

St Francis Xavier's Primary NARRABRI
Annual School Report to the Community

2017



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Principal

Mrs Katherine Hanes

ABOUT THIS REPORT

St Francis Xavier's Primary is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the **School** Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

Principal's Message

St Francis Xavier's School has had another productive and successful year. Parents, students and staff worked cooperatively to build a professional learning community underpinned by a strong foundation in Catholic faith. We have had many opportunities during the year where our students have had the chance to demonstrate their vast array of talents; academically, culturally or in the sporting arena. Throughout the year, our school and parish has come together to celebrate Masses, sacramental programs and retreats which foster and develop the spiritual life of the school.

2017 saw the development of collaborative teaching and learning strategies in staged classes across K-6. Students in Years 3 and 5 performed consistently in NAPLAN and opportunities to compete in National assessments through ICAS yielded excellent results. Quality teaching and learning occurs within our classrooms where students are supported in their learning by professional, dedicated staff supported by a strong parent community.

Parent Body Message

Both the School Board and the P & F Association are important and highly valued parent bodies within St Francis Xavier's School community. At the November Annual General Meeting of the School Board, the new constitution was initiated, and the Board renamed the School Advisory Council. The School Advisory Council is responsible for assisting with the budget each year, overseeing changes in policies and continuing maintenance of the school. In 2017, the parent support via the P & F Association was invaluable. Volunteers helped in a variety of social activities and fundraisers such as the Welcome Back BBQ, the Mother's Day stall, Rainbow Run and highly successful Lapathon. Parent volunteers are greatly appreciated in areas such as classrooms, canteen, sporting and cultural events and on excursions. Parents, staff and students work together as a team to continue the tradition of St Francis Xavier's School providing excellent educational opportunities for all.

Student Body Message

As Year 6 Leaders of St Francis Xavier's School in 2017, we were given special responsibilities such as representing the school at ANZAC Day and leading school assemblies. Some of the highlights for the year included both swimming and athletics carnivals, the excursion to Sydney and NAIDOC week. The Dance Extravaganza was a success once again and is a great tradition at our school. Students in Years 3-6 have individual Chromebooks to support learning in the classroom. Robotics was introduced in Term 4 which is an exciting prospect for the future. It was an honour

and privilege to be leaders of St Francis Xavier's School and we wish the new leaders all the best for 2018.

SECTION TWO: SCHOOL FEATURES

St Francis Xavier's Primary is a Catholic systemic Co-educational School located in NARRABRI.

St Francis Xavier's Primary School is located in the North West New South Wales town of Narrabri which is situated on the banks of the Namoi River with a population of over 9,500 people. Narrabri is a regional centre achieving strong economic growth and development. Along with our school, Narrabri has two NSW Department of Education primary schools and one high school.

Established in 1885 by the Sisters of St Joseph, the school has continued to grow and thrive, providing a quality Catholic education for over a hundred years. St Francis Xavier's is a modern, well-equipped school that continues the traditions of the past. St Francis Xavier's School is proud of the facilities it has to offer its students. Set on seven acres of prime land, the current school was built in 1975 with refurbishment taking place over recent years including the construction of a new covered learning area and library. As of 2017, each classroom has been repainted and supplied with new furniture to support contemporary teaching and learning.

St Francis Xavier's offers a comprehensive and diverse curriculum that engages and empowers the learner in real and relevant learning experiences. A strong leadership program allows for students to make a difference within the school and wider community.

At St Francis Xavier's we enable a real knowledge of Christ as the model, to be experienced in all aspects of school life. We are a Catholic professional learning community aiming to create the richest possible learning environment for the intellectual, emotional, physical, social and spiritual development of our learners. Highly professional teachers understand the needs of the whole child and foster a love of learning. Catholic values permeate all aspects of pastoral care in our school. Our focus on pastoral care ensures acceptance, justice, peace, hope, respect and celebration for all members of our community.

