responsibilities.

Gavin Begg

Chair St Francis School Board

The cover features the school's name and year in blue, and 'Annual Report' in yellow. A vertical line separates the text from the year, and a horizontal line is at the bottom.

St Francis School Lockleys

2018

Annual Report

5. School Report 2018

Section A

Catholic Identity

We are fortunate to be able to share our faith with our students and community. The work we do in the area of Catholic ethos is the most important work we do. In 2018, we were able to continue our commitment to whole school meditation. Each Monday, Wednesday and Friday the students meditate in their learning spaces for 10 minutes. The form of meditation we practice allows each person to provide space in their lives, allowing God to enter. We have persisted with Christian Meditation where many schools either failed to implement it or could not sustain its practice.

A feature of St Francis School is the way we try to bring the life of Saint Francis Assisi alive in our community. Each class has undertaken an ecological project to promote ecological conversion and to resonate in our students the work of Saint Francis, the environmental saint. Projects included gardens, river care, composting, recycling, waste management, water conservation etc. These projects support *Laudato Si*, the encyclical from Pope Francis dealing with our common home.

At the heart of our faith is the Gospels and helping students to have insight and understanding about the Gospels is very important work. We encourage our students to become theologians by providing opportunities where they can explore the Gospels to bring about deep learning. To assist in this work we engaged Kate Ordon to work for a full day exploring the Gospel according to St Matthew with teachers. This proved to be very successful with teachers feeling greater confidence in developing their ability to speak to their students about the Gospels. Teachers have presented the reflection on the Word after the reading of the Gospel in class Masses with insightful creativity.

Each year we invite students to be involved in social justice initiatives as a way of bringing actions to faith. Significant sums of money are raised each year for various Catholic organisations to build up in our students the value of service. The generosity of families is evident in the way they support the initiatives undertaken by their children. In 2018 we raised \$3373.25 for Catholic Charities which highlights the school community's commitment to others. Significant amounts were donated to Caritas through Project Compassion. The Vinnies Winter Appeal saw hundreds of cans of soup being donated along with a host of new blankets. Items for Christmas hampers were also donated to our local Vinnies for distribution. Students continued to be of service to others in our visitation to the St

Raphael's Nursing Home program. This program allows students to visit St Raphael's to engage with the residents through discussion and reading.

A significant event that occurred during 2018 was the Archdiocesan visitation to Christ the King Parish which included a visit to St Francis School. Heather Carey, the Chancellor of the Archdiocese, saw many aspects of our Catholic Identity on display. She was impressed with the students commitment to our St Francisness. An article was published in the Southern Cross newspaper exploring the schools commitment to St Francis. Below is an insert from the Southern Cross written by Linda McNamara

The influence of its namesake saint was evident everywhere when St Francis School at Lockleys welcomed members of the Diocesan Visitation Team in September.

During the 'long day' on September 18, Year 7 students took the opportunity to escort members of the team – administrator delegate Fr Philip Marshall, Chancellor Heather Carey and Jill Gallio, Tim Gravel and Teresa Lynch from the Office for Renewing Parishes – on a tour of their much-loved school.

Mrs Carey noted there was a "very visible" dedication to the charism of St Francis of Assisi, and number six of the eight gospel characteristics of a renewing parish, 'God's care for all the creatures of the Earth'.

"St Francis of Assisi is the environmental saint and he preached the need to respect all of creation," she said.

"At St Francis School it is clear students are taught the value of caring for the environment. St Francis' inspirational words are inscribed on external walls, and student murals reflect their ecological awareness."

As 'tour guides' Laila Aldridge, Brodie Dalglish and Samuel Gariboli told Mrs Carey they were very proud of their school and its efforts to care for the environment.

They spoke of the school's Seedling, Scarecrow and E Waste groups, 'Nude food' week and how students were educated to use the appropriate bins for recycling. The school garden, complete with a guardian scarecrow, is also a focal point for students of all ages.

"There are several natural spaces in the yard where students can sit and be peaceful, including in a little boat, so the ecological journey is shared," Mrs Carey added.

"The frog pond and the wetland area provide beautiful, serene spaces and students can sit on the rocks at the edge, or stand on the bridge and find a place to be calm and to reflect and meditate.

