

Annual School Report 2019 School Year

St Xavier's Primary School, Gunnedah



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Gunnedah NSW 2380

Phone 02 6742 1136
<http://stxaviersgunnedah.catholic.edu.au>

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 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 Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, 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. It is available on both school and CSO websites by 30 June 2020 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 school's website <http://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.

St Xavier's Primary School Gunnedah is a dynamic and continually reinventing school, where the school staff work collaboratively with students and parents to build a positive environment. Excellence is encouraged and the celebration of an individual's gifts is sought.

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.

St Xavier's great leadership team thrives on change, diversity and progress. By using current theory and evidence to improve professional practice, the focus continues to be on student growth and improvement. The opportunities being afforded to students are of the highest quality and meets the diverse range of learning needs.

Many opportunities were provided during the year where students were given the chance to demonstrate their vast array of talents: academically, culturally and in the sporting arena. Throughout the year, the school and parish came together to celebrate masses, liturgies, sacramental programs and retreats which fostered and developed the spiritual life of the school. St Xavier is a family oriented school where strong ties with families have been forged to create a partnership in the ongoing growth and development of each and every student.

I thank all members of our school community including staff parents and the parish community for their commitment to the school and their support in 2019.

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 the 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 attend the meetings.

The school enjoys 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 2019. 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.

Michael 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 Curlewis, Mullaley, Carroll and Gunnedah, from which the school families are drawn.

Last year the school celebrated 141 years of Catholic education.

The parish priest, Father 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.

The school Principal is a member of the Parish Council. A number of teachers are involved in the parish, performing duties as lectors, Extraordinary Ministers of the Eucharist and technology operators. There were 12 altar servers on the roster during 2019. Parish events are advertised in the school newsletter and information regularly placed in the parish bulletin.

The school has continued to incorporate the Catholic Principles and Values statements mandated by Bishop Michael Kennedy into the programs for all Key Learning Areas. Parish Priest Father John McHugh, visited the school on a weekly basis. Father John administered Reconciliation to Years 3-6 once a term and regularly spent time in all classrooms engaging with the students.

With the support of Father John, whole school masses were celebrated each term. The school also celebrated four Feast days and special events. These included the Opening School Mass, Ash Wednesday Mass and the Feast of Saint Joachim and Anne for Grandparents Day. All parents, families and friends were invited to attend these masses, whilst parents, students and staff participated in a variety of ministry roles including Eucharistic Ministry.

Throughout the year the Sacramental Programs of Reconciliation, First Eucharist and Confirmation were offered and delivered to students in Years 2, 3 and 6. Parents and other family members participated through meetings and masses. The Sacrament of Confirmation was supported with a retreat that was attended by Bishop Michael Kennedy, teachers and the candidates.

Students in Year 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	22

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 2019	TOTAL 2018
Male	19	22	35	28	20	32	22	178	189
Female	20	34	24	24	29	27	29	187	192



Totals	39	56	59	52	49	59	51	365	381
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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 2019 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%	92.0%	93.0%	92.0%	92.0%	93.0%	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 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.

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.	23
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.	24
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	8

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. The school models and teaches students about respect and responsibility in a number of ways:

St Xavier's Primary School implemented two particular programs that link to both the Pastoral Care & Wellbeing Policy and the Personal Development strand of the PDHPE syllabus.

The 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

The Strong Minds Program utilises empirically supported Positive Psychology strategies that enhance wellbeing and learning. The primary focus of this is on Peterson and Seligman's (2004) 24 character strengths. These are categorised under six virtues: Wisdom, Courage, Kindness, Community, Self-Control and Meaning.

This approach targets the whole school community to foster a culture of resilience.

The program specifically aims to assist students, teachers and parents to identify and grow their own strengths, in addition to recognising and appreciating strengths in others. This builds relationships and self-esteem, and a positive environment fostering inclusivity and resilience.

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 Catholic Schools Office commissioned a Brisbane based company, Survey My School to conduct parent, staff and student surveys of the St Xavier's Primary School community. Areas surveyed included: School Leadership, School Resources and Facilities, Catholic Ethos and Identity, Teaching/Learning and School Improvement Processes. The results are based on a 3 point scale: 2-3 An excellent outcome, 1-2 A fair to good score, 0-1 A poor result and significant issues need to be addressed.

