

Annual School Report 2018 School Year

St Xavier's Primary School, Gunnedah



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Principal
Jennifer Honner

About this report

St Xavier's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the School Community* for this year provides the 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 to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, and other regular communications. The *Report* is available on the school's and CSO's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums, including the School Advisory Council meetings, and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6742 1136 or by visiting the website at stxaviersgunnedah.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Xavier's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

The primary purpose of St Xavier's Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Xavier's Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

The keyword for 2018 has been KINDNESS. We have largely focused on building the resilience of all children through the study of character strengths and which of those we possess and which we would like to develop. When children and adults choose kindness every day the rewards are life changing. We have seen great growth in the area of Literacy this year, particularly reading and grammar and punctuation. The relentless focus and energy put into this area by the staff has been outstanding. Our classrooms are vibrant places of learning, where the walls tell a story of exactly what is being studied. We have had enormous success in the cultural areas of singing, acting, dancing and public speaking. Our Brain Olympia teams and our Chess team have pushed the boundaries with their talents and skills.

The children have been involved in a number of sports from yoga to lawn bowls to rugby. We once again won the Anne Singleton Cup in netball, a prestigious and sought after title by the schools in Gunnedah and the district.

I thank all members of our school community, staff, parents and the parish community for their commitment to the school and their support in 2018.

Jennifer Honner
Principal

1.2 A Parent Message

The School Advisory Council meets once a term with the Annual General Meeting taking place in November. The Council consists of the Chairperson, Parish Priest, Principal, Assistant Principal, P&F Representative and parents. The Council is responsible for reviewing the budget set by the Principal each year, overseeing changes in policies and continuing maintenance of the school. The combined St. Mary's College and St. Xavier's P&F Association meets on the third Wednesday of each month. A combination of parents from both schools attends the meetings.

The school gets a great deal of support from parents for fund-raising and social activities. It was gratifying to see the large numbers of parents regularly helping in the classrooms and volunteering at sporting and cultural events in 2018. A large number of volunteers has a positive impact on the education of the students and contributes to the social capital of the St Xavier's School community.

Mr Mick Kennedy
Chairperson
School Advisory Council



2.0 This Catholic School

2.1 The School Community

St Xavier's Primary School is located in Gunnedah and is part of the St Joseph's Parish which serves the communities of Gunnedah, from which the School families are drawn.

Last year the school celebrated 139 years of Catholic education.

The parish priest Fr John McHugh is involved in the life of the school.

2.2 Catholic Life and Religious Education

St Xavier's Primary School 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.

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Parents are encouraged to attend our liturgies and they are also encouraged to attend retreat days for sacrament preparation. Our RE Coordinator organises the Sacramental Program for the Parish. Teachers are rostered for reading, technology and Eucharistic Ministers at Sunday Mass. The Principal sits on the Parish Pastoral Council and a Parishioner is elected to the Schools Advisory Council.

Student Faith Formation one day retreat programs were run for students in Years 2, 3 and 6 during 2018. Staff met for prayer on a weekly basis. The school also ran a Lenten Program for staff who attended on a voluntary basis. All staff attended retreat programs run by the Diocese.

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



2.3 School Enrolment

St Xavier's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
Male	25	35	28	20	30	25	26	189	183
Female	34	21	25	30	26	29	27	192	188

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	94.0%	93.0%	92.0%	93.0%	92.0%	92.0%	92.0%	92.6%

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 nonattendance 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.

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	1
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	22
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	22
6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	7



2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

Taking Responsibility Programme (TRP) is about helping students to make quality choices and to learn self-control. When students are able to take responsibility for their behaviour there are a number of positive spin-offs for both students and school. These can include:

- a positive school and classroom environment
- friendly, respectful relationships with others
- the ability for students to think before acting
- a safe environment
- the ability to self-regulate behaviour

Involvement in the programme can mean:

- follow-up and follow-through of behaviour issues
- clear guidelines and boundaries
- targeted problem-solving; students look at the why and how of their behaviour and actions and are shown strategies to help them take responsibility and make sensible, thoughtful choices
- an individual approach as opposed to “one size fits all” approach

2.7 Parent, Student and Teacher Satisfaction

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

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.

The Catholic Schools Office commissioned a Queensland based company, MYP Corporation to conduct parent, staff and student surveys of the St Xavier's School community. The 5 areas surveyed were: Leadership, Resources, Catholic Ethos, Teaching/Learning, and Improvement Process. The results are based on a 5 point scale: 4-5 An excellent outcome, 3-4 A fair to good score, 2-3 A poor result, 1-2 There are significant issues, 0-1 Very poor result.