“The science room has wonderful aquariums including many species of frogs, turtles, yabbies, fish and stick insects. The students also care for a section of the River Torrens close to the school.”

I wish to thank Fr Tony Densley for his unwavering commitment to St Francis School especially in the way that he empowered staff to take leadership in the development of the faith of our students. I also wish to thank Helen Wilsdon-Smith our APRIM and School Chaplain, who works tirelessly supporting the Catholic Ethos and the wellbeing of students.

High Quality Teaching and Learning

During 2018 we continued our important work implementing our Learning Process to support our Vision for Learning. The work we have undertaken in this area is to prepare students for an unknown future. Our work with the students will give them the skills and capabilities to provide them with a great foundation to function in any learning situation into the future. During 2018, Catholic Education SA launched its Living, Learning and Leading Framework. This framework is supportive of the vision we have for our students. At the heart of the Living, Learning Leading Framework is the belief that we should educate students to be ‘thriving people, capable learners, leaders for the world God desires.’ The framework gave us a great opportunity to audit what we were doing in the seven areas of learning and what were the gaps. I am pleased to report that we were able to list many initiatives in areas of learning.

We have been involved in the Reimagining Childhood project for many years and have incorporated aspects of the project into our everyday programs and curriculum. We took part in a Science, Technology, Engineering and Mathematics (STEM) project supported by the University of South Australia and CESA. Sue Beaufoy and Amelia Jones from our STEM project worked with Cheryl Milde and Leonie Fitzgerald from the Reimagining Childhood project to develop a whole school project that highlighted inquiry learning and allowed the students to be at the centre of their learning. Teachers in all year levels worked on the project, which had an environmental focus. Each cohort of students needed to weave aspects of STEM into the work they did with their students. The environmental aspects of the project allowed us to support our St Francisness and allowed aspects of Reimagining Childhood which called for clear documentation of learning. We had to present our work to both projects at significant forums and it was clear that students in St Francis were able to articulate their learning. I am thankful for all the creative work completed by students supported by their teachers. Our thanks go to Sue, Amelia, Cheryl and Leonie who skilfully supported everyone in our projects.

During the course of 2018, Nives Kresevic and I met on a regular basis with our POR in Curriculum (Marisa Brown) and Pedagogy (Leonie

Fitzgerald) as part of the Learning Improvement Team. At these meetings, we discussed how the school implements our Vision for Learning and to develop strategies to enhance reflective, creative, engaged and connected learning. We discussed our teaching of concepts and our Multi-Disciplinary Units under the umbrella of Humanities and Social Sciences (HASS). We discussed many aspects of HASS and how we best teach and report on the main components of History, Geography and Civics and Citizenship.

A significant innovation occurred in 2018 with the implementation of the Seesaw app. Seesaw enables parents to be involved in their child's learning in real time. The app allows aspects of classroom activities to be uploaded onto mobile devices and PCs during the day for parents to view. A common feature was the filming of a student sharing about a topic with their class and having that sent to their parents. The app is part of our reporting to parents to give them feedback on an ongoing basis. Many parents have really enjoyed having this facility available to them.

During 2018 we implemented our Learning Process in a visual way. After working with Mark Treadwell for 3 years we were in a position to prepare a document that took into consideration our Vision for Learning and our Learner Qualities. The St Francis School Learning Process is based around the Learning Pit, Building Knowledge, Making Meaning and Applying Knowledge. I thank Marisa and Leonie for their work on this document.

In the area of Indigenous Education, we indicated in our plans that we would be involved in the CESA Cultural Respect and Safety Cultural Artist in Residence Program. Two Indigenous Kurna workers employed by CESA worked with the Year 2 and Year 3 Students for a term. In conjunction with this program, we had a staff professional development day. This whole program was a great way for students and staff to gain greater knowledge and understanding about Indigenous issues to bring about greater respect and awareness.

One of the ways to keep track of student learning and to monitor how our programs are working is to engage in deep analysis of student data. We use many forms of data from NAPLAN, ACER testing Star Reading, Early Years Assessment, PIPS testing. To support the analysis of student data the school has introduced various methods to keep track of student progress. One program we have invested in is Score Link, which helps to drill down on student progress.

