



St Francis of Assisi Primary School

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2024 Annual School Report



Introduction

About the Annual School Report

St Francis of Assisi Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Jenny Bellenger

Welcome to the 2024 Annual School Report for St Francis of Assisi Primary School. It is with great pride that we present this report, showcasing the achievements and progress of our vibrant learning community throughout the year.

At St Francis of Assisi, we are a school deeply committed to fostering an environment filled with faith, hope, and love. Our aim is to provide a nurturing and welcoming environment where children excel academically and develop spiritually and emotionally, grounded in the rich traditions and values of the Catholic faith.

Our school community is one where diversity is celebrated, and our students are encouraged to make lasting friendships across various cultural backgrounds. The collaborative effort of our dedicated and passionate teaching staff ensures that all students are supported and empowered to achieve their very best across all Key Learning Areas. In 2024, we continued to provide an exceptional level of education, ensuring every child's individual needs are met with care and attention.

Our partnership with the Good Shepherd Parish in Plumpton remains a strong and integral part of our school life. We are blessed with the ongoing support of our parish priest, and throughout the year, we have had the privilege of celebrating our faith and coming together as a Catholic worshipping community.

As a school, we are continually striving for improvement. Our goal is to ensure that every child at St Francis of Assisi has the opportunity to succeed, not only academically but also in their spiritual, social, and emotional development.

Our school motto, Strength and Gentleness, embodies the values that we hold dear and strive to impart to our students. It is with these values in mind that we move forward into the future, confident in the ability of our community to continue growing, learning, and thriving together.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

At St Francis of Assisi Primary School, we deeply value the involvement of parents and recognise the important role they play in supporting their child's education. Parent participation in 2024 continued to foster a welcoming environment for parental engagement in various forms.

Since the establishment of our school, a dedicated parent group, known as The Parent Group, has played an integral part in supporting our school community. This group has

aligned its constitution with the format outlined by the Bishop of Parramatta and has been a key force in helping our school thrive. The Parent Group continued its vital role in organising and supporting fundraising activities, such as the Mother's and Father's Day stalls and Easter raffles, which contributed to the purchase of school resources.

Throughout 2024, we also sought to strengthen communication between teachers and parents. At the beginning of the school year, parents were invited to provide information about their child through forms, which helped teachers tailor their approach to meet each child's individual needs. These efforts were followed up with personal phone calls to ensure that parents were fully involved in their child's

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

At St Francis of Assisi Primary, we are dedicated to fostering an environment where respect for ourselves, others, and the environment is at the core of everything we do. Our school values guide us in building positive relationships, promoting empathy, and encouraging responsible stewardship of the world around us.

One of the most heartwarming examples of our school community spirit is the Year 6 students' role as buddies to our Kindergarten students. Throughout the year, Year 6 students have supported their younger peers, helping them settle into school life. In addition to providing guidance and support, they have been role models for our school's expectations, building meaningful friendships and fostering a sense of belonging.

Our school also offers a variety of fantastic sporting programs that provide students with opportunities to develop their physical skills and challenge themselves to reach their personal best. Programs such as gala days, carnivals, our swimming program, and weekly physical education lessons help students stay active, build teamwork, and foster a love of sports and physical fitness.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

St Francis of Assisi Primary School is situated in Glendenning in Western Sydney. Part of the Parish of Good Shepherd, Plumpton, the school was established to serve the then growing Glendenning area in 1991. The school was initially opened adjacent to Good Shepherd Primary School and church on their Plumpton site, while construction took place in Glendenning. In February 1993, the children started learning on our current site. In 2010, the school's existing facilities were complemented with a new hall, used for assemblies and celebrations, and before and after school care. In 2022, the former classrooms and demountable buildings were replaced with new, modern learning spaces that support 21st century learning. These were complemented by the construction of all new playground spaces and a covered outdoor learning area, as well as the complete renovation and reconfiguration of our administration and library spaces to support current and future learning and operations. The founding principal worked closely with the parents of the new school during its establishment. Together they chose the motto, 'Strength and Gentleness', which described the hopes of the community and is the legacy of St Francis of Assisi.