Parents rated the school 4.11 on Leadership, 4.28 on Resources, 4.19 on Catholic Ethos 4.45 on Teaching and Learning and 3.87 Improvement Processes. The results and comments made in the survey help inform the School's Annual Improvement Plan.

Student Satisfaction

An independent organisation was engaged to survey students with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, Teaching and Learning, Resources and the Improvement Process. All areas received good feedback.



Staff Satisfaction

An independent organisation was engaged to survey teachers with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, Staff Engagement, Resources and the Improvement Process. All areas received excellent feedback.

3.0 Teaching and Learning

3.1 School 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.

As a Catholic School, Religious Education is a mandatory key learning included in the curriculum for students in each grade. St Xavier's Primary School is committed to providing a quality education that meets the needs of all students.

During 2018 the focus on quality teaching and learning continued. The school's philosophy is that all learning must be visible. The students must see clearly what they need to produce. An educational mantra at the school is that everyone strives for, '2 more marks'. Learning Intentions are discussed and analysed by the students and their teachers. Success Criteria is built throughout the lessons to clearly indicate what is expected of students.

Teachers worked collaboratively throughout the year to co plan, co teach, co assess and co report and reflect on the teaching and learning. The school uses data to inform all of its practice. Data includes results from SENA (Numeracy), PM Reading Benchmarks, NAPLAN, PAT Testing, Year 6 state wide Religious Education Test, student attendance, AEDI and A-E Reporting. Infants students who were identified as requiring additional support in literacy were placed in the MiniLit (Meeting Initial Needs in Literacy) Program devised by Macquarie University.

The school embraces the use of technology in the classroom with Yr 2 to Yr 6 students having their own Chromebook. Students work in the google Suite of Apps. Classrooms are equipped with SMARTBOARDS or Promethian Panels.

A range of curricula and extra curricula activities was available for students to discover and develop their individual talents. These included:

- Various excursions
- Sporting pathways to state and national level.
- School House competitions
- Talent Shows
- Opportunities for students to have tuition in guitar, brass band and piano
- Various lunch clubs such as lego, robotics, chess, and dance
- Individual Plans for students experiencing difficulty
- Eisteddfod performances
- International Competitions and Assessments for Schools



3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 48 students presented for the tests while in Year 5 there were 53 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Xavier's Primary School, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Xavier's Primary School students in each band compared to the State percentage.



Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	30.3	10.4	23.9	35.4	22.5	20.8	13.8	8.3	5.9	10.4	2.0	4.2
Writing	15.2	14.6	30.0	20.8	29.5	27.1	15.6	35.4	5.4	2.1	2.9	0.0
Spelling	27.2	18.8	23.6	12.5	21.9	37.5	14.8	18.8	7.6	6.3	3.2	0.0
Grammar and Punctuation	32.1	10.4	24.4	22.9	18.2	25.0	13.2	20.8	7.4	4.2	3.0	2.1
Numeracy	18.4	14.6	23.7	29.2	26.6	27.1	18.8	16.7	8.6	10.4	2.3	0.0

Year 5 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 3 to 8												
BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	16.7	3.8	22.4	23.1	26.6	28.8	20.0	28.8	9.5	3.8	3.3	1.9
Writing	4.0	3.8	12.3	5.7	30.4	18.9	30.3	56.6	14.5	3.8	7.3	11.3
Spelling	15.2	5.8	23.4	17.3	28.2	26.9	19.2	30.8	8.8	17.3	3.6	0.0
Grammar and Punctuation	15.7	17.3	22.3	19.2	28.1	38.5	18.5	9.6	9.3	11.5	0.0	0.0
Numeracy	11.6	1.9	19.2	13.2	29.0	37.7	25.0	30.2	11.1	13.2	2.6	0.0

NOTE: Where a year level has five or less students the information is withheld to protect the privacy of the students



3.3 Teacher 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 developments days this year with the areas of focus as follows:

Term 1	VCOP
Term 2	The Big Write
Term 3	The Big Write
Term 4	Collaboration/ Team Teaching/ Personal Learning Plans

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' 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 *School's website* stxaviersgunnedah.catholic.edu.au and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all we do at St Xavier's Primary School Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. We aim to bring this about in our school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Xavier's Primary School have the right to be treated:

- justly
- respectfully
- fairly



No changes were made to the 'Pastoral Care Policy' this year.

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

4.3 Student 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 'Student Discipline Policy' this year.

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

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention 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 'Bullying Prevention and Intervention Policy' this year.