When we find evidence in our data that highlights a concern our usual response is to provide additional professional development in the area of concern. Our data in 2017 indicated that Genre was an area that

needed some attention. Staff Meeting time was allocated to persuasive writing, which resulted in a positive change in our data collection in 2018.

Effective Administration and Resourcing

Our plan in 2018 was to commence Stage 1B of our Master Plan, which was to install a lift and to provide modern student toilet facilities. This work has been completed which then allowed work to commence on the upstairs classrooms in 2019. Building regulations made it necessary to install a lift before any major work occurred on a second storey. The lift will provide access for students, staff and parents who are experiencing mobility issues and need to access classrooms on the second level. The walkway connecting our two double storey buildings allows the lift to support both areas. The new toilet facilities allows students to have added privacy as each cubical is similar to home with no low doors or walls. All toilet walls are floor to ceiling; the area also allows greater supervision of students as the new area is also a walk through area to the tennis courts. The school was able to finance this major school improvement from accumulated funds without the need to borrow. I wish to thank our Finance Staff of Monica Valente and Tracy Maingard who played significant roles in the administration of Stage 1B.

SCHOOL CONTEXT

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 453 students from Reception to Year 7 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 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 well-being 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.

At the heart of our Catholic faith is the Eucharist, which is fully and actively celebrated to create a spiritual connection with our parish priest, students, parents and staff. The school is part of Christ the King Catholic Parish with Fr Tony Densley, the Parish Priest. The school has been operating since 1967 with work continuing to refurbish older areas to support the next fifty years of learning.

The Religious Education curriculum grounds the religious dimension of St Francis School. It is animated in powerful ways in liturgy and ritual. Studies in Religious Education are integrated across curriculum areas, inviting students into a relationship with God and others, through developmental experiences of tradition, Scripture and prayer that are formative and transformative.

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 charism and spirituality of St Francis of Assisi to bring about ecological renewal in our community. As result, we have a strong environmental focus in our curriculum and seek to tread lightly on the planet to honour the sacredness of creation.

We have been supported in our vision and work by the Australian and South Australian Governments, which have generously granted us a total of \$3,948,492 in 2018. The Commonwealth share of this money was \$2,96,369 which equates to 75% of our grants with the remaining \$987,123 which equates to 25% coming from the State Government.

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 Kurna 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 which is respectfully observed by all.

Enrolments 2018

Year	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Boys	32	26	26	29	39	31	18	25	226
Girls	32	23	32	28	20	27	42	24	228
Total	64	49	58	57	59	58	60	49	454
Indigenous	0	0	0	0	0	0	0	0	0

Staff Information – 2018

	FULL TIME	PART TIME
MALE TEACHING	4	0
FEMALE TEACHING	15	8
MALE NON TEACHING	3	0
FEMALE NON TEACHING	3	8
INDIGENOUS	0	0

Staff qualifications – 2018 Diploma

MASTERS DEGREE	5
GRADUATE DIPLOMA	2
GRADUATE CERTIFICATE	12
BACHELOR DEGREE	32
DIPLOMA	16
CERTIFICATE IV	5
CERTIFICATE 111	2

Master of Education	1
Master Catholic Education	3
Master of Student wellbeing	1
Graduate Diploma Education	1
Graduate Diploma RE	1
Graduate Certificate Catholic Education	8
Graduate Certificate Teaching Methodologies	1
Graduate Certificate Education	2
Graduate Certificate Curriculum Design	1
Bachelor Degree Applied Science	3
Bachelor Arts Degree	2
Bachelor of Education	19

Bachelor Business	1
Bachelor Social Administration	1
Bachelor Special Ed	2
Bachelor Teaching	3
Bachelor Music	1
Diploma Marketing	1
Diploma OSHC	1
Diploma Teaching	13
Diploma Leadership & Management	1
Certificate Cert IV in Education Support	2
Certificate IV Library and Information Services	1
Certificate IV OHS&W	1
Certificate IV Business Administration	1
Certificate 111 in Education Support	2