St Francis Xavier's offers a range of extra-curricular activities for our students. They have the opportunity to participate in activities such as the St Francis Xavier's School Band, School Choir, Garden Club, Narrabri Eisteddfod, Rotary Science & Engineering Challenge, Brain Olympia and Excursions.

St Francis Xavier's encourages strong partnerships between students, parents and the school staff. Each member of this educational partnership has equal value and responsibility for the child's educational journey. Parents are actively encouraged to support the school in a variety of ways such as volunteering for reading groups, canteen, sports carnivals and so on.

collaboratively to develop a cohesive approach to education.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
87	101	5	188

* Language Background Other than English

Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

<http://www.arm.catholic.edu.au>

Student Attendance Rates

The average student attendance rate for 2017 was 93.00%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.00%
Year 1	94.00%
Year 2	92.00%
Year 3	95.00%
Year 4	93.00%
Year 5	92.00%
Year 6	91.00%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non-attendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	8	23

* This number includes 8 full-time teachers and 7 part-time teachers.

Percentage of staff who are Indigenous	11%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff 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.

The School held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	School Based Professional Learning - Annual Improvement Plan
Term 2	Core Catholic Principles and Values
Term 3	Words Their Way Training
Term 4	WHS and Salt Child Protection Modules; School Based Planning for 2018

Staff participated in different professional learning opportunities including John Hattie's Visible Learning and Words Their Way training as well as school-based staff meetings on a range of relevant topics. Staff attended inservices provided by the Catholic Schools Office including conferences for leadership staff, paraprofessional training, Google training and spiritual retreats. There were also opportunities for teachers to visit neighbouring schools to observe and discuss pedagogy within the context of a systemic Catholic professional learning community.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by NESA:

Teacher Qualifications	Number of Teachers
Those having formal qualifications from a recognised higher education institution or equivalent.	15
Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

St Francis Xavier's Primary follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

As a Catholic School, we exist to ensure the Faith development of the children in our care. Our parish clergy, staff, parents and parishioners work together to support the religious development of the children. The Religious Education curriculum supports the catechetical and evangelising mission of the Church while supporting children in their lifelong journey in faith.

St Francis Xavier's takes pride in nurturing the prayer life and faith formation of the students in our school. In 2017 children were involved in the different Sacramental Programmes run in conjunction with the Parish. Whole school liturgies were celebrated throughout the year including the student leader investiture Mass, Ash Wednesday, St Mary MacKillop, All Saints Day, Feast of St Francis Xavier, Feast of LaSalette and liturgies for Naidoc Week, Mothers' Day and Grandparents Day among others. Along with these, we celebrated Catholic Schools Week, Ash Wednesday and the 100th anniversary of Our Lady of Fatima. The 8am Parish Mass on the 4th Sunday of the month is organised by the staff and students of the school. Parents and members of the wider Catholic community are invited to join in the whole school Eucharistic celebrations.

Catholic values permeate all aspects of pastoral care in our school. Our focus on pastoral care ensures acceptance, justice, peace, hope, respect and celebration for all members of our community.

We believe good pastoral care is exemplified by:

- * creating a community in which all students feel happy and safe;
- * high-quality teaching and learning which recognises individual differences and meets the learning needs of our students;
- * high expectations of students' performance, encouraging confidence and positive self-image;
- * recognition of the dignity, self-esteem and integrity of each person.

During 2017, the staff were encouraged to attend special retreat days for teachers organised through the Catholic Schools Office which provided an opportunity for personal prayer and

reflection. The school also held two Twilight Retreats led by the Diocesan Spiritual Renewal Team which were available to staff, parents and parishioners to attend. Teachers also attended a professional development day on core Catholic Principles and Values.