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

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by our school. The rationale for this policy 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 policies.

No changes were made to the policy this year.

The full text of the policy may be accessed on the School's website stxaviersgunnedah.catholic.edu.au or the administration office.

5.0 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 2018

The Annual Improvement Plan aims to:

- Support Faith Formation through the use of the Armidale Core Catholic Principles & Values document.
- Improve student literacy and numeracy.
- Further develop contemporary pedagogy through the implementation of new technologies, collaborative Professional Learning Communities and new curriculum.
- Build the leadership capacity of all Staff using the AITSL Australian Professional standards for Teachers and the National School Improvement Tool.

Areas of focus in 2018 were;

- Embedding the Catholic Principles & Values
- Increased participation in faith formation opportunities
- Create “walls that teach” in all classrooms
- PLT’s were conducted fortnightly
- Use data to inform teaching
- Continue with our Action Plan-Writing from K to 6
- Create opportunities for Walk throughs for all staff
- Professional development using Aitsl, Professional Standards and National School Improvement Tool for staff to develop Personal Learning Plans

Priority Key Improvements for 2019

The Priority Key Improvements for 2019 from the Annual Improvement Plan are;-

- Complete embedding Catholic Principles & Values
- Review formation opportunities for all staff, students and parents
- Further develop teacher pedagogy through the implementation of the Non-negotiables of a CPLC (2018-2020) and the 14 Parameters
- Enhance students Literacy skills and improve the learning gain of every student
- Implement Compass
- Provide effective support for staff, students and parents

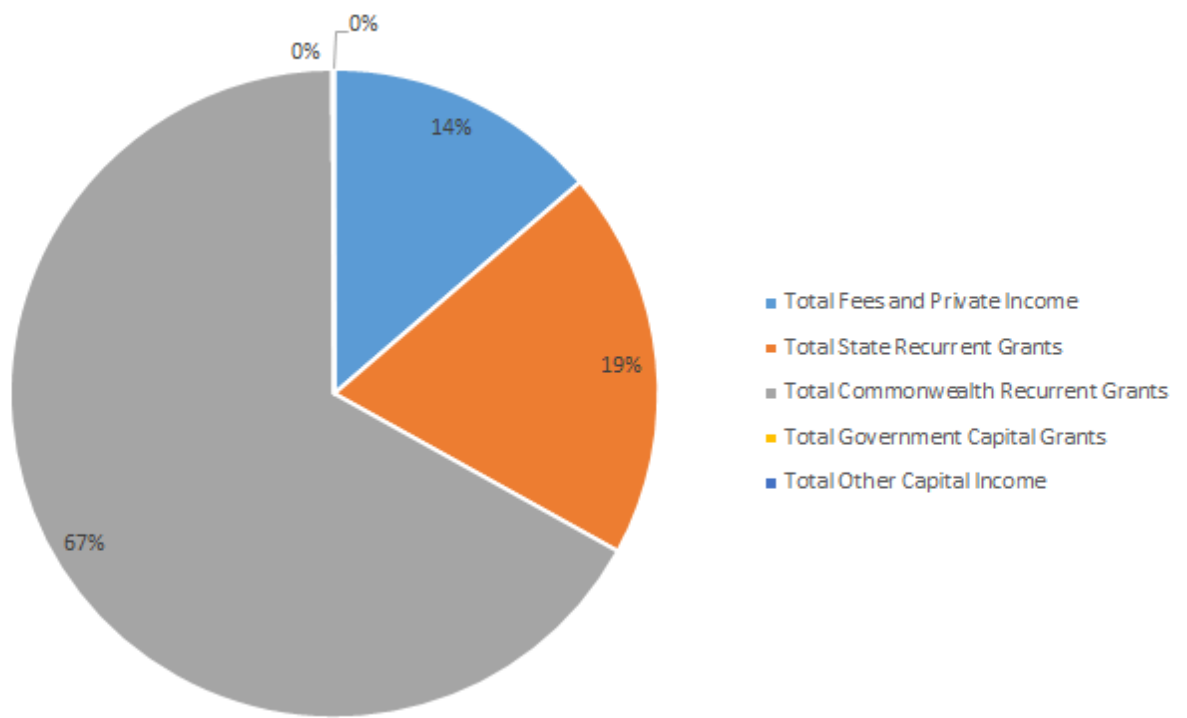
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:



2018 Income - St Xavier's Primary School, Gunnedah



2018 Expenditure - St Xavier's Primary School, Gunnedah

