



# ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL

*Grow in Wisdom and Love*



## 2023 School Annual Report

56 Challoner Circuit  
Humpty Doo NT 0836  
[admin.sfas.nt.catholic.edu.au](mailto:admin.sfas.nt.catholic.edu.au)  
(08) 8988 1212

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# PRINCIPAL'S MESSAGE



2023 was a year of change and growth at St Francis of Assisi Catholic Primary School, Humpty Doo. At the beginning of the year the school welcomed a number of new teaching staff to the school community. They were joined by our new Transition students and a number of other students who joined the school at different year levels.

Throughout the school year the teaching staff had a major focus on improving teaching practice and using student data to drive instruction. Across all year levels the school introduced new phonics-based approaches to the teaching of reading and spelling, drawing upon the principles of the Science of Reading and the Science of Learning.

The school also had a focus on improving wellbeing practices and supports. In Term Four the school implemented School Wide Positive Behaviour Support processes, which has brought about more consistent approaches to behaviour management. The school also increased its additional support for students with a partnership through Catholic Care.

St Francis of Assisi is a community oriented school, which is evident through the wide range of community and Church celebrations the school held in 2023. Major highlights were the 'We Are One' concert and the school being awarded the Best Walking Float in the Darwin Christmas Pageant for the second consecutive year.

**Chris McAloon**

**Principal**

# VISION, MISSION AND VALUES STATEMENT

## Vision Statement:

We are a community of lifelong learners who actively engage in our world. Working in partnerships with families, the Catholic Church and the wider community, we grow in wisdom and love.

## Mission Statement:

St Francis of Assisi Catholic School aims to allow each person to achieve their full potential in a Christian community which values justice, respect and courage.

## Values:

JUSTICE                      RESPECT                      WISDOM



## SCHOOL CONTEXT

St Francis of Assisi Catholic Primary School was established in 1997 to serve the needs of a growing population in Darwin's rural area. It is the only co-educational Catholic Primary school in the rural area, catering for students in Transition to Year 6. Our student population is drawn from across the rural area including as far south as Batchelor, east to Corroboree and west to Berry Springs. Students within our school community come from a diverse range of ethnic and socio-economic backgrounds.

An Early Learning Centre is also located on the school grounds. It is an integral and important part of the school community working in partnership with the school, sharing facilities and resources. The Early Learning Centre provides long daycare for two to five year olds, including a preschool program within the service. The school also offers an Out of Schools Hours Care program; during school term before and after school care and during school holidays a vacation care program. Our School works collaboratively with families and the celebration of

God's love is at the heart of St Francis' school life. The Catholic ethos and traditions are cherished and promoted and the school is an integral part of St Francis of Assisi Parish. The School logo shows children with a caring adult. The adult figure may be seen as representative of the relationship of us all with our loving God. The stylised cross is symbolic of our Christianity and the leaves of the Livistona Palm remind us of our rural setting. Our motto is indicative of what we all hope for our children; that they may 'Grow in Wisdom and Love'.

## **SCHOOL WORKFORCE COMPOSITION**

<b>POSITION</b>	<b>HEADCOUNT</b>	<b>FTE</b>
Principal	1	1.0
Teaching Staff	8	6.7
Non Teaching Staff	11	6.6

## **QUALIFICATIONS, OCHRE CARDS AND REGISTRATION**

All teachers are registered with the Teacher Registration Board of the Northern Territory and all staff hold a current Ochre Card. This is regularly monitored by school leadership and administrative staff.

### **Teaching Staff Qualifications:**

Bachelor's degree or Equivalent: 7

Master's Degree: 2

# STUDENT ATTENDANCE

## Enrolment Information:

Census Key Metrics				
2023 Census Year	87 Student Headcount	43 Male 49.4%	44 Female 50.6%	10 ATSI 11.5%

Student Headcount		Census Year		
Year Level Group	Year Level Desc	2021	2022	2023
Primary	Pre-Year 1	10	12	10
	Year 1	14	13	12
	Year 2	16	11	16
	Year 3	13	13	11
	Year 4	15	13	11
	Year 5	9	12	14
	Year 6	8	7	13
Subtotal		85	81	87
<b>Total</b>		<b>85</b>	<b>81</b>	<b>87</b>