Destination of Year 6 Students – 2018

St Michaels College	30
Nazareth Catholic College	17
St Dominics Priory College	1
St Mary's College	2
Pulteney Grammar School	1
St Aloysius	1
Mount Carmel College	1
Immanuel College	2
West Beach Primary School	1
Lockleys North Primary School	1
Fulham North Primary School	2
West Beach Primary School	1

Destination of Year 7 Students – 2018

St Michaels College	34
Nazareth Catholic College	9
Henley High School	3
St Mary's College	2
Adelaide High	1

St Francis School

Attendance Year: 2018

Term 1 : 29/01/2018 To 13/04/2018

Term 2 : 30/04/2018 To 06/07/2018

Term 3 : 23/07/2018 To 28/09/2018

Term 4 : 15/10/2018 To 14/12/2018

Year Level	Term 1	Term 2	Term 3	Term 4
RE	97.02%	93.62%	93.70%	91.28%
01	95.93%	93.39%	90.11%	94.40%
02	96.27%	92.39%	89.54%	93.86%
03	96.31%	93.04%	90.33%	95.68%
04	94.94%	94.53%	92.89%	96.09%
05	95.45%	91.43%	93.44%	93.81%
06	95.98%	95.25%	91.85%	89.46%
07	94.64%	91.08%	86.09%	87.61%
Average	95.82%	93.09%	91.00%	92.77%

Dealing with Non -Attendance of Students

- Parent rings and tells us of the absence.
- We ask for the student's name, class and reason for absence.
- The absent list is printed at 10.00am a report is produced in CeSIS highlighting absences.
- It is cross referenced with the Absentee List and those names that are not entered into the system are done so by the office.
- 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 9.45am.
- Once the CeSIS report is produced, a SMS message is forwarded to a parent or guardian of the child and request the reason for the absence.
- For pre-planned absences, 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 will contact the Principal's Consultant and additional strategies will be employed which may include attendance officers in extreme cases.

NAPLAN

The Australian Government requires schools to publish NAPLAN Data Comparison results to their community each year.

Please find below tables for each of the Year Levels for 2018 NAPLAN results.

We encourage you to read these tables and results while keeping in mind all other relevant information regarding NAPLAN.

Year 3	Student Participation	2017 % who achieved Minimum Standard	2018 % who achieved Minimum Standard	Comparison	Mean Score 2017	Mean Score 2018
READING	51	97%	98%	+1%	439.7	439.9
WRITING	49	98%	98%	-	411.3	420.6
SPELLING	50	93%	98%	+5%	417.9	411.6
GRAMMAR + PUNCTUATION	50	95%	98%	+3%	450	449.3
NUMERACY	53	95%	98%	+3%	414.4	403.9

Year 5	Student Participation	2017 % who achieved Minimum Standard	2018 % who achieved Minimum Standard	Comparison	Mean Score 2017	Mean Score 2018
READING	52	100%	98%	-2%	509.5	509.3
WRITING	48	94%	98%	+4%	438.5	471.5
SPELLING	51	100%	98%	-2%	507.2	501.2
GRAMMAR + PUNCTUATION	51	97%	98%	+1%	513.7	507
NUMERACY	53	100%	100%	-	491.9	492.2

Year 7	Student Participation	2017 % who achieved Minimum Standard	2018 % who achieved Minimum Standard	Comparison	Mean Score 2017	Mean Score 2018
READING	45	98%	94%	-4%	555.2	536.7
WRITING	43	94%	93%	-1%	528.3	522.8
SPELLING	44	100%	87%	-13%	562.8	531.1
GRAMMAR + PUNCTUATION	44	94%	89%	-5%	547.3	533.6
NUMERACY	44	100%	96%	-4%	547.9	547.6

The Mean Score is the average of the score for all students in the group

PARENT SURVEY

COMMUNITY SPIRIT

99% of parents believe that St Francis School provides extensive opportunities for students to grow spiritually and develop their faith.

98% of parents believe that St Francis School provides a safe and nurturing environment for children.

98% of parents believe that I can talk to my child's teachers about my concerns.

96% of parents believe that staff members at St Francis School build strong and effective relationships with students.

96% of parents believe that a community spirit is felt when coming into St Francis School. My child likes being at school.

