Principal’s Foreword

Introduction

St Flannan’s Catholic Parish Primary School is a multicultural and inclusive school. We celebrate difference and promote friendship and peace, as we are a community, not a collection of individuals. We nurture a personal spirituality. We encourage and celebrate a love of learning. We recognise, value and access all available resources for the continued development of the learning environment. We empower children to be individual, self confident and considerate. We don’t come to St Flannan’s to be better than others. We come to St Flannan’s to better ourselves by being able to work with others.
Characteristics of the student body

St Flannan's students are wonderful examples of children learning in a digital world. They meet and exceed high expectations in academic, sporting, behavioural and cultural pursuits. The student population is a vibrant community of learners who are engaged and motivated to learn. There is a respect for the individual that is encouraged through relationships that value collaboration and co-operation.

St Flannan's is an inclusive community that warmly welcomes those from other faiths and cultures. The students Unite in a spirit of blessing, Nurture in a spirit of the sacred, Encourage in a spirit of holiness, Recognise in a spirit if inspiration , Empower in a spirit of gentleness.

Our distinctive curriculum offerings

St Flannan's offers the latest in teaching and learning, technology, extra curricular activities, and the benefits of being a high quality inclusive Catholic school. We offer our students a rounded education that encourages personal growth based on Christian values. We encourage students to develop knowledge and understanding of other cultures, languages, environmental and social issues. Learning programs are designed to provide each student with multiple opportunities to become reflective, self-directed learners by undertaking the roles of lifelong learners:

- Literacy - First Steps Literacy Programme - reading, writing, speaking & listening from P-7
- Maths Investigations
- Dedicated student "Feedback sessions" with class teachers
- Weekly specialist classroom Music lessons (P-7)
- Weekly specialist classroom HPE lessons (P-7)
- Weekly specialist Art lessons (Prep - 3)
- Participation in inter-school school
- Participation in district level sport
- Participation in Zone 6 sport
- Dance - whole school dance lessons with Dance Fever.
- Participation in Dance Fever Schools Challenge.
- Participation in Dance Fever State of Origin Challenge.
- Swimming Lessons Prep - Year 7
Extra curricula activities

- Instrumental Music Programme - DJJ Productions & Piano Institute
- Play is the Way/Behaviour Teaching - social competency & emotional intelligence.
- Tennis coaching
- Middle Primary Camp
- Participation in Wakakirri Music and Dance Festival
- Soccer Coaching
- Caritas
- Flarana Fair Entertainment
- Choir Instrumental Music Concert
- Celebration of Arts and Learning Evening
- P&F sponsored Activities: School Discos/ Skate Nights
- P&F sponsored Playgroup

How Information and Communication Technologies are used to assist learning

We integrate technology into everyday teaching and learning through the use of interactive technology in curriculum (Scottie, IWBs). We use the student portal & develop a policy/agreement on appropriate use and intend to increase knowledge of digital citizenship. Student-centred/inquiry learning models the use of online applications/interactive tools for staff. We show evidence of student use of ICTs in learning and assessment tasks. We utilise school portal with staff notes published via portal, use discussion boards, share documents and set up online helpdesk. We provide reliable network infrastructure to support teaching and learning. We use new school information system and increased access to interactive classroom technologies with projectors and IWBs in all classrooms. We increase access to curriculum-based tools with student and staff access to ipods.

Social climate inclusive of pastoral care and our response to bullying

St Flannan's enjoys high levels of participation and perseverance from students. We teach games - "Play is the Way": 4 x 20 minutes sessions per week.
Each class has 2 community circles per week. Community Circles are an avenue used for students to work through grievances with peers and an avenue for students to commend peers' contribution to the physical and emotional safety of the class and school community.
The learning intentions of Play is the Way include:
- the creation of safe learning environments in which students train to be independent, self regulating, self motivated learners in persistent pursuit of their personal best and able to get along with each other.
- to develop students of strong character and decency with the social and emotional competencies to live and learn well.
- to foster empathetic students, considerate of themselves, each other and the world in which they live with sound and good reasons for the things they say and do.
Parent, student and teacher satisfaction with the school

St Flannan’s uses a range of indicative data to inform school policy, procedures and practices. The School P&F and Board are consulted on many issues and play important roles in providing the Leadership Team with feedback. The School P&F and Board are responsible for overseeing parent and community surveys and questionnaires. This data is used to help set school goals and provide feedback to help establish and maintain the School Renewal Plan. P&F and Board meeting agendas and feedback also provide invaluable information about parent satisfaction.

Parent involvement in their child’s education

- Parents and Friends Association
- Parents and Friends Association sponsored activities - e.g Disco’s
- Tuckshop
- School Board
- Flaranana Fair - convenor, stall convenors, set up, assistance
- Parent/Carer Information nights
- Parent/Carer/Teacher Interviews
- Instrumental Music Concerts
- Assembly and Liturgy Invitations
- Parent Volunteers - MultiLit, Reading.
- Internal School Review questionnaires

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>17.2</td>
<td>10</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td></td>
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Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>21</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>25</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>50</td>
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<tr>
<td>Diploma/Certificate</td>
<td>4</td>
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Expenditure on and teacher participation in Professional Learning
The total funds expended on teacher professional learning in 2012 was $36197.
The major professional development initiatives were as follows:

- Play is the Way Training
- First Aid Training
- School Officer Professional Development
- Teacher Release - curriculum planning and development / benchmarking / data gathering / data interpretation
- Teacher Release - Individual Education Programming

School Income by Funding Source
School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following: ‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate
The staff attendance rate was 98.29% in 2012.

Proportion of staff retained from the previous school year
From the end of the 2011 school year, 95% of staff were retained by the school for the 2012 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>92.6%</th>
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<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
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<tr>
<td>Year 1 Attendance Rate</td>
<td>92.5%</td>
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<tr>
<td>Year 2 Attendance Rate</td>
<td>91.7%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>91.6%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td></td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>95.1%</td>
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<tr>
<td>Year 6 Attendance Rate</td>
<td>94.8%</td>
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<tr>
<td>Year 7 Attendance Rate</td>
<td>92.1%</td>
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Policy and practice to manage student attendance

Parents/carers are required to supply reasons for student absence from school. Prolonged absence necessitates the involvement of the principal with parents/carers to ascertain why attendance is lacking. Parents/carers are urged to ensure an improvement in attendance at school. Long term non-attendance is reported to DOCS.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

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