**Attendance rate: 88.5%**

### Managing Non-Attendance:

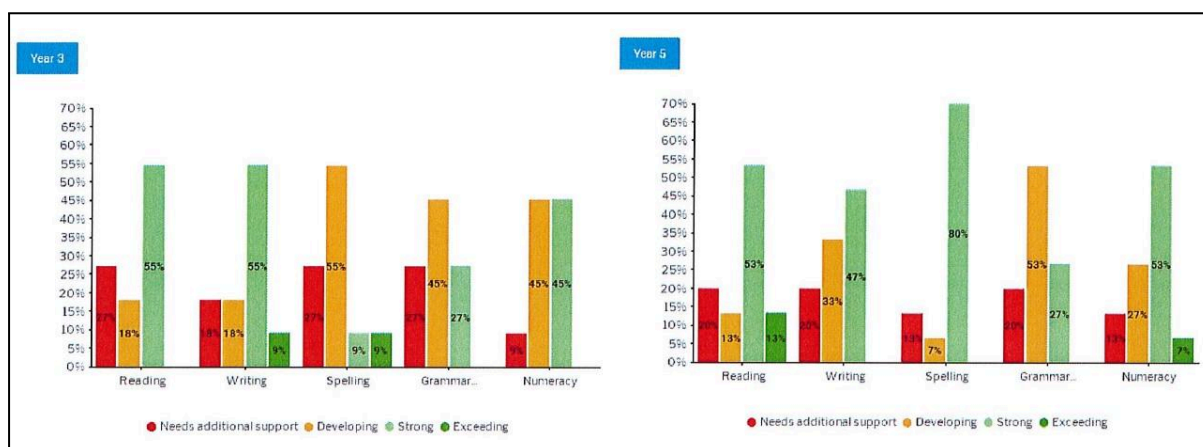
Attendance-related notifications from parents are recorded by school administration staff who in turn notify class teachers. Attendance registers are monitored in the front office daily and parents are contacted in the event of unexplained or regular student absence.

# NAPLAN

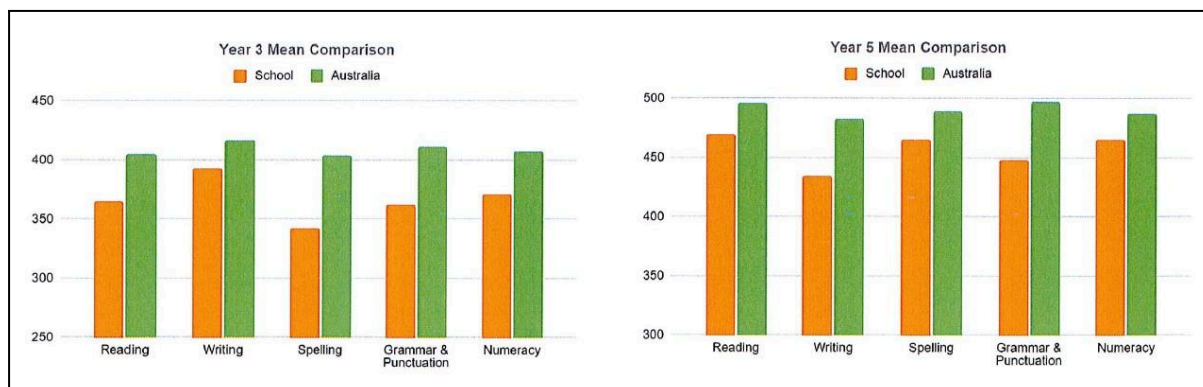
In 2023 a total of 26 students from St Francis of Assisi participated in NAPLAN. This included 11 Year 3 students and 15 Year 5 students. Below is overview of the school's results:

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
<b>Not proficient</b>	<b>10 - 38%</b>	<b>12 - 46%</b>	<b>12 - 46%</b>	<b>19 - 73%</b>	<b>12 - 46%</b>
<b>Proficient</b>	<b>16 - 62%</b>	<b>14 - 54%</b>	<b>14 - 54%</b>	<b>7 - 27%</b>	<b>14 - 54%</b>

The below graphs show the proficiency achievements of the Year 3 and 5 students across the test domains:



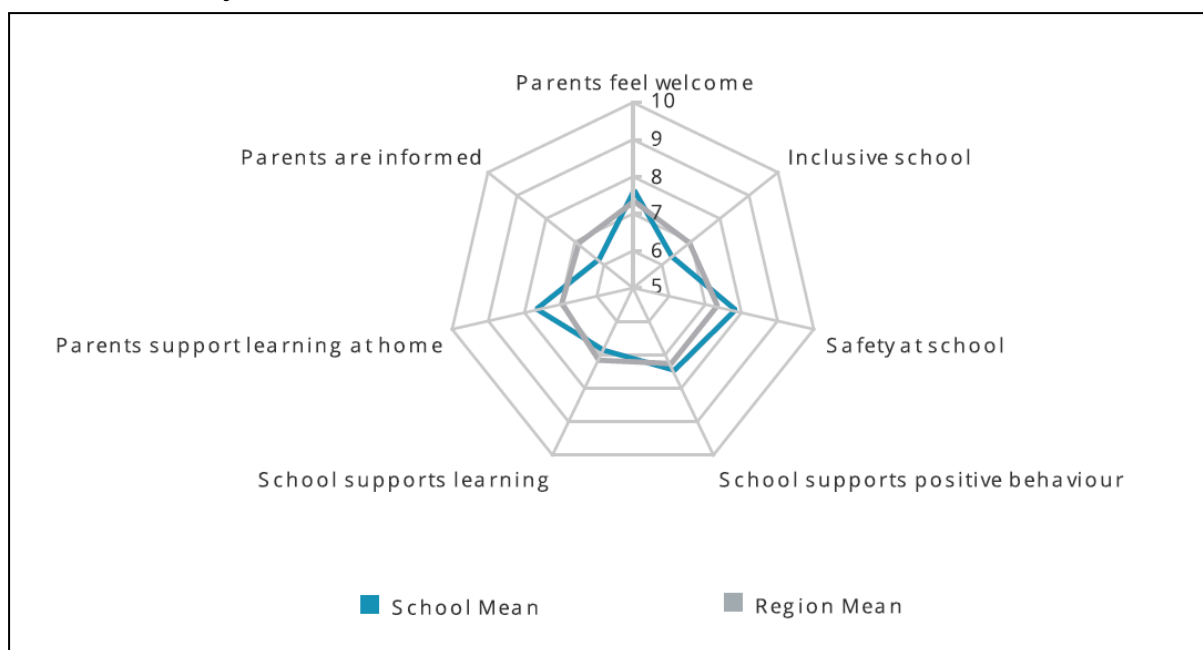
The below graphs show the school's achievement compared with Australia's mean results across all test domains:



# PARENT FEEDBACK SURVEY

In 2023, students, staff and families of the school took part in the 'Tell Them From Me' survey. The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a 10 point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and topic. A score of zero indicates strong disagreement; 10 indicates strong agreement; five is a neutral position (neither agree nor disagree). This report provides results based on data from 10 respondents in the school who completed the Parent Survey.





# FINANCE, FACILITIES AND RESOURCES

## School Recurrent Income:

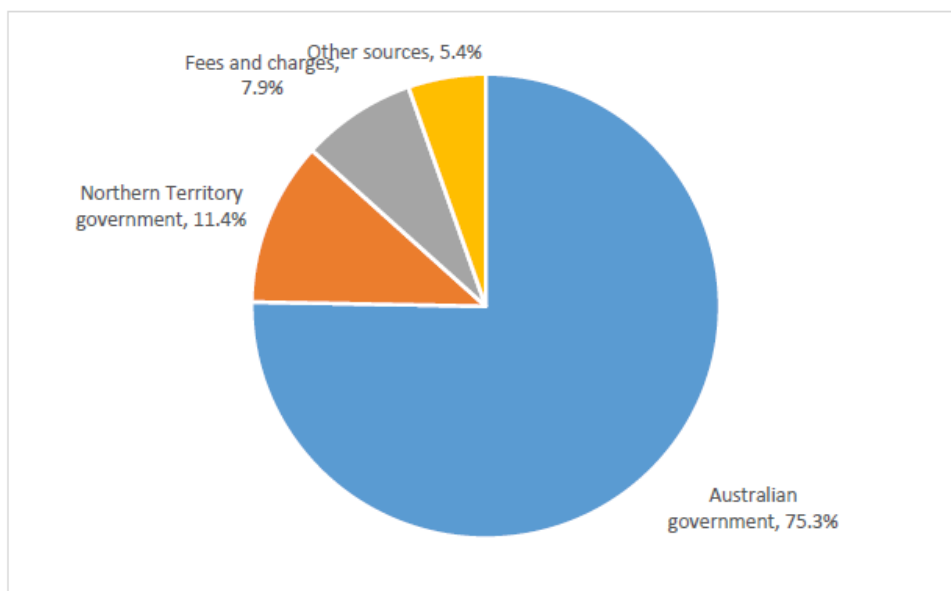
St Francis of Assisi Catholic Primary School

School annual recurrent income

2023

School recurrent income 2023

Source	Amount	Proportion
Australian government	1,532,745	75.3%
Northern Territory government	232,444	11.4%
Fees and charges	161,558	7.9%
Other sources	109,130	5.4%
<b>Total</b>	<b>2,035,878</b>	<b>100.0%</b>



\* Note: All figures based on school income (excludes system allocations)

The school maintained financial stability throughout 2023 with ongoing recurrent income sufficient to continue to meet all operational expenses. An audit was conducted by KPMG on the school's financial activities.

The school was successful in obtaining \$25,000 through the Federal Government's School Upgrade Fund which was used to purchase student devices.

# SCHOOL ACHIEVEMENTS

In May 2023, the school undertook the School Improvement Renewal Framework (SIRF) review. The panel commended the school for their achievements in the following areas:

<p><b>Catholic Identity</b></p>	<p>Building capacity of staff in the area of Catholic Identity and Religious Education through:</p> <ul style="list-style-type: none"> <li>● Instructional leadership in supporting staff familiarisation with Catholic ritual, liturgy and the Journey in Faith curriculum by modelling classes for graduate teachers and supporting as the need arises.</li> <li>● Preparing liturgy and prayer supported by and in collaboration with Fr Rodrigo.</li> <li>● Fr Rodrigo’s regular presence within the school is a testament to the inclusive and welcoming climate nurtured by leadership.</li> </ul> <p>Building a community sense of Catholic Identity and Mission through:</p> <ul style="list-style-type: none"> <li>● Making Jesus Real (MJR) through the promotion of MJR language and drawing on student voices to educate and support younger students.</li> <li>● Explicit integration of Vision, Mission and school Values across all areas of the school curriculum.</li> <li>● Collaboratively unpacking these values in light of the school and community context with staff, student leaders and students.</li> <li>● Engaging with students as witness to faith in many ways including ensuring staff witness Gospel values through their behaviour and interactions with each other.</li> <li>● Strong connection with parish and local parish priest Fr Rodrigo. The way of ‘being church together’ is seamless and needs to be celebrated as the school community grows.</li> <li>● Existing structures of Prayer Circles and Spirit of Jesus awards and students being encouraged to use the language that is linked to</li> </ul>
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	<p>school values and merit awards.</p> <p>Providing opportunities to participate in Social Justice through:</p> <ul style="list-style-type: none"> <li>● Engagement with St Vincent de Paul society and actions.</li> <li>● ‘Humpty Doo Heroes’- a collaborative and integrated approach to action in the Humpty Doo Community</li> </ul>
<p><b>Leadership</b></p>	<p>Leading school improvement through:</p> <ul style="list-style-type: none"> <li>● Communicating and maintaining focus on an explicit improvement agenda.</li> <li>● Develop a Positive School Wide Behavior plan supported by the Catholic Education Northern Territory Pastoral Care and Wellbeing Leader.</li> <li>● Recruitment and identification of future leaders to support the direction and priorities of the school.</li> <li>● Building staff capacity in the classroom with Inclusion Support Coordinator.</li> <li>● Continued focus on high standards with a concentrated focus on growth.</li> </ul> <p>Leading community through:</p> <ul style="list-style-type: none"> <li>● Significant change in staff culture in relation to Vision, Mission, Values and in Teaching and Learning.</li> <li>● Communicating the unique nature of a Catholic school and building a school community grounded in Gospel values.</li> <li>● Building a culture of collaboration to support and enact school Vision including engaging staff in learning walks focused on outcomes.</li> <li>● Promoting and modelling a collaborative approach to change and improvement.</li> <li>● Supporting new graduate teachers through mentoring and being ‘hands on’ as an example in the classroom.</li> <li>● Promoting student voice and linking all learning areas and activities in school communicated in the newsletter.</li> </ul>

	<ul style="list-style-type: none"> <li>● Promoting parent involvement through Science Week events and school liturgies.</li> </ul>
<p><b>Teaching and Learning</b></p>	<p>Strong focus on providing quality Teaching and Learning through:</p> <ul style="list-style-type: none"> <li>● Maintaining the focus on improvements in Teaching and Learning.</li> <li>● Incorporating hands-on learning activities and fostering a shared language among students.</li> <li>● Ongoing support for graduate teachers where specialisation/experience is missing.</li> <li>● Regular presence in classrooms of Principal and Inclusion Support Coordinator.</li> <li>● Strong focus on building connections and relationships with students.</li> <li>● Whole school curriculum scope and sequences with explicit content for each year level including opportunities for integration and alignment to school activities.</li> <li>● Identifying and acknowledging areas of challenge to build on.</li> <li>● Flexible learning opportunities to support staff planning i.e. students led STEM activities and Spirituality - creating opportunities for student voice.</li> <li>● Building consistency in capacity, content knowledge, language and practice for Numeracy.</li> <li>● Building consistency and quality in feedback and assessment.</li> <li>● The future focus “Where to next?” provides a measured and orderly approach to progressing Teaching and Learning.</li> </ul> <p>Prioritising the use of data to ensure student growth through:</p> <ul style="list-style-type: none"> <li>● Whole school Data Plan and the establishment of practices and processes to support the effective use of data.</li> <li>● Use of Progressive Achievement Tests (PAT) data wall to promote data analysis and literacy at the whole school level.</li> <li>● Use of NAPLAN writing rubric for moderation</li> </ul>

	<p>and developing writing progressions.</p> <p>Supporting differentiation and growth in learning for all students through:</p> <ul style="list-style-type: none"> <li>● Inclusion support process has improved considerably with a clear focus on learning and improving outcomes.</li> <li>● Introducing Promoting Literacy Development (PLD) structured synthetic phonics to address areas of need.</li> <li>● Working with Catholic Education Northern Territory Education Officers to build understandings in shared vocabulary, learning intentions, mental maths strategies.</li> </ul>
<p><b>Pastoral Care and Well Being</b></p>	<p>Building a whole school approach to positive behaviours through:</p> <ul style="list-style-type: none"> <li>● Whole school professional development with the support of the Pastoral Care and Wellbeing Leader.</li> <li>● Evidence of a strong culture of pastoral care with students.</li> <li>● Ensuring students' learning and wellbeing remain at the heart of decision-making.</li> </ul> <p>Building an inclusive and positive community through:</p> <ul style="list-style-type: none"> <li>● Whole school activities and events.</li> <li>● Making connections within the community and appropriate networks to support embedding of indigenous perspectives within the curriculum.</li> <li>● Engaging with Catholic Education Northern Territory Education Officers in relation to Indigenous perspectives in learning.</li> <li>● Celebrating successes among staff and students, which in turn shares the learning among other classes.</li> </ul>

## CATHOLIC IDENTITY

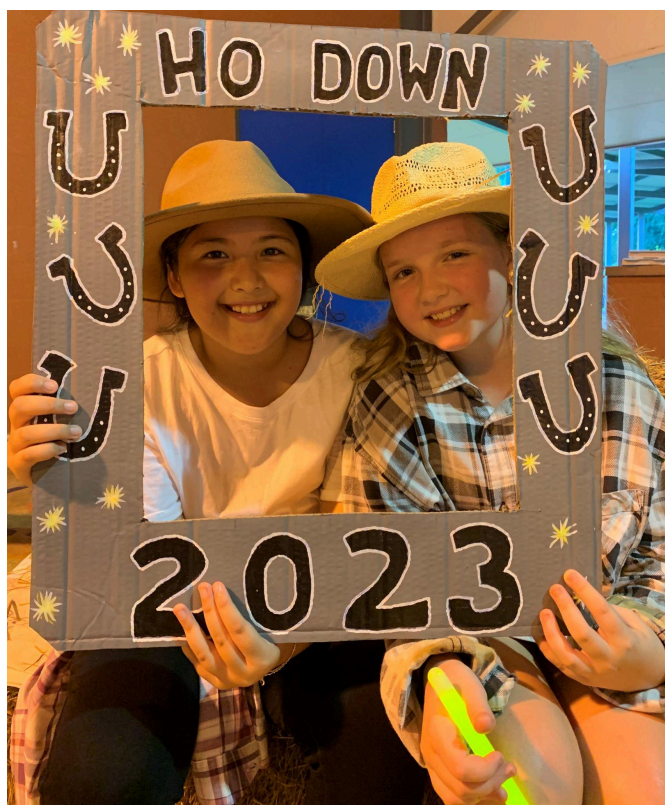
Throughout 2023 the school continued to build and maintain its partnerships with the local Parish and wider Catholic community.

Our Parish Priests Father Rodrigo and Father Miguel made many visits to the school to conduct liturgies and class talks. The school also travelled to the St Francis of Assisi Catholic Church to experience mass as a whole school.

The school also engaged in social justice partnerships with St Vincent de Paul, Caritas Australia and Mission Australia.



## COMMUNITY AND CULTURE



The school held a number of community events in 2023, a highlight of which was the bi-annual 'We Are One' concert performance.

The Parents and Friends group was also busy with a number of fundraising activities and events. The 'Ho Down' bush dance event was a big success and the school was awarded the Best Walking Float in the Darwin Christmas Pageant for the second year running.

# ENDORSEMENTS

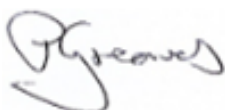
The information in this report has been verified and the priorities endorsed by the Director of Catholic Education.



Chris McAloon  
Principal, St Francis of Assisi Catholic Primary School



Kirsten Beames  
Chair, St Francis of Assisi Catholic Primary School Board



Paul Greaves  
Director, Catholic Education Northern Territory