Of the school's 281 parents, 138 completed the survey (49% completion rate is considered very good). In all but four areas, parents rated the school in the 2- 3 point scale range which was very pleasing. The remaining four fell into the fair to good section. Parents were also given the option to express any concerns. Both the data and parent comments are important in helping the school plan for the following year as well as addressing pressing concerns as soon as possible.

Student Satisfaction

The Catholic Schools Office commissioned a Brisbane based company, Survey My School to conduct parent, staff and student surveys of the St Xavier's School community. Areas surveyed included: School Leadership, School Resources and Facilities, Catholic Ethos and Identity, Teaching/Learning and School Improvement Processes. The results are based on a 3 point scale: 2-3 An excellent outcome, 1-2 A fair to good score, 0-1 A poor result and significant issues need to be addressed.

Of the school's 159 students, 95 completed the survey (60% completion rate is considered excellent). 20 of the 22 areas scored in the excellent outcome section with two in the fair to good section.

Staff Satisfaction

The Catholic Schools Office commissioned a Brisbane based company, Survey My School to conduct parent, staff and student surveys of the St Xavier's School community. Areas surveyed included: School Leadership, School Resources and Facilities, Catholic Ethos and Identity, Teaching/Learning and School Improvement Processes. The results are based on a 3 point scale: 2-3 An excellent outcome, 1-2 A fair to good score, 0-1 A poor result and significant issues need to be addressed.



Of the school's 40 staff, 29 completed the survey (72% completion rate is considered excellent). Out of the 35 areas 7 scored in the fair to good range and 28 in the excellent section.

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.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Xavier's Primary School is committed to providing a quality education that meets the needs of all students.

The staff at St Xavier's are well qualified and present learning opportunities to suit the various learning styles of the students. Teachers worked collaboratively throughout the year to co-plan, co-teach, co-assess, co-report and reflect on the teaching and learning.

Staff are lifelong learners, participating in professional development and further training to maintain proficient teacher standards as outlined in the Australian Professional Standards for Teachers. School improvements for student learning have been trialed and implemented.

A Leader of Pedagogy is engaged to drive implementation of specific programmes and teaching strategies as outlined in the school's Annual Improvement Plan. These initiatives enhanced teaching and learning for identified and targeted students. Staff formed collaborative teams to facilitate opportunities for planning effective teaching-learning opportunities and developing assessments for future learning programmes.

Data was a significant driver throughout the year with all students being monitored and challenged. The school uses data to inform all of its practise. Data includes results from Best Start testing for Kinder, 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.

Extra teaching staff and Para-professionals provide ongoing support to students and assist teachers in curriculum access for all students. The school embraces the use of technology in the classroom with Years 2 to 6 students having their own Chromebooks. Students work in the Google Suite of Applications. Classrooms are equipped with Smart Boards or Promethian Panels.

A range of curricula and extracurricular activities were 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, 31 students presented for the tests while in Year 5 there were 58 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 are 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.

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										
Reading	16.5	18.0	26.2	30.0	18.5	16.0	15.5	8.0	6.7	14.0	1.8	0.0
Writing	15.1	17.6	38.7	37.3	28.7	33.3	12.1	7.8	3.8	3.9	0.8	0.0
Spelling	24.3	24.0	26.3	22.0	17.0	24.0	6.1	12.0	3.1	4.0	0.9	6.0
Grammar and Punctuation	4.1	22.0	10.9	18.0	18.7	18.0	12.0	12.0	6.3	10.0	2.4	2.0
Numeracy	12.8	16.0	24.3	18.0	29.4	36.0	19.8	18.0	6.7	8.0	2.6	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										
Reading	10.5	8.8	27.4	29.8	32.6	36.8	16.0	15.8	8.5	5.3	2.3	1.8
Writing	3.5	0.0	10.9	5.3	30.8	33.3	36.7	43.9	11.6	12.3	6.5	3.5
Spelling	7.9	1.8	21.6	19.3	30.4	36.8	24.7	33.3	9.1	5.3	3.0	1.8
Grammar and Punctuation	8.4	12.3	17.5	17.5	27.5	29.8	24.9	19.3	11.9	14.0	3.7	3.5
Numeracy	4.0	5.4	13.0	5.4	37.8	41.1	30.4	33.9	10.0	12.5	2.1	1.8



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.

Whole staff development day professional learning activities in 2019 were:

Staff Professional Learning Activity	Date	Presenter
Where to in 2019? Deepening staff understanding of the school's Annual Improvement Plan for 2019.	29/01/2019	Jen Honner
VCOP BIG Write	30/01/2019	Sandie Walker
Catholic Schools Conference Tamworth	11/06/0019	Various

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 Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's website <http://stxaviersgunnedah.catholic.edu.au> and the Armidale Catholic Schools Office website <https://www.arm.catholic.edu.au>.

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at St Xavier's Primary School. Christ's teachings therefore should relate to how staff develop student self-discipline. The school community believes 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. Staff aim to bring this about in the 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 <http://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 <http://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 the 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 <http://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 this 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 the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's website <http://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 Schools 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 this year	Key Improvements for 2020
<p>Nurture Our Catholic Society Completed embedding Catholic Principles & Values:</p> <ul style="list-style-type: none"> • RE Learning Walks with REC and LOP for all staff • Integration across all KLAs • Raising student, staff and parent awareness • REC & LOP to developed staff capacity in using data to inform RE teaching and learning <p>Reviewed formation opportunities for all staff, students and parents:</p> <ul style="list-style-type: none"> • REC collaborated with parish priest to review and implement faith formation opportunities for parents, staff and students • Reinforced student knowledge, understanding, expectations and their familiarity of protocols associated with masses and liturgies • Provided opportunities for Primary staff to participate in Infants "Storytelling" sessions • Continued to provide staff Lenten Program 	<p>Nurture Our Catholic Society Review current and launch new St Xavier's Pastoral Care and Wellbeing Framework.</p>
<p>Improve Learning Enhanced students Literacy skills and improved the learning gain of every student:</p> <ul style="list-style-type: none"> • Developed Rich Tasks in selected KLAs • Lifted the capacity of staff through the guided implementation of "The Big Write and VCOP" • Continued "Spelling Stars" PD with Chris Killey in Stages E, 1 and 2 • Consolidated the implementation of the new whole school approach to spelling, sound and letter introduction and word study • Consolidated the use of the "Daily 5" procedures in the Literacy Block • Students used consistent language when answering the 5 questions • Exposed students to Kamilaroi language by working with AEA 	<p>Improve Learning</p> <ul style="list-style-type: none"> • Quality implementation of PDHPE Syllabus • Establish agreed practices for a dedicated Maths block • Establish agreed practices in parent communication regarding student learning and wellbeing • Continue the development of a whole school approach to improve student Spelling outcomes • Establish consistent procedures for best practice in guided reading



Key improvements achieved this year	Key Improvements for 2020
<p>Lead Learning</p> <ul style="list-style-type: none"> • Further developed teacher pedagogy through the implementation of the Non-negotiables of a CPLC (2018-2020) and the 14 Parameters • Deepened staff understanding of the co-planning, co-programming, co-assessing and co-reporting process to achieve a deeper shared understanding of the curriculum and formative assessment • Provided teacher PD in writing SMART goals to ensure the outcomes in PLPs for the NCCD are specific • Reviewed the prioritised Maths Scope and Sequence • Provided extra release in Stages in Week 5 every term to analyse data and plan for remainder of term • Facilitated PD for the new Science & Technology syllabus 	<p>Lead Learning</p> <ul style="list-style-type: none"> • Provide opportunities for teams to lead aspects of the Annual Improvement Plan • Use the Professional Learning Plan process to guide and improve graduate and proficient teachers
<p>Sustain Our People Implemented Compass:</p> <ul style="list-style-type: none"> • supported staff in the roll out of each stage <p>Provided effective support for staff, students and parents:</p> <ul style="list-style-type: none"> • Continued targeted intervention in K to 2 with extra staffing • Formalised the 3 way conference model and facilitate more effective conversations between parents, students and staff around smart learning goals and strategies to assist students • Implemented a formal feedback process for staff and leadership team • Continued to support AEA in the learning/study of local Kamilaroi language • Year 6 started the "Building Links" program in Term 2 	<p>Sustain Our People Provide effective support for staff, students and parents:</p> <ul style="list-style-type: none"> • Continue targeted intervention in K to 2 with extra staffing • Formalise the 3 way conference model and facilitate more effective conversations between parents, students and staff around smart learning goals and strategies to assist students • Implement a formal feedback process for staff and leadership team
<p>Create the Right Environment</p> <ul style="list-style-type: none"> • Engage in Pastoral Care and Wellbeing PD for staff and students (priority for all) • Invite staff to attend Wellbeing Conference in June • Form a Wellbeing Committee with a view to implementing events and programs for staff and students 	<p>Create the Right Environment</p> <ul style="list-style-type: none"> • Research the use of flexible learning spaces and the pedagogy that needs to be embedded

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

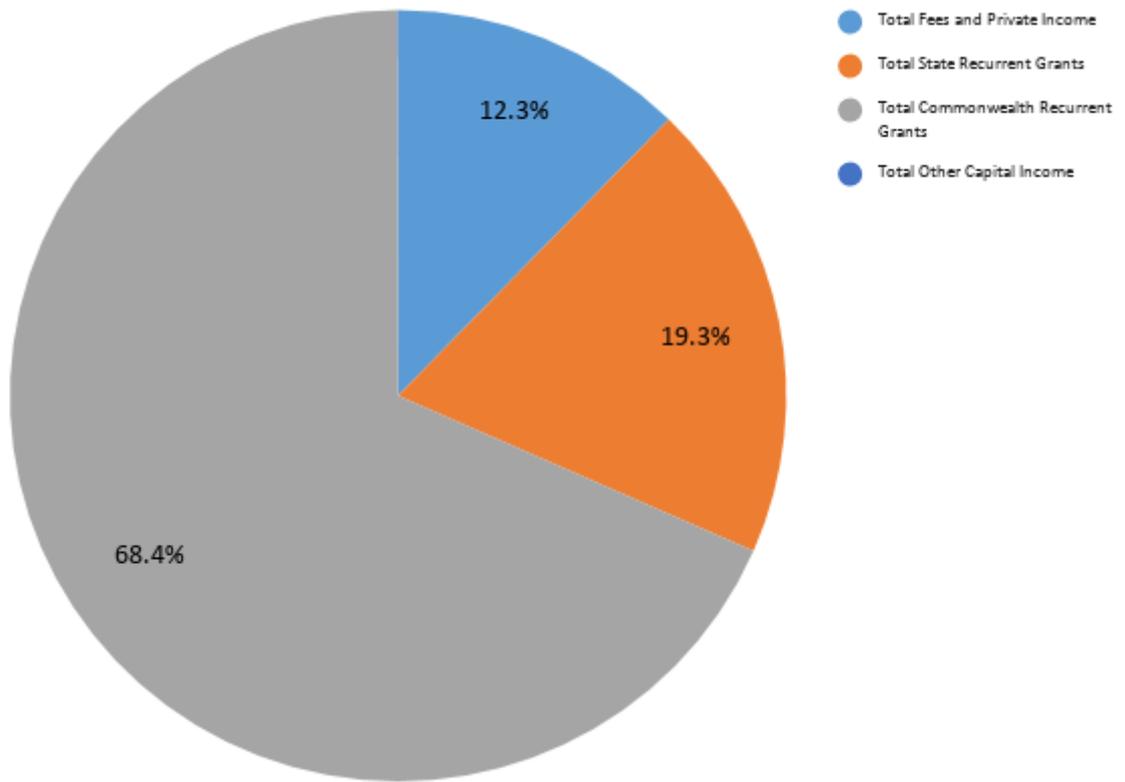


income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2019 is presented below:



2019 Income - St Xavier's Primary School, Gunnedah



2019 Expenditure - St Xavier's Primary School, Gunnedah