89% of parents believe that St Francis School takes parents opinions seriously.

97% of parents believe that St Francis School works with me to support my child's learning.

ACADEMIC OPPORTUNITIES

99% of parents believe that teachers at St Francis School expect my child to do his or her best. My child is progressing well at this school.

97% of parents believe that St Francis School provides an inclusive, engaging curriculum that allows students to develop academically.

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

91% of parents believe that St Francis School provides opportunities for students with special needs.

96% of parents believe that St Francis School provides opportunities for students to use Information Communication Technologies (ICT) creatively.

91% of parents believe that St Francis School provides policies and procedures to enhance and develop the well-being of students. Student behaviour is well-managed

95% of parents believe that Students at St Francis School have opportunities to engage in the Arts in a variety of ways.

92% of parents believe that St Francis School provides opportunities for students to be involved in a range sporting activities.

97% of parents believe that the school is well maintained.

STUDENT SURVEY

Student Involvement

98% of students believe that St Francis School provides opportunities for them to be involved in prayer, Masses, Liturgies and Religious Education.

95% of students believe that teachers at St Francis School create strong relationships with them. They treat me fairly.

96% of students believe that at St Francis School there is a good community spirit. I like being at my school.

95% of students believe that my teachers motivate me to learn.

91% of students believe that I can talk to my teachers about my concerns.

88% of students believe that St Francis School deals with incidents of bullying and harassment in an appropriate way. I feel safe at my school.

100% of students believe that St Francis School encourages student leadership in a variety of ways, eg. presenting my work to the class, reading at Liturgies and Mass, being a buddy to a younger student, being a traffic monitor.

90% of students believe that my school takes students opinions seriously.

Academic Focus

100% of students believe that St Francis School has a strong teaching and learning program. Teachers expect me to do my best.

96% of students believe that my teachers provide me with useful feedback about my school work.

99% of students believe that at St Francis School students have opportunities to use ICT's in a range of ways to enhance learning.

100% of students believe that St Francis School has a commitment to physical education and sport, with a strong camp and outdoor education program.

95% St Francis School gives me opportunities to be involved in the Arts.

95% of students believe that my school looks for ways to improve.

94% of students believe that my school is well maintained.

Staff Survey

95 % of staff believe that St Francis School provides me with the opportunity to work in a faith-filled environment.

95 % of staff believe that St Francis School provides me with a safe and supportive place of employment.

83 % of staff believe that St Francis School gives me opportunities for leadership.

100% 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.

89% of staff believe that St Francis School handles disputes in a reasonable way respecting the needs of all.

100 % of staff believe that St Francis School provides opportunity for me to be involved in relevant professional development.

95 % 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.

100 % of staff believe that St Francis School provides me opportunities to work in teams and to plan collaboratively.

100% of staff believe that St Francis School values and appreciates my contribution to the life and learning of the community.

6. NSCSWP (National School Chaplaincy and Student Welfare Program)

The National School Chaplaincy Program (NSCP) 2015-2018 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 well supported at St Francis, being accessed on a voluntary basis, by 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 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.

I endeavour 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.

At the end of 2018, I am waiting for confirmation of a new 4 year, 2019-2022 NSCP agreement to be signed by all states. This agreement has been delayed. In the interim, as an existing NSCP funded school, we will be offered a 12 month extension to our funding.

Helen Wilsdon-Smith
APRIM/School Chaplain
St Francis School

7. Finance Report 2018

Finance Report 2018 (Unaudited Statements)

Key Items: Cashflow report to 31/12/18

- Net cash surplus (after capital expenditure & loan repayments) of \$ 354,918 in accordance with implementation of School's master plan.
- The school received additional grants not included in 2018 budget to the amounts of \$ 277,269. The majority of this related to an additional State Government distribution.
- Loan commitments of \$ 20,780.
- Parents & Friends contribution before donations \$ 24,533. (2017 \$ 24,282)
- Available bank balance as at 31/12/18 \$ 1,818,363 (2017 \$ 1,463,855)
- The school remains in a strong financial position with net assets of \$ 5.84m and cash balance of \$ 1.8m.

Key Objectives 2018 (In review)

- Retention of ongoing solid cash position meeting strict CEO cash reserve requirements.
- Continuing pattern of strong collections of fees during 2018. 97 % of 2018 fees billed were collected in current year. End of year debtors balance \$ 28,215 with an average days collection ratio of 7.5 days. (2017 8.7 days)
- Final fee remissions (non-collectable amounts) represent a small 1.3 % of net fees billed.
- Successfully increased cash balance throughout the year without requiring use of an overdraft facility
- Completion of Stage 1b of School's Master Plan, Budget cost \$ 526,000. Final payments due in 2019.
- Commencement of Stage 1c of schools master plan in December 2018 with completion expected in late July 2019. Budgeted cost (\$ 1.329M) to be funded partly by school cash reserves and CDF approved loan facility.

8.

ACTUAL

Income - Recurrent

Fees received	1,277,008
Government Grants	3,948,492
Other Recurrent Income	274,404
Total Recurrent Income	5,499,904

Income Non-Recurrent

Movement in current asset accounts	(1,226)
Total Non-Recurrent Income	(1,226)

Trading Accounts

Net Trading Account Movement	1,144
P&F Contribution	24,533
Total Net Trading Account's	25,677

Total Income **5,524,355**

Expenditure Recurrent

Tuition	(3,589,683)
Administration	(959,571)
Movement in current liability accounts	549
Total Recurrent Expenditure	(4,548,705)

Expenditure Non-recurrent

Buildings & Improvements; Computer, Furniture & Fittings	(522,013)
WIP	(37,221)
Total Non-Current Expenditure	(559,234)

Principal Loan Repayments **(89,059)**

Clearing account movements 27,561

Total Expenditure **(5,169,437)**

Surplus (deficit) 2018 Year to Date **354,918**

Opening bank balance at 1/1/18 1,463,855

Credit card timing differences (410) **1,463,445**

31/12/18 Cashflow Balance **\$1,818,363**

31/12/18 Closing Bank Balance (Balance Sheet) **\$1,818,363**

Unaudited Financial Statement

St Francis School Lockleys Annual Report 2018

9. Annual Report – Parents & Friends (P&F) Committee Report 2018

The P&F Committee has had another very successful year. We appreciate and recognise the continued participation of a wonderful group of motivated families who invest their time and energy to contribute to the school community.

Following a concerted effort in the latter half of 2017 to promote its role and activities the P&F had an influx of new members eager to get involved. This was extremely pleasing as there was lots of new ideas and enthusiasm, but it also created some challenges to manage expectations and to develop processes within the P&F to keep people involved and engaged.

The support of the Community Liaison Officer, Cherie Hawke, has been key and we acknowledge her contribution and thank her for her ongoing dedication.

Monies raised in 2018 totaled \$24,452. This funding has been allocated to erecting Australian Rules Football goals on the school oval, as well as purchasing furniture for the newly renovated classrooms.

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

- Morning tea welcoming new families to the school
- Stalls for Mothers and Father's day
- Walkathon
- Food days
- Crazy Camel calendars

Other major P&F events aimed at strengthening the broader school community;

- The inaugural Father's Day Breakfast
- Quiz night at West Lakes Club
- Cocktail Party at Adelaide Oval
- Movie Night at the Odeon Cinema at Semaphore
- Catering for Sports Day
- Mother's Day Brunch

The Committee will further develop project ideas focused on the Arcoona Road entrance, the playground and a running track to promote its activities for 2019. As well as this the P&F aims to further consolidate its processes and promotions to ensure ongoing success.

The P&F wishes to thank the School Board for its ongoing support and guidance. The P&F is pleased that the Board has already actioned ideas

it submitted, in particular the introduction of an electronic payment system - this will have a major impact on how the P&F operates and allow it to focus on fundraising and community building activities.

Antonietta Troia & Trudie Stanley

Co Chairs

P&F Committee

10.