St Francis Xavier's has promoted a variety of social justice causes. A regular feature of each term is not only fundraising but raising awareness of social justice issues. The Student Representative Council was responsible for many of the fundraising ventures during the year. Over the year, the school raised significant funds for Caritas, Children's Mission and St Vincent de Paul. Each fundraising event enabled the children to reflect on how fortunate they are compared with many of their peers worldwide.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	25.10

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

The school is committed to continuous improvement of teaching and student learning outcomes, in all facets of the school curriculum. The Annual Improvement Goals included faith formation, improving literacy and numeracy outcomes, building capacity of teachers and developing effective pedagogical practice. Teachers participated in professional development which has provided them with knowledge and understanding of the curriculum and assessment, pedagogical practice and the Professional Standards for teachers. All teachers participated in child protection and work, health, safety online learning modules. Another major emphasis was to develop norms and practices which are essential for professional learning communities in a Catholic context.

Contemporary learning is supported by a range of digital technologies which form an ever-increasing part of classroom practice enabling students to access a broad range of tools and resources to suit their learning style and needs. The purchase of individual Chromebooks for students across Years 3-6 provided an excellent tool to support learning.

Students in Years 3-6 were given the opportunity to participate in the International Competitions and Assessments for Schools with excellent results. Students identified with Additional Needs were assisted through differentiation of the curriculum and support via Education Assistants in the classroom. Several of our Aboriginal students attended the Wii Gaay camp, a Diocesan initiative which aims to support students in an out of school setting.

Additional to the provision of teaching and learning in the Key Learning Areas, the school provides students with opportunities to be involved in a range of extra-curricular activities including but not limited to music, dance, sporting teams, games clubs and excursions. Music is taught by specialist music teachers and features school choirs and the school band. Students competed in the Narrabri Eisteddfod in Music and Speech and Drama with outstanding results. Sport is an important component of the curriculum, with students given opportunities to participate in a range of sports including those organised locally amongst other schools. Several students were selected to compete in sport at Diocesan, Polding and State levels with outstanding results.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	59.00%	51.60%	0.00%	10.00%
	Writing	50.00%	44.60%	5.00%	7.50%
	Spelling	36.00%	45.60%	9.00%	13.10%
	Grammar	59.00%	55.50%	10.00%	10.50%
	Numeracy	35.00%	39.80%	17.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	29.00%	37.00%	7.00%	14.60%
	Writing	15.00%	15.80%	15.00%	19.40%
	Spelling	15.00%	34.30%	11.00%	14.10%
	Grammar	33.00%	35.40%	21.00%	17.50%
	Numeracy	25.00%	27.90%	18.00%	14.60%

Student Welfare Policy

No changes were made to the policy this year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

No changes were made to the policy this year.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the Bullying Prevention and Intervention Policy may be accessed on the School's website, the administration office or at the CSO website.

Complaints and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policy. No changes were made to

the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

Initiatives Promoting Respect and Responsibility

St Francis Xavier's School takes every opportunity to promote respect and responsibility within the school community. Students, teachers and parents are regularly reminded of the school commitment to respecting each other by using good manners at all times. The school has high expectations for behaviour, work ethic and uniform.

The recognition of all students in Year 6 as being Leaders of the school enables all members of the class an equal opportunity to become positive role models to the younger students.

SECTION NINE: SCHOOL REVIEW AND IMPROVEMENT

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

Key Improvements Achieved in 2017

In 2017 there were a number of improvements including:

- * the continued implementation of Catholic Principles and Values in the new NSW Syllabuses to support student faith formation.
- * improved literacy and numeracy outcomes for students K-6
- * improved leadership capacity of all staff
- * improved teacher collaboration in the context of a Catholic Professional Learning Community both locally and within the system
- * improved data analysis literacy of all teachers

Priority Key Improvements for 2018

School improvement priorities for 2018 include:

- * to further support spiritual and faith formation of students, staff and parents.
- * to improve student achievement in Religious Education using the explicit teaching of RE content.
- * to further improve literacy and numeracy outcomes for students K-6, focusing on growth between Years 3 and 5.
- * to support effective pedagogy via support from the leadership team.

