

**St
Francis
School
Lockleys**

**Annual
Report**

2020

St Francis School
2020 SCHOOL REPORTS
FOR AGM
MONDAY 1st March 2021
7pm
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ST FRANCIS SCHOOL LOCKLEYS

AGM AGENDA

1. MONDAY 1st MARCH 2021

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
 - NSCP (National School Chaplaincy Program)
 - Treasurers
 - Parents & Friends
 - OSHC
6. Correspondence
7. Elections

2.



ST FRANCIS SCHOOL

ANNUAL GENERAL MEETING

MONDAY MARCH 1st 2021

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.

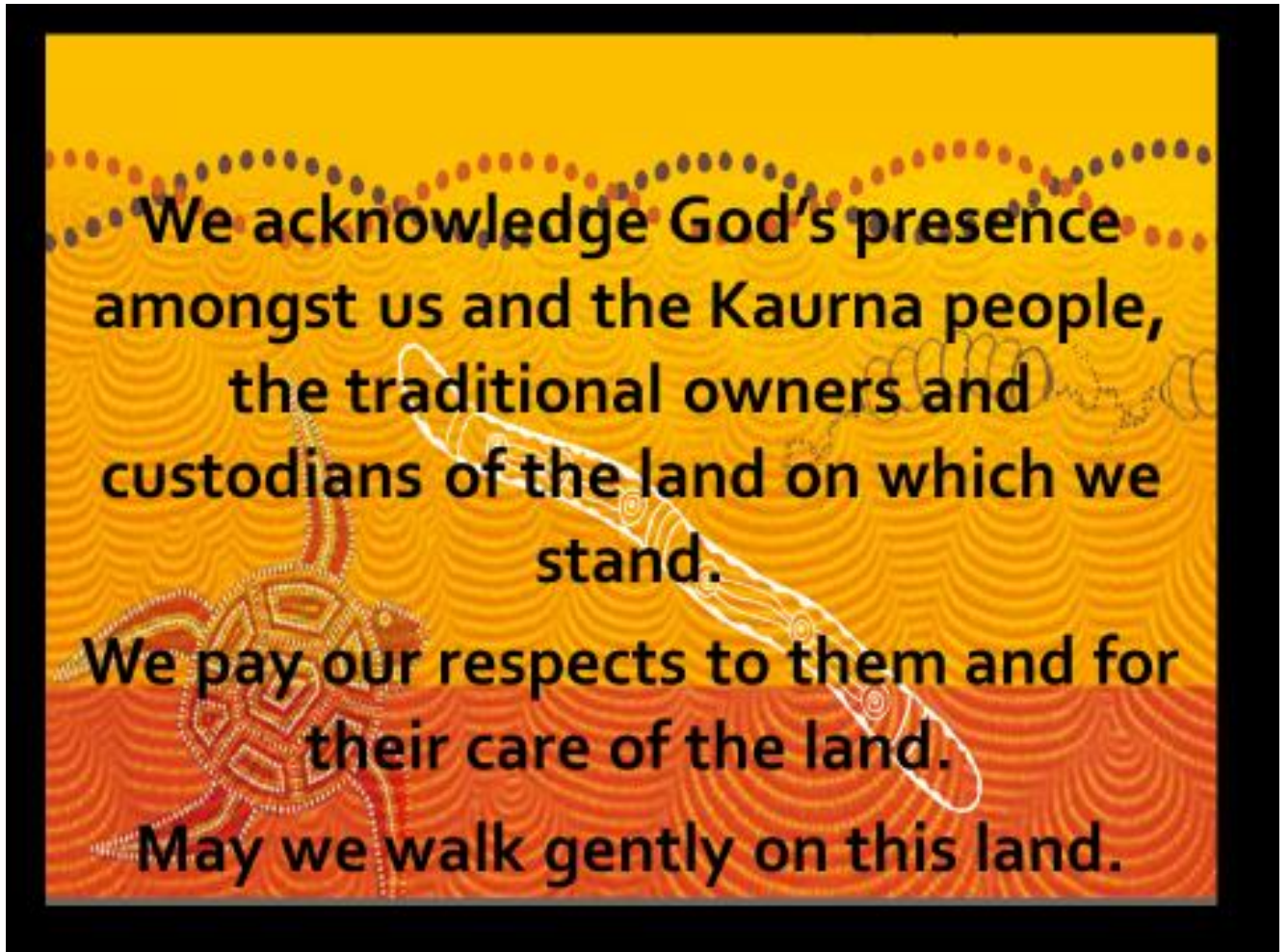
God of creation, God of dreams,
Our prayer is that we stay close to you as our source of life, love and dreaming of what is possible.

Be with us on our continued journey.

We ask this in Jesus' name.

Amen.

ST FRANCIS SCHOOL
ANNUAL GENERAL MEETING
MONDAY MARCH 1st 2021



3. Minutes of the St Francis School Board

Annual General Meeting for 2019

Held on Monday 2nd March 2020

Present: As tabled on attendance sheet

Apologies: As tabled on attendance sheet

1. Welcome & Chair:

Fr Michael welcomed everyone

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

3. Minutes of previous meeting:

Paul Gobell moved the minutes were correct, seconded by Rick Favilla

4. Business arising from 2017 minutes:

N.T.T.

5. Reports:

Chair Gavin Begg

As tabled including these items:

- In 2019, the Board welcomed Fr Michael Trainor, as the newly appointed Parish Priest to Lockleys, and acknowledged the leadership and guidance of Fr Tony over the many years during his time at St Francis
- The Board reviewed the School Master Plan, in preparation for the new mid-year intake of Reception students in 2020, factoring in extra classrooms and learning spaces to accommodate future enrolments; as well as investment in a purpose built science room. As part of the Plan, the Board continued to oversee progress towards completion of the Stage 1C refurbishment of the upstairs rooms
- An area of continued focus for the Board was traffic management around the church and school car park area, as well as parking at the rear of the school to ensure a safe environment for students as they access and leave the school grounds. Discussions with the Parish and council were led by the School leadership team, and supported by the Board, and will continue in 2020.
- Mental health and well-being of students continued to be a focus, where the Board acknowledged the importance of the national School Chaplaincy program that plays a key role in supporting students, families, and teachers. As part of this focus, the Board also reviewed a range of related policies, including anti-harassment/anti-bullying, and student well-being. In 2020, the Board will conduct a more detailed review of the key policies and practices focused on student safety, health and well-being to ensure these are meeting the expectations of students, families and staff, while retaining the ethos of St Francis.
- The Board recognised the importance of improving communications between the school and families, and supported a range of options for this to occur, noting that not one size fits all.