ST FRANCIS SCHOOL, LOCKLEYS
PARENTS & FRIENDS
TREASURERS REPORT
as at 31/12/18

	Income 2018	Expense 2018		Net
Hot Cross Buns	706	456		250
Entertainment Book	700	-		700
Mothers Day Stalls	2,127	1,594		533
Mother's Day Brunch	2,404	1,340		1,064
Father's Day Stalls	1,596	1,037		559
Fathers Day breakfast	966	293		673
Enchanted Evening	9,787	8,051		1,736
Quiz Night	5,612	1,267		4,346
Walkathon	8,191	1,024		7,166
Blue box	91	-		91
Sushi	1,554	1,081		473
Crazy Camel Calendars	4,353	2,650		1,703
Wine Drive	-	80	-	80
Gift	-	130	-	130
Sports Day	7,573	4,589		2,984
Pie Day	1,369	845		524
Showdown Donuts	2384.10	999.13		1,385
Movie Night	1889.47	1421.00		468
Cupcakes	987.80	510.40		477
Donations	130.00	0.00		130
Total	52,420	27,368	-	25,052
P&F Float		600		-600
Balance				\$24,452

11. OSHC Report 2018

Attendance 2018

The 2018 St Francis OSHC Service budget was based on attendance for: The morning sessions -13 students; afterschool sessions - 32 students, and Pupil Free days / Sports Day session - 20 students.

As the year progressed, we had an average of 16 students in morning sessions, 33 students in afterschool sessions and 15 students during Pupil Free Day & Sports Day sessions. Therefore, there were on average 3 more students attending the morning sessions, 1 more student attending the afterschool sessions and 5 less students during pupil free days.

The table below shows the actual figure of the four terms attendance and the average attendants for morning (AM), afterschool (PM) and Pupil Free Days / Sports Day sessions of 2018.

Attendance 2018		Students	Students	Students
2018	All AM & PM attendances	Average AM	Average PM	Pupil Free Day
Term I (11weeks)	2446	14.23	33.07	0
Term II (10weeks)	2376	16.7	33.76	21
Term III (10weeks)	2448	16.16	33.74	17
Term IV (9weeks)	2157	17.53	32.42	14
				8
Sports Day				16
	9427	16.155	33.2475	(AVERAGE) 15.2

The busiest sessions were on: Tuesdays, Wednesdays, and Thursdays. With an average of 39 students per afterschool session. Monday and Friday afterschool sessions had an average 25 students, which dropped the average weekly attendance to 32.

For example, on Thursday, week 8 Term 2 we had 54 students on afterschool session, but 20 students on Friday that week. Therefore, the average dropped considerably.

Throughout 2018 afterschool Monday's and Friday's bookings varied between 17 and 29 students.

Term I		M	T	W	Th	F	All	Average
Week 8	AM	12	15	9	11	13	60	12
Week 8	PM	30	43	40	40	17	170	34

Term II		M	T	W	Th	F	All	Average
Week 8	AM	17	19	18	22	19	95	19
Week 8	PM	31	44	41	54	20	190	38
Term III		M	T	W	Th	F	All	Average
Week 8	AM	15	14	13	16	19	77	15.4
Week 8	PM	23	38	32	39	20	152	30.4
Term IV		M	T	W	Th	F	All	Average
Week 8	AM	13	10	13	17	17	70	14
Week 8	PM	33	30	36	39	29	157	31.4

Staffing 2018

We started the year with three staff members, as Bianca Cirillo and Jonathon Webb resigned from their OSHC Educator positions. Bianca Cirillo moved to the early childhood education path and Jonathon Webb moved to a teaching position at Grange Primary. Denise Harnett was on long service leave.

In the first term we employed Olivia Bozzon, Lisa-Marie Lopresti, Lucy Stoddart and Lauren Sawyers. Lauren resigned within a week due to family commitments.

STAFF of 2018 included: Acting Director: Elena Redkin.

Casual Qualified Educators: Jessica O'Connor, Olivia Mammone, Olivia

Bozzon: Casual Non-qualified Educators: Lisa-Marie Lopresti, Lucy

Stoddart and school ESO staff, Bec Smith who holds an OSHC Diploma.

Programme 2018

At St Francis OSHC, we offer a program, which is based on a 'My Time, Our Place' frame work. We value the students and parents/carers input into all aspects of OSHC every day, such as planning activities, outside/inside play, designing breakfast and after school menus; improving our OSHC environment. The service offers a recreational and leisure program based on the likes of students and expands on these to give them more options and opportunities to maximise fun in learning and allowing them to be spontaneous with their choice of activities.