Location / Drawing Area

St Francis of Assisi Primary School is located in Glendenning. It draws its students from Glendenning, Dean Park, Colebee, Stonecutters Ridge, Oakhurst, Hassell Grove, Bidwill and Shalvey. The school is part of the vibrant and active Parish community of Good Shepherd, and the local church is located at the Parish's Plumpton site. The priests regularly visit our school and we utilise the school hall for school liturgies.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	70
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	31
Number of part time teaching staff	17
Number of non-teaching staff	22

Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St Francis of Assisi Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- Implementation of the new English and Mathematics Syllabus documents.
- Improve students ability to unpack mathematical questions and identify what mathematical skills are needed to solve a problem
- Develop agreed practices for teaching comprehension

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Whole school engaged in Caritas to raise money for the poor.
- Collect cans of food to donate to Care Van.
- Faith in Action - Crochet scarves for the elderly - local retirement village

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely

consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- To improve the staff's understanding of Post-Critical Belief
- To improve student skills in critically examining religious texts beyond the literal level
- To improve students' ability to discover and apply contemporary meanings from Scriptures that are relevant to their lives

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	73%	66%
Writing	82%	77%
Spelling	66%	61%
Grammar and Punctuation	61%	54%
Numeracy	72%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	69%	71%
Writing	78%	67%
Spelling	68%	68%
Grammar and Punctuation	53%	65%
Numeracy	61%	68%

Student Profile

Enrolment Policy

St Francis of Assisi Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
227	214
Total Enrolments: 441	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	94%	4	91%
1	92%	5	90%
2	92%	6	91%
3	91%	School Average: 92%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	298
Students with disabilities (SWD)	167
Aboriginal and Torres Strait Islander	27

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Francis of Assisi Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Anti Bully and Cyber Safety presentation from a guest speaker for parents and students.
- Ongoing implementation of the schools PBS4L program.
- A range of initiatives to support staff around their well-being.

St Francis of Assisi Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

St Francis of Assisi Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- A whole school focus for NAIDOC Week.
- Focus on Harmony Day to celebrate the school's diverse nature.
- A buddy program linking Year 6 with Kindergarten.

Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents feel that the children are encouraged to do their best work.
- Parents feel welcome at the school
- Parents indicated that students feel safe at school.

Areas of strength from the student feedback include:

- Students feel teachers are responsive to their needs and encourage independence.
- Students are interested and motivated in their learning.
- Students feel classroom instruction is well organised with a clear purpose and with immediate feedback that helps them learn.

Areas of strength from the staff feedback include:

- Staff feel the people they work with cooperate to get the job done
- Staff have a clear understanding of what is expected at work.
- Staff feel the leader's behaviour is consistent with the organisation's Catholic mission.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	In 2024 the staff will focus on the implementation of the new English and Mathematics syllabus documents.	Still Working Towards.
Priority 2	To improve overall Mathematics and Reading results (as measured in PAT-M and PAT-R Adaptive) across Years 2-6, particularly for those students in between the 50th & 75th percentiles.	Still Working Towards.

Projected School Priorities		
Priority 1	In 2025, the school will improve reading outcomes for all students in K-6 through the use of explicit teaching strategies.	
Priority 2	In 2025, we will improve students' understanding of the Catholic approach to engaging meaningfully with Scripture.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$6,681,230
Government Capital Grants ²	\$265,553
State Recurrent Grants ³	\$1,756,268
Fees and Private Income ⁴	\$1,313,682
Other Capital Income ⁵	\$204,495
Total Income	\$10,221,228

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$247,920
Salaries and Related Expenses ⁷	\$7,571,378
Non-Salary Expenses ⁸	\$3,420,719
Total Expenditure	\$11,240,017

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses