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.

School Profile

St Flannan's School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational [x] or Single Sex [ ]

Year levels offered: Primary [x] Secondary [ ] P-12 [ ]

Total Student Enrolments 317 Girls 168 Boys 149
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 Knowledge, Recognise in a Spirit of Inspiration and 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 Program – reading, writing, speaking and listening from Prep-Year 6
- Maths Investigations and inquiry-based learning
- Dedicated student “Feedback and Coaching sessions” with class teachers
- Weekly specialist classroom Music, PE and Drama lessons (P-6) and Specialist CLL (Japanese) Year 5-6
- Play is the Way – Behaviour Teaching developing social competency and emotional intelligence
- Participation in inter-school, Zone 6 and district sport
- Participation in Dance lessons with Dance Fever (P-6) and Dance Fever Schools Challenge (Yr3-6)
- Swimming lessons (P-6)
- Senior Primary Camp (Yr 5-6)
- Support for Project Compassion – Caritas Australia; India Mission Appeal
- Flarana Fair Fundraising and Entertainment
- Senior and Junior Choir
- Celebration of Learning Festival
Extra curricula activities
Instrumental Music and Drama Programs – DDJ Productions and Primary Music Institute
Tennis Coaching
Soccer Coaching
P&F sponsored activities: School Discos, Movie Night, Mother’s and Father’s Day Stall

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. We use the student portal and 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 the portal, share documents and use an on-line help desk. We provide reliable network infrastructure to support teaching and learning. We use new school information systems and increased access to interactive classroom technologies with projectors in all classrooms. We increase access to curriculum-based tools with student and staff access to hardware including iPods, iPads, and laptops. Each classroom teacher has a Surface Pro for use in planning and teaching experiences. We have a ratio of 1 laptop to two children across the entire school.

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’ – 3 x 20 minute 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 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 – discos, movie night, Mother’s & Father’s Day stalls
Tuckshop – specialty days including Science Day; EKKA week
School Board – policy development
Flarana Fair – convenor, stall convenors and helpers, set-up, assistance
Classroom, library helpers
Parent/Carer-Student-Teacher Interviews and Parent-Teacher Information Nights
Instrumental Music Concerts
Assembly and Liturgy Invitations
Parent Volunteers – reading, classroom rotation activities
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>24</td>
<td>16</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>18.40</td>
<td>8.84</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islanders</td>
<td>0</td>
<td>0</td>
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</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff (teaching staff includes school leaders)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
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</tr>
<tr>
<td>Bachelors Degree</td>
<td>11</td>
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<tr>
<td>Diploma/Certificate</td>
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</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was $66,000. The major professional development initiatives were as follows:

- SWD - Hearing Impairment
- ASD PD Sue Larkey/Tony Attwood
- Non-Violent Crisis Intervention
- Peer Observation and Coaching
- Feedback
- Embedded Formative Assessment
- Literacy Development to support ESL students

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.
- 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 95.56% in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 96.0% of staff were retained by the school for the 2015 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Whole School Attendance Rate</td>
<td>94.00 %</td>
</tr>
<tr>
<td>Prep Attendance Rate</td>
<td>92.00 %</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>94.00 %</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>93.00 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>94.00 %</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>96.00 %</td>
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</table>
Policy and practice to manage student attendance

Parents/carers are required to supply a reason for student absence from school. Prolonged absence necessitates the involvement of the principal with parents/carers to ascertain why attendances are occurring.

Parents/carers are urged to ensure an improvement in attendance at school.

Long term non-attendance is reported to DOCS.

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**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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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