We have a variety of art and craft resources available in OSHC.

There is a range of activities available every day. For example: cooking class; 'do science' time (when students demonstrate science experiments); playdough making/playing; UNO cards; Chess Tournaments; puzzles for Rec to Year 6, magnetic tiles and construction sets. Our OSHC room is packed with equipment for role-play activities. The 'Kid's Kitchen' corner is easy to transform into a shop, office or restaurant/coffee store. We have a good variety of dress up costumes and students like to create and perform plays. They use iPads and the white board to play background music for their performances.

We have students who like Mathematics and logic activities. We cater for special mathematical interests and offer Math challenges. Students who

participated every day and successfully completed all tasks received a Certificate of participation or a Maths Award. The certificates and the awards were presented to the students during a school Gathering by Mr. Favilla. St Francis OSHC students tested themselves in the Bebras Australia Challenge organised by CSIRO. Several of our OSHC students displayed fantastic results, with one student being awarded the 2018 Bebras Honour Roll.

The quiet reading or homework time after 5:00 pm become a compulsory part of the OSHC day. Students are happy to finish homework at school and have more free time at home. Students score a star for every completed homework task or 15 min reading. They enjoy a chocolate treat when they have scored 10 stars. Parents appreciate that we help students with their homework.

Resources 2018

During the first semester we purchased an IKEA shelf unit to use as a TV cabinet and a bookcase; sport soft balls to play soccer inside during the rainy weather, two construction toys and stationary.

We organised the reading corner and reorganised the play space. I would like to say a big thank you to our librarian, Andrea Edwards for her generous donation of books for OSHC students.

We joined the 'Seesaw' program during Term 4. Using the 'Seesaw' program helped OSHC educators observe how students were improving in their learning.

Vacation Care Survey 2018

The whole school community participated in the Vacation Care Survey during Term 3. We receive feedback from 34 families. This included 11 families of two children and 23 families of one child.

The result show weekly attendance average of 17 students a day during the school year holidays and 17.8 students a day during the four weeks of summer holidays. The table below illustrated the busiest day being Tuesday with 21 students and Friday with only 14 students.

Term I	M	T	W	Th	F	Weekly Average
Week1	21	24	19	16	14	18.8
Week2	16	16	14	15	13	14.8
Term II	M	T	W	Th	F	Weekly Average
Week1	21	24	18	16	16	19
Week2	17	19	15	17	15	16.6
Term III	M	T	W	Th	F	Weekly Average
Week1	22	23	18	17	15	19
Week2	19	21	14	17	15	17.2
Daily Average	19	21	16	16	14	17
Summer Holiday	M	T	W	Th	F	Weekly Average

Week1	21	24	18	16	16	19
Week2	17	19	15	17	15	16.6
Week3	21	24	18	16	16	19
Week4	17	19	15	17	15	16.6
Daily Average	19	21.5	16.5	16.5	15.5	17.8

To run an efficient Vacation Care Service we need to have an average of 29 students a day for all school year breaks and the summer holiday period.

Quality Assurance 2018

2018 was a significant year for St Francis OSHC service. During October, we had a National Quality Assessment and Rating visit from the Education Standard Board of South Australia (ESB).

The assessment and rating were under the National Quality Framework in accordance with the Education and Early Childhood Services (Registration and Standards) Act 2011. The first assessment and rating visit was in 2015 where only 3 of the criteria were met, while 4 were marked as 'working towards'.

The ESB visit in 2018 visit showed that all seven Quality Areas were rated as, 'meeting NQS' therefore granting St. Francis OSHC an overall 'Meeting NQS' rating.

I would like to acknowledge the tremendous support and help of Mr Favilla, Andrea Brown and Tracy Maingard. To Marisa Brown for helping to set up the OSHC class on Seesaw, to the School Board for ratifying the OSHC policy, to the OSHC parents, OSHC committee members and OSHC students for helping and supporting OSHC to achieve a good assessment and a quality rating.

Elena Redkin
Acting OSHC Director
St Francis School