- On behalf of the Board, I once again acknowledge and thank the hard work and dedication of the School's leadership team, all the teachers, support staff and volunteers at St Francis. I also thank my fellow Board members (Rick Favilla, Nives Kresevic, Nikki Dytman, Ann Barclay, Trudy Stanley, Peter Baldassari, Paul Gobell, Ben Carr, Fr Michael Trainor, Mary Carmody, Cherie Hawke) for their insight and contributions throughout the year.

Principal's Report Rick Favilla
As tabled including these items:

Catholic Identity

- At the beginning of 2019, Fr Michael Trainor was appointed Parish Priest of the Lockleys Parish. Fr Michael has worked with the staff to support our work in understanding and appreciating the Gospels. Fr Michael is keen for all the Catholic families to reconnect with the Parish. To this end coffee has been provided for parents after class Masses. This provided a wonderful opportunity for Fr Michael to engage with parents of school age children.
- We continued with our practice of Christian Meditation on Monday, Wednesday and Friday. Our whole school approach to Christian Meditation provides each child and staff member a chance to pray together in solidarity with everyone else
- As part of our St Francisness, we were again involved in an ecological conversion project with classes taking a task that supported the students understanding of the environment. The Year 6 students created a butterfly garden and created a video on the work the students undertook in the project. Many classes had gardens to attend to during the year.
- A significant aspect of our religious identity is tied up in social justice initiatives, which we undertake throughout the year. Members of our community are very generous supporting the various initiatives. We are involved in the Project Compassion, Vinnies Winter Appeal, Catholic Charities and Christmas Hampers. All of these projects are co-ordinated by Helen Wilsdon-Smith who is dedicated to teaching the Gospels through good works.

High Quality Teaching and Learning

- 2019 was the second year of our participation in the CEO, STEM project sponsored by the University of South Australia. Our project documented in video form the creation of a butterfly garden in the school. Sue Beaufoy and Libby Thomas worked with the students on this project and presented it.
- The school received some marvellous outcomes in NAPLAN especially in Year 5 where 40% of the students achieved scores in the top two bands in reading. We had strong outcomes in Years 3 also with many students achieving in the top two bands at the Adelaide Convention Centre in November to high acclaim.

- In 2019, we over hauled and reviewed our numbers on our NCCD list. The NCCD is the National Consistent Collection of Data and refers to students with disabilities. Students with a disability received a range of adjustments and accommodations to support their learning. The amount of accommodations that occur is evidence we are moving to a more individualised learning program for all students. The old model of one size, fits all is becoming less and less applicable in our school as students are at the centre of learning.
- Although teachers were trialling SeeSaw in 2018, in 2019 we made it accessible for all staff and parents. SeeSaw for Schools is a computer application that allows parents into the classroom digitally by looking at their child's work in real time. Over the past few years, we have 80,000 posts on SeeSaw with a similar number of responses from parents. A student will have greater commitment to their learning if they have a real purpose. The SeeSaw app gives students added incentive to engage positively in their shared learning.

Effective Administration and Resourcing

- New furniture purchased for the Reception classrooms, included new round tables and chairs. We plan to replace furniture on an ongoing basis so that our furniture stock does not look outdated. Furniture purchased supports more collaborative learning. As a result, many tables are round and may sit six students. Various pieces of furniture ranging from tote box trolleys and mobile storage shelves provided in Year 1 and Reception
- The library renovation included the purchase of spectacular furniture that has made the Library look a very inviting place to learn. One piece in the library has curved bookshelves on one side and colourful seating on the other. These additions have made significant difference to the library in providing a rich and inviting place to read and learn.

Strong Home School Engagement

- In 2019, the Parents and Friends Association were very active creating a range of activities for parent and students. Most of our fund raising occurred with quite a number of small items raising between \$500 and \$1000. These events included items like the Mother's Day Stall, the Movie Night the Pizza Day and the Entertainment Book. The larger items such as the Chocolate Drive, which occurs every second year and the Walkathon, raised most funds. The Mother's Day brunch, the Crazy Camel Calendars, Showdown Doughnuts, Bogan Bingo and Sports Day proved very successful.
- Many parents are involved in a very practical way by being coaches of the various sports we offer at St Francis School. In 2019, we were able to field 14 soccer team in which both girls and boys participated

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 406 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 charism 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 Kaurana 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 2019
- Staff Information 2019
- Staff qualifications 2019
- Destinations of Year 6 students 2019
- 2019 NAPLAN Comparison Data
- Parent Survey
- Student Survey
- Staff Survey

NSCSWP (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 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.
- The ongoing endorsement of the NSCP is integral to the wellbeing practices at St Francis School

Finance Report

As Tabled including these items

- Net cash surplus (after capital expenditure & loan repayments) of \$ 51,711
- The school received additional grants not included in 2019 budget to the amount of \$ 455,911. The majority of this related to additional per capita State and Federal Government distributions and a one-off payment relating to the transition of year 7 students from primary school
- The school remains in a strong financial position with net assets of \$ 6.31m and cash balance of \$ 1.8m

Key Objectives 2019 (In review)