- * to embed collaborative teaching practices across all stages.

- * to further improve the leadership capacity of all staff

- * to further develop teacher collaboration in the context of a Catholic Professional Learning Community

- * to further improve data literacy of all teachers

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parent satisfaction with the school overall is very high particularly in the areas of the Catholic ethos, school leadership, teaching and learning and resource management. Through both formal and informal means, parents have indicated a very high level of satisfaction with the education of their children and the additional opportunities afforded them to participate in the life of the school.

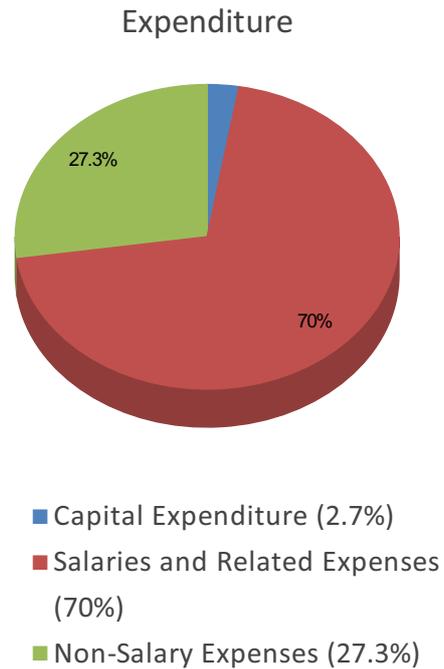
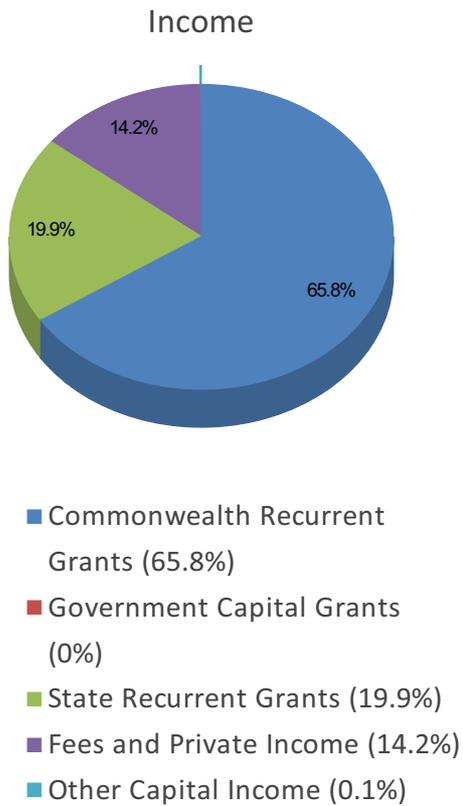
Student Satisfaction

Throughout the year, students have an opportunity to provide feedback both formally and informally. Students indicate that they are proud of the school and enjoy the opportunities offered to them. They feel that staff care about their education and welfare. Generally, the students understand and appreciate that their teachers work hard to provide a range of opportunities for them both inside and outside the classroom.

Teacher Satisfaction

Teachers indicate that they are given a range of opportunities to express their thoughts and opinions using both formal and informal means. Consultation through surveys and discussions at staff meetings, stage meetings and professional learning team meetings is valued. Teachers indicate a high level of satisfaction in key areas such as leadership, Catholic ethos, resources, improvement processes and staff engagement.

SECTION ELEVEN: FINANCIAL STATEMENT



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,953,342
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$592,364
Fees and Private Income ⁴	\$421,755
Other Capital Income ⁵	\$2,944
Total Income	\$2,972,759

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$74,184
Salaries and Related Expenses ⁷	\$1,951,944
Non-Salary Expenses ⁸	\$761,114
Total Expenditure	\$2,787,242

For the 2017 year the St Francis Xavier's Primary received \$2,354 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Diocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.