- Retention of ongoing solid cash position meeting strict CEO cash reserve requirements
- Continuing the pattern of strong collection of fees during the 2019 school year. 98 % of 2019 fees billed were collected during the current year. End of year debtors balance \$ 22,606 (adjusted for fees received in advance) with an average days collection ratio of 6.2 days. (2018 7.5 days)
- Final fee remissions (non-collectable amounts) represented 3% of 2019 fees billed. This year's total remissions/bad debts included amounts pertaining to previous years
- Successfully maintained cash balance throughout the year without requiring use of an overdraft facility

- Completion of Stage 1 works in line with the implementation of the School's Master Plan. Final retention payment for stage 1c is due in 2020

Parents and Friends Trudie Stanley
As tabled including these items

- The P&F Committee had a successful year in 2019. 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.
- 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 2019 totalled \$24,800. This funding has been allocated to developing the playground, work that progressed over the holiday break.
- The P&F wishes to thank the School Board for its ongoing support and guidance. It is pleasing that the school implemented the electronic payment system QKR in 2019 which had a major impact on the workload of the P&F and allowed it to focus on fundraising and community building activities

OSHC Elena Redkin
As Tabled including these items

Attendance 2019

- In 2019, St Francis Out of School Hours Care welcomed 38 new enrolments which calculates to 154 children from 101 families attending OSHC throughout the year.
- Over all, attendance was up from 2018 when we served 9513 students a year, to 9871 during 2019. In 2019, our Reception enrolments grew to 36 students. Pupil Free day attendances increased slightly by an average of three students.
- St Francis OSHC continues to be committed to critical reflection on current policies ensuring that they are up to date and reflect the services current practices in accordance with *National Quality Framework* and *the Education and Care Services National Regulations*.
- During 2019, the following service policies were reviewed by the educators, service leaders, committee members and were ratified by the School Board, 'The Delivery and Collection of Children Policy' and 'St Francis OSHC Philosophy.' The OSHC coordinator along with the School's WHS coordinator adopted the WHS policy and the gardening risk assessment already in place at the school. We worked throughout 2019 to reach the 'Exceeding NQS' rating after being assessed in 2018 and achieved the 'Meeting NQS' in all seven areas.

- We encourage students and their families to suggest activities for the service, to make sure our service reflects what the families of students would like. Our everyday program builds on the children's individual knowledge, strengths, and interests to provide an insightful and enjoyable experience. The service offers a leisurely environment for students to learn through recreational activities such as play
- St Francis OSHC students tested themselves in the Bebras Australia Challenge for the third time this year, which is organised by CSIRO. In Term 3, parents were able to access the OSHC 'See-Saw' group, which allows for communication between OSHC educators and parents and allows parents to monitor their child's progress in activities and other various parts of the program through photographs and text messages on a daily basis.
- I would like to acknowledge the tremendous support and help that the school leaders: Mr Favilla, Tracy Maingard, and Andrea Brown have given, helping the St Francis OSHC grow and develop. I wish also to thank all our OSHC parents, OSHC Committee Members, and OSHC students for helping and supporting the OSHC staff during 2019.
- In addition, I thank Peter Baldassari, from the School Board for professionally analysing our financial data in relation to Vacation Care. To Marisa Brown for helping to set up and open up the See Saw OSHC group for parents and to Ann Barclay, from the OSHC Committee for her time and effort to OSHC.

Correspondence:

N.T.T.

Elections:

Five nominations-elected for a two-year term

Trudie Stanley

Tom Atyeo

Penny Fisher

Paul Gobell

Katherine Gariboli

Peter Baldassari has 1-year term still to serve

Father Michael thanked Leadership, Rick, Nives and Helen for their wonderful leadership of the school. He thanked the dedicated staff for their continued hard work.

Father mentioned three issues that the world are currently experiencing

1. People in society are lonely
2. Digital stress and the challenges parents face around this with their children
3. Leadership-what does this look like?

Father thanked the board members, past, existing and the new ones for their dedication in taking on this role.

Meeting ended: 7.30pm

Guest Speaker: Bill Hansberry spoke on Restorative Justice

4. Chair Report 2020

- In 2020, the Board welcomed a number of re-elected and new members to the board; Trudie Stanley, Penny Fisher, Paul Gobell, Katherine Gariboli and myself. All members of the board have displayed an ongoing commitment to the role of a board member of St Francis School and I thank them for their time and effort in what was a challenging year in many ways.
- The Board acknowledges that the past twelve months have been incredibly challenging for all those involved and connected to our school. The Board would like to commend Rick and the school leadership, staff and families on how they have met the ever-changing challenges that COVID-19 threw our way. It saw the introduction of home learning, terms such as social distancing and contact tracing. So once again the Board would like to thank all members of the community for their tireless efforts towards everyone's safety and wellbeing.
- The Board continued to oversee the Master Plan which involved the refurbishment of the upstairs Northern Building to accommodate 3 classes from one year level in this space. The school installed a significant number of solar panels on the roof outside of the Year 6 building.
- An area of continued focus for the Board has been on traffic management and student safety on Arcoona Avenue and surrounding streets. Discussions have taken place with the local council to ensure ongoing safety for students and their families.
- The Board oversaw the review of a number of important school and OHSC policies and recognised the importance of reviewing policies on a regular basis.
- Term 3 saw 14 new Reception students start at St Francis School for the mid-year intake. These students are now part of the 3 Reception classes that began at the start of the 2021 school year.
- The Board recognises the directive from Catholic Education South Australia in its commitment to make Catholic Education in South Australia more affordable for all families and in response to this, the school leadership along with the finance committee ensured a fee reduction in line with Catholic Education South Australia guidelines while still continuing a sound financial position for the school. On behalf of the board, I would like to thank the members of the finance committee for their continued work on ensuring the strong financial position St Francis School is in.
- The Board would like to acknowledge Trudie Stanley (Parents and Friends Chair) and the other members of the Parents and Friends group who had a significantly challenging year with COVID-19. In spite of the ongoing changes and restrictions they were able to organise a number of different school and fundraising activities. 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.
- On behalf of the Board, I once again acknowledge and thank the hard work and dedication of the School's leadership team, all of the teachers, support staff and volunteers at St Francis School. I would also like to thank my fellow Board members for their commitment, insight and contributions throughout the past year.

- The Board recognises the significant commitment and contribution that Rick Favilla has made to St Francis School over the past 12 years as school principal. Rick has consistently shown an unwavering focus on the development of the students at St Francis School and his leadership throughout his time at the school has seen significant development in the Catholic Identity of the school, improvements in high quality teaching and learning and has effectively managed the day to day running of the school. The Board, the staff, the students and their families would like to thank Rick for all he has done in his time at St Francis School and we wish him all the best in his retirement.

Tom Atyeo

Chair St Francis School Board

**St
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2020

5. School Report 2020

Section A

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.

I wish to thank the teaching and non-teaching staff, the Board and the Parents and Friends Association who all worked hard during 2020 to ensure that we had a successful year both academically and socially. As a Catholic School, we reminded ourselves continually that during COVID that we had to be Church in different ways to bring about the Kingdom of God.

Catholic Identity

We were able to gather in our church at the beginning of the Year for our Beginning of the Year Mass and for Ash Wednesday as a whole school. We have looked for other ways to build the spirituality and faith dimensions of our students differently. We were able to hold beautiful prayerful classroom liturgies throughout the year that were child centred with uncomplicated simplicity. We continued Christian Meditation throughout the year experimenting with using the oval for a whole school experience of prayer.

An important element in each child's faith journey at St Francis School is the Religious Education curriculum. We have over the years engaged Kate Ordon to work with the teachers on the exploring themes in the Bible. In 2020, Kate worked with the staff looking at the Old Testament. This work helps each teacher better understand Scriptures and its place in our salvation history.

As part of our commitment to honour the charism of Saint Francis, we continually strive to work with our students in the area of social justice. Although we were unable to attend the St Raphael's Aged Care facility we were able to be involved in a range of fund raising activities to support others in need. In a year where many families struggled financially and we were unable to have food stalls, we were still able to raise significant sums of money. We raised \$597 for Caritas Australia through Project Compassion. Vinnies had appeals for the Bush Fires where we raised \$1033 and for the Vinnies Winter Appeal, we donated 46 new blankets and 560 cans of soup. Through creative thinking and the use of imagination, we raised \$2889 for Catholic Charities. It was great to see families support all our initiatives throughout the year. It is our hope that our values and care for the other will be virtues our students will have all their lives to help them be wonderful citizens of a compassionate Australia.

Some schools found it difficult to farewell their Year 6 students in an appropriate graduation ceremony due to COVID. Although we had a very different graduation ceremony in 2020, we acknowledged the students in a prayerful, reverent and joyful way that placed the students at the centre of the ceremony. We will use aspects of this new ceremony into the future, as it was a very successful model that although created out of adversity became a wonderful celebration.

High Quality Teaching and Learning

At the beginning of 2020, it was important that students build appropriate relationships with their new teachers but even more importantly with their new class mates. Through our Building Connections program, which the teachers implement at the beginning of each year, students spend time working with one another on class codes of conducts, circle time, and craft activities designed to make each child feel an important and significant part of the whole school. The Building Connections program builds the identity of each child, to help them feel unique but also part of a learning community where they have rights and responsibilities. I thank Leonie Fitzgerald and Marisa Brown for the dedication and work in preparing this program for the whole school.

Nives Kresevic has worked with all teachers to ensure all students who have a disability have an opportunity to learn in the school similar to students without a disability. The National Consistent Collection of Data (NCCD) is a government program which monitors the additional support student with disabilities receive. Every child who attends school needs to feel welcomed and supported in order that they can be successful learners. Teachers are constantly monitoring the support that students require and documenting the support for auditing purposes. Government funding of schools uses NCCD to determine the needs of each school. In 2020, a significant amount of professional development time was allocated to Inclusive Education to ensure that students were well supported with accommodations and adjustments that assisted them in their learning.

For several years, students and teachers have been using the Seesaw App to support students in their learning at home. With COVID, our experience and expertise in this learning app brought significant advantages to the quality of learning of students who were unable to attend school for extended periods. Teachers were able to communicate regularly with students using the various features of the App during the COVID period. Our practice of working in whole cohorts of students had the added advantage of a teacher supporting the home learners while the other teacher could work with the students who attended school. Through the processes outlined, we were able to ensure that a high quality teaching learning program was able to run throughout the year. We thank Marisa Brown who was our coordinator of Seesaw for an outstanding job in this area.

We were fortunate that although camps may have initially been cancelled due to COVID, we found a way of rescheduling camps which allowed all students from Year 4 to Year 6 have a valuable high quality outdoor education experience. St Francis School's commitment to camps helped give students a real sense of normality to their learning. We continually tried to make every experience a positive learning opportunity for the students as a way of de-stressing them about what was happening in other domains.

To support our learning in Indigenous Education we liaised with the Catholic Education Office for Indigenous Educators Karl and Karno to work with students in Year 2 and 3. Karl and Karno have worked with our students for several years building our students knowledge and understanding of Indigenous culture.

Andrea Edwards has coordinated this program in the school with has produced wonderful learning outcomes for students.

Students in Year 3 commenced a design unit creating a futurist model car based on a McLaren racing car. The project was so successful that McLaren Australia personnel came to the school, bringing two sports cars and spoke about aspects of design with the students. The head designer from London spoke to our students and answered their well thought out questions using technology. We thank Tim Dennis for his enthusiasm and commitment to students for this extraordinary learning experience. At the heart of this project was our belief that learning has to be real and have multiple entry points. Each student fashioned their own car design out of clay and had input into the larger model made from Papier Mache.

Effective Administration and Resourcing

In the previous 3 years, large refurbishment programs took place. We decided not to go ahead with our planned Year 2 refit. This turned out to be a good decision in the light of COVID-19 and we were able to ensure our time was spent keeping everyone safe and providing high quality teaching and learning.

We were able to continue our program of updating our ICT offerings purchasing laptop computers and iPads. Our plan is to purchase enough devices to retire computers after about 3 years. This program of replacement ensures that students and staff are working with equipment which is able to run programs that have ever-increasing complexity. In 2020, staff received 25 laptops to support online learning, a further 21 laptops were allocated to our classroom screens. Sixteen laptops became available to both the Year 2 and 3 learning spaces. Eleven iPads were purchased to replace older devices and were distributed around the school. We also continued to replace interactive whiteboards with touch screen mobile televisions. In total, we purchased 92 devices during 2020 which included 3 Promethean touch screen televisions. As we have creative, flexible learning spaces within the school it is important that teachers have flexibility on where instruction aided by technology will occur in these spaces. Our new spaces have power cables that hang from the ceiling providing flexibility. During 2020, we were able to continue our plans of updating and improving our stock of readers for the students in the Early Years. We have generous budget allocations to ensure that resources are available to purchase resources when needed. We spent around \$2000 on readers focussing on decoding, we purchased a Bench Mark kit for older readers in Year 3 and a subscription to Star Reading, our accelerator-reading program to support older readers in Years 4, 5 and 6. This ongoing commitment to our students ensures that we have a well-resourced school to support the learning needs of our students.

In 2020, solar panels were successfully installed to our southern building. Solar panels could not be installed at school until the renovations of the southern building were complete. The 2019 upgrade of the southern building included the installation of a new roof. The roof was reroofed with specifications to allow a significant bank of solar panels to be installed. The installation took place in the Easter school holidays.

The panels have significantly reduced the amount we are paying for power ensuring that we have more money to spend on student learning. The solar panels not only save us money but fit well into our 'St Francisness', as we use less of the world's resources and reduce our schools environmental footprint.

To support our level of security we installed an electronically controlled front gate. The purpose of the gate was to ensure that students were unable to leave the school during class time. The gates on Arcoona Avenue are locked during school time and have pool locks installed to ensure that they are closed at other times. These duty of care initiatives have been put in place to ensure that we keep students safe at all times. The locked front gate adds an additional level of security and monitoring of visitors coming into the school.

Strong Home, School, Community Engagement

Just as the students did online learning during 2020, the staff undertook online learning in the area of student wellbeing. A Federal Government initiative dealing with many aspects of student wellbeing and mental health were explored in online learning modules called Be You. Be You is made up of five models dealing with Mentally Healthy Communities, Family Partnerships, Learning Resilience, Early Support and Responding Together. The teaching staff worked through these modules in order that they could better assist students who were having issues in a range of different areas but in particular how to work with students with issues related to high anxiety. Each of the modules was made up of up to 3 sub units and to complete the whole Be You program a teacher would have needed to spend 13 hours of study. In addition we spent time discussing the units and drawing out the best strategies to use in our context.

Part 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 accommodated in a range of flexible learning spaces. 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.

At the heart of our Catholic faith is the Eucharist, 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 Michael Trainor, 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. Animated in powerful ways in liturgy and ritual, it supports the integration of faith, life and culture. Our practice informs and nurtures students in their human, spiritual and faith development. It offers a framework for meaning for beliefs, teachings, traditions and practices that underpin the life and ethos of our Catholic school community.

Integrated across curriculum areas, Religious Education invites students into developmental experiences of Tradition, Scripture and prayer that are formative and transformative. Every aspect of life within the school provides the opportunity for students to experience the presence of God in their lives to help them flourish as persons created in the image and likeness of God.

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 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.

Both the Australian and South Australian Governments have supported us in our vision and work. They have generously granted us a total of \$3,939,104 in 2020. The Commonwealth share of this money was \$2,971,601 this equates to 75% of our grants with the remaining \$967, 503 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, observed respectfully by all.

Enrolments 2020

Year	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Boys	32	32	29	26	25	27	37	208
Girls	43	37	31	25	30	30	19	215
Total	75	69	60	51	55	57	56	423
Indigenous	1	1						2

Staff Information – 2020

	FULL TIME	PART TIME
MALE TEACHING	5	0
FEMALE TEACHING	14	9
MALE NON-TEACHING	3	1
FEMALE NON-TEACHING	4	4
INDIGENOUS	0	0

Staff qualifications – 2020

MASTERS DEGREE	5
GRADUATE DIPLOMA	2
GRADUATE CERTIFICATE	9
BACHELOR DEGREE	31
DIPLOMA	14
CERTIFICATE IV	4
CERTIFICATE 111	1

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

Graduate Certificate Catholic Education	2
Graduate Certificate Religious Education	6
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 Education	17
Bachelor Business	1
Bachelor Special Ed	2
Bachelor Teaching	3
Bachelor Music	1
Diploma Marketing	1
Diploma OSHC	1
Diploma Teaching	11
Diploma Leadership & Management	1
Certificate Cert IV in Education Support	1
Certificate IV Library and Information Services	1
Certificate IV OHS&W	1
Certificate IV Business Administration	1
Certificate 111 in Education Support	1

Destination of Year 6 Students – 2020

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: 2020

Term 1 : 28/01/2020 To 9/04/2020

Term 2 : 27/04/2020 To 03/07/2020

Term 3 : 20/07/2020 To 25/09/2020

Term 4 : 12/10/2020 To 11/12/2020

Year_level	Term 1	Term 2	Term 3	Term 4
RE	88.69%	96.54%	96.44%	95.38%
1	85.03%	93.39%	94.66%	93.50%
2	85.74%	96.45%	95.15%	95.22%
3	86.54%	94.85%	94.58%	95.00%
4	85.59%	94.52%	94.76%	95.05%
5	88.54%	95.67%	94.21%	93.99%
6	85.87%	94.00%	93.45%	92.32%
Average	86.57%	95.06%	94.75%	94.35%

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 2020

Due to COVID 19 NAPLAN did not take place in 2020.

Parent Survey

Community Spirit

100% of parents believe that St Francis School provides 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 they can talk to their child's teachers about their concerns.

98% of parents believe that Staff members at St Francis School build strong and effective relationships with students.

98% of parents believe that a community spirit is felt when coming into St Francis School. My child likes being at school.

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

Academic opportunities

99% of parents believe that teachers at St Francis School expect their child to do his or her best.

96% of parents believe that St Francis School provides an inclusive, engaging curriculum that allows students to develop academically.

95% of parents believe that their child is provided with useful feedback about his or her school work.

89% of parents believe that St Francis School provides opportunities for students with special needs.

95% of parents believe that St Francis School provides opportunities for students to use Information Communication Technologies (ICT) creatively.

94% 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.

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

99% of parents believe that the school is well maintained.

Student Survey

Student involvement

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

97% of students believe that teachers at St Francis School create strong relationships with students. They treat me fairly.

99% of students like being at school.

98% of students believe that teachers motivate them to learn.

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

97% of students feel safe at school.

98% of students believe that St Francis School encourages student leadership in a variety of ways

95% of students believe that my school takes students opinions seriously.

Academic focus

100% of students believe that teachers expect me to do my best.

98% 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.

98% of students believe that St Francis School has a commitment to physical education and sport, with a strong camp and outdoor education program.

97% of students believe that St Francis School gives me opportunities to be involved in the Arts.

93% of students believe that my school looks for ways to improve.

93% of students believe that my school is well maintained.

Staff Survey

Staff

96% of staff believe that St Francis School provides me with the opportunity to work in a faith filled environment.

88% 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.

96% 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.

86% of staff believe that St Francis School handles disputes in a reasonable way respecting the needs of all.

96% of staff believe that St Francis School provides opportunity for me to be involved in relevant professional development.

97% of staff believe that St Francis School gives me opportunities to express my concerns about my work in a professional manner.

96% of staff believe that St Francis School has provided me with the necessary resources to be able to teach.

96% of staff believe that St Francis School provides me opportunities to work in teams and to plan collaboratively.

82% 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.

The ongoing endorsement of the NSCP is integral to the mental health and wellbeing practices at St Francis School.

To augment the successful implementation of wellbeing practices at St Francis, staff successfully completed the 13 modules of the federally funded, 'Be You' Program.

Helen Wilsdon-Smith
APRIM/School Chaplain
St Francis School

Finance Report 2020

7.

(Unaudited Statements)

Key Items: Cashflow report to 31/12/20

- Net cash surplus (after capital expenditure & loan repayments) of \$ 511,501
- Per capita grant funding for 2020 was \$ 3,939,104.
- OSHC contribution \$25,204 (2019 - \$ 21,486).
- Loan commitment of \$ 349,399 relating to Stage 1C of building project.
- Parents & Friends contribution before donations \$ 7,103. (2019 \$ 25,400)
- Bank balance as at 31/12/20 \$ 2,380,455 (2019 \$ 1,868,954)
- 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 its strong financial position
- Retention of an ongoing solid cash position meeting strict CEO cash reserve requirements. In 2020 the cash reserve retention was \$ 406,588.
- Continuing the pattern of strong collection of fees during the 2020 school year. End of year debtors balance \$ 21,253 (2019 \$ 22,606). This has been adjusted for fees received in advance and credit balances.
- Final fee remissions relating to school card, hardship & Covid represented 7.9% of 2020 fees billed. This is higher than the 3.6 % in 2019 year. Covid remissions represented 4.5 % of total 2020 remissions.
- Successfully maintained cash balance throughout the year without requiring use of an overdraft facility

8.

Treasurer's Report For the Year Ended 31 December 2020	
	ACTUAL
<u>Income - Recurrent</u>	
Fees received	1,185,007
Government Grants	4,928,770
Other Recurrent Income	230,248
Total Recurrent Income	6,344,024
<u>Income Non-Recurrent</u>	
Movement in current asset accounts	(27,261)
Total Non-Recurrent Income	(27,261)
<u>Trading Accounts</u>	
Net Trading Account Movement	38,439
P&F Contribution	7,103
Total Net Trading Account's	45,542
Total Income	6,362,305
<u>Expenditure Recurrent</u>	
Tuition	(3,660,527)
Administration	(1,139,700)
Movement in current liability accounts	3,450
Total Recurrent Expenditure	(4,796,778)
<u>Expenditure Non-recurrent</u>	
Buildings & Improvements; Computer, Furniture & Fittings	(266,841)
Total Non-Current Expenditure	(266,841)
Principal Loan Repayments	(33,889)
Clearing account movements	70,123
Total Expenditure	(5,027,385)
Surplus 2020 Year to Date	1,334,921
Transfer from reserves - Jobkeeper/CF boost	(823,420)
31/12/20 Cashflow Balance	\$511,501
Opening bank balance at 1/1/20	1,868,954
31/12/20 Closing Bank Balance (Balance Sheet)	\$2,380,455

Unaudited Financial Statement

9.

Annual Report – Parents & Friends (P&F) Committee Report 2020

The P&F Committee had a challenging year in 2020. I acknowledge and appreciate the continued participation of a small but wonderful group of motivated families who invest their time and energy to contribute to the school community.

The support of the Community Liaison Officer, Cherie Hawke, has been key and I thank her for her contribution this year, as well as her dedication over 20 years of involvement with the School. It is with a heavy heart that the Committee farewell Cherie who retired at the end of the year.

The Covid19 pandemic impacted on the Parents and Friends work and unfortunately the Mothers Day Brunch, the Fathers Day Breakfast and catering for parents at sports day were cancelled due to the risk associated with planning and running such events.

However previous to the pandemic due to a lack of numbers the Committee had already decided to defer major events aimed at strengthening the broader school community, such as the Quiz Night and Cocktail evening, choosing to prioritise its core events that focus on student involvement.

The Committee organised fundraising events, many of which are incorporated into school activities for the students benefit;

- Stalls for Mothers and Fathers day
- Catering for students at Sports Day (on the day sports day was cancelled for the second time!)
- Food days for students
- Crazy Camel calendars
- Entertainment Book
- Wine Drive

Monies raised in 2020 totaled \$7,000. This funding has been allocated to developing the playground, work that progressed over the holiday break.

In 2021 the P&F Committee will continue to raise funds to contribute to the development of the playground. As always, the ability to raise funds is reliant on volunteers within the school community and is an ongoing challenge to maintain.

The coming year has some uncertainties for the P&F because there is no Community Liaison Officer – at this stage the indication is that the Principal will provide support to the coordination of activities.

Trudie Stanley
P&F Committee

10. Parents & Friends Treasurers Report

**ST FRANCIS SCHOOL, LOCKLEYS
PARENTS & FRIENDS
TREASURERS REPORT
as at 31/12/20**

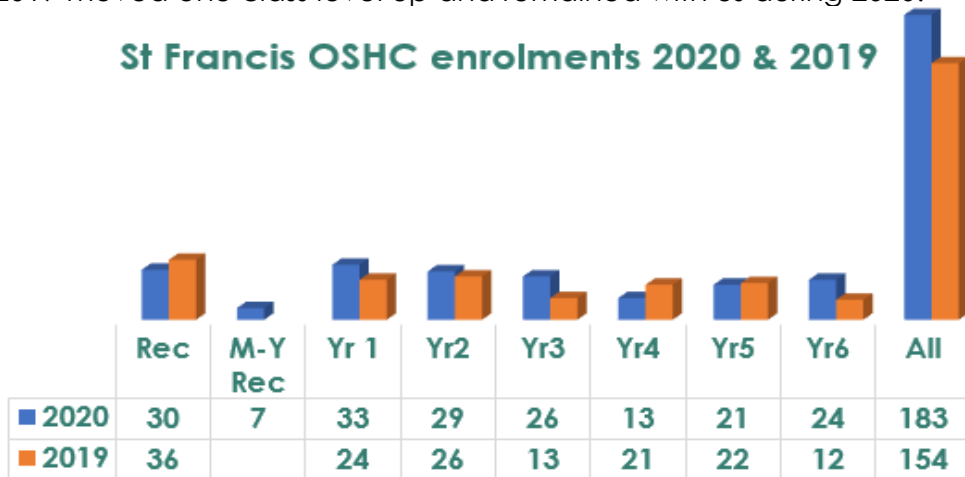
	Income 2020	Expense 2020	Net
Donations	175	-	175
Entertainment Book	182	-	182
Mothers Day Stalls	1,463	2,503	1,040
Father's Day Stalls	2,041	1,516	524
Bunnings sausage sizzle	1,809	617	1,192
Hot Dog day	1,018	601	417
Fruit salad day	1,024	610	414
Crazy Camel Calendars	5,076	3,048	2,028
Wine Drive	443	-	443
Sports Day	3,278	1,205	2,073
Sushi Day	1,248	1,135	113
Showdown Donuts	1,078	493	585
Retirement Gifts	-	363	363
Total	18,834	12,091	6,743
P&F Float		600	-600
Balance			\$6,143
Nett Amount			\$6,143

11. St Francis Out of School Hours Care Annual Report 2020

Attendance 2020

During 2020, St Francis OSHC provided care for 183 children from 124 St Francis School families. In 2019, we served 154 children from 101 families. Our largest gain came from the influx of Reception and Year1 students. Years 2, 3, 4 and 5 from 2019 moved one class level up and remained with us during 2020.

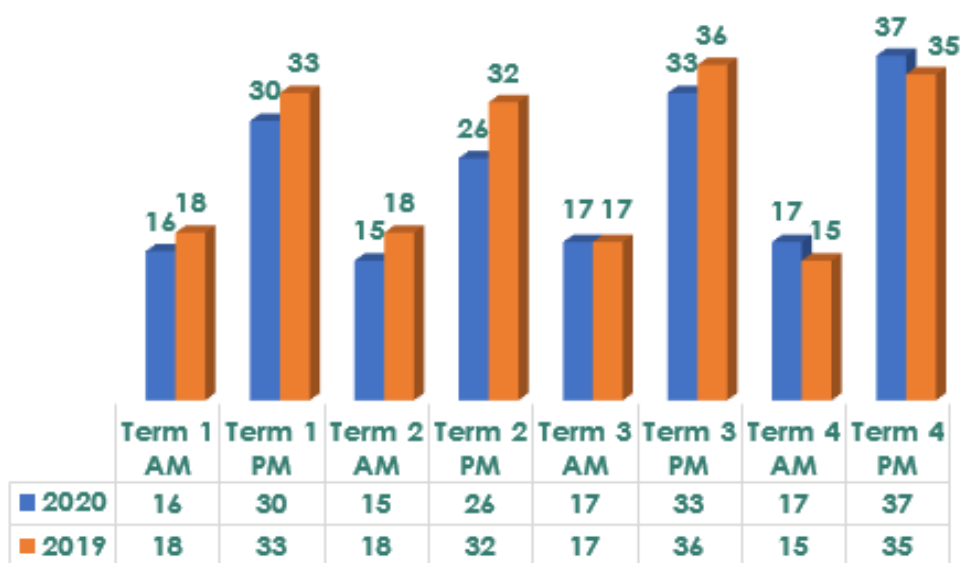
St Francis OSHC enrolments 2020 & 2019



2020 was a challenging year. We operated every day during the four school terms except for two days in the middle of November (Week 6, Term 4) when we had the statewide lockdown in SA.

During the first lockdown in Week 11 of Term 1 2020, we operated similarly to a pupil free day. We were open 11 hours a day from 7am until 6 pm for four days before the holidays.

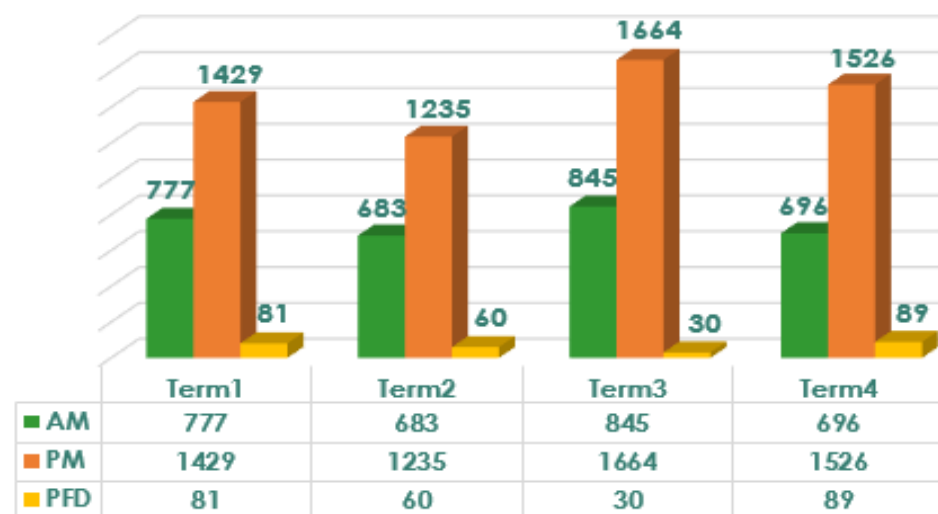
Average attendances for morning and afterschool sessions



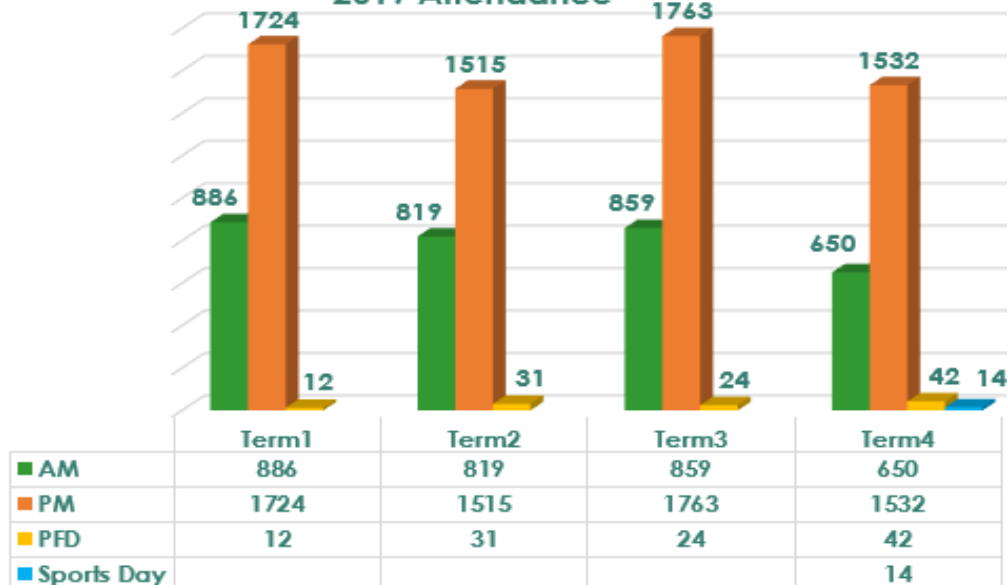
The term attendance can be seen in the tables below showing a decrease in attendances for Terms 1 & 2 compared with 2019. Fortunately, the numbers returned to normal during Terms 3 & 4 and stayed stable.

In 2020, we had a significant increase in attendance during Pupil Free Days, even if we take into account the PFD attendances in Terms 1 and 2, which were free of charge.

2020 Attendance



2019 Attendance



Finances 2020

All childcare services had financial support from the government during the pandemic to enable us to offer the same quality of service. Four out of six OSHC educators were on the 'Job Keeper' program, which allowed me to maintain a good ratio of staff-students and keep extra staff on the floor. This in turn allowed us to keep the facility as clean, safe and hygienic as possible, as well as implementing COVID safe procedures. With the amount of staff, we had we were able to maintain a positive, healthy and safe atmosphere for the children and educators.

Educators 2020

We started the year with six educators; Qualified: Elena Redkin, Olivia Bozzon, Lisa-Marie Lopresti, Janelle Reyes with two unqualified: Lucy Stoddart and Nicola Turci.

Towards the end of term two, Olivia and Lisa-Marie resigned and started their careers as teachers. Lisa-Marie won the position as a Reception teacher at St Patrick's School. Olivia continued her career at St Francis School as the Performing Arts teacher. Lucy Stoddart resigned at the end of the year and moved to Brisbane to continue her studies.

We employed a new educator, Nathan Pellizzari. Nathan has taken up the role of an OSHC educator very well.

The OSHC educators have undergone several training programs with a focus on behaviour management – 4 hours; program designing- 2 hours and 4 hours of ZOOM training, focusing on teamwork and productivity.

To maintain the high quality of the program we methodically select new staff when we look for more educators.

Programming 2020

We are flexible with a range of ages and different needs of our students.

We are working on adjusting the OSHC menu to meet the nutritional needs of each individual student.

We continued the OSHC garden program and grew some new vegetables. Radishes were one of the new plants that we included in the OSHC garden project at 2020, and it became an OSHC favorite.

We are continuing to participate in the Bebras Australia Challenge. 2020 was the fourth year that we have participated in the challenge. Twenty five children participating in 2020. Three received a merit, six received a credit, and one student achieved excellence and had their name published in the Bebras Australia Honor List for the second time.

We continued the weekly Mathematics and Homework challenges. We are getting more OSHC students involved, which is improving their abilities.

Quality Assurance 2020

We worked with parents throughout the year collecting survey responses every term to be able to find what programs or activities they would like to see at the OSHC services.

We worked with several families along with Gowrie SA to support and accommodate the needs of the children and their families. This was not only beneficial for those specific families and children but also assisted the OSHC cohort.

Along with the OSHC advisory committee, we created two new policies; The Homework Policy, and the Sleep and Rest Policy. As part of the OSHC Infection Control and Disease policy, we added new Covid19 procedures. We also reviewed OSHC Code of Conduct Policy.

During 2020 we focused 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.

I would like to thank all the OSHC Parents 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