Annual School Report
2022 School Year

St Xavier's Primary School, Gunnedah

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 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 2023 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.

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 has explicit and clear targets for improvement. Shared beliefs and understandings have created a common language particularly around numeracy and literacy. We believe every child can learn given the right time and the right support. Students are targeted in K to 2 to give them the best start possible. Our classrooms are fine examples of the co-teaching models which cultivate an authentic collaborative culture.

The Growing Strong Minds framework is implemented throughout the school and teaches valuable social emotional skills. This framework, along with the Living Well Learning Well framework, is a cultural shift, where well-being underpins all aspects of the school. Learning and well-being go hand in hand at St Xavier's.

The school has a proud history of sporting achievement and participation with a high degree of representation in athletics, swimming, rugby league, rugby union, netball and many other sports at local, regional and state levels. St Xavier's plays an integral role in the community through participation in, and promotion of, community organisations and annual events. St Xavier's is heavily represented in local cultural celebrations with the eisteddfod, Anzac Day and local show being highlights of the school calendar.

Jennifer Honner
Principal

1.2   A Parent Message

The School Advisory Council (SAC) meets once a term with the Annual General Meeting taking place in November. The SAC consists of the chairperson, parish priest, Principal, Assistant Principal, P&F representative and parents. The SAC is responsible for overseeing changes in policies and the continuing maintenance of the school. The combined St. Mary's College and St. Xavier's Primary School P&F Association meets on the third Wednesday of each month. A combination of parents from both schools attend the meetings. The school gets a great deal of support from parents for fund-raising and social activities.

Megan Ellbourn
President
Parents & Friends

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

Last year the school celebrated 144 years of Catholic education.

The parish priest, Father Abmar Dumayag, 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 continued to incorporate the Catholic Principles and Values statements mandated by Bishop Michael Kennedy into the programs for all Key Learning Areas. The parish priest, Father Abmar Dumayag, visited the school on a regular basis. Throughout the year, the sacramental programs of reconciliation, first holy Communion and confirmation were offered and delivered to students in Year 3 and Year 6.

Student Faith Formation one day retreat programs were run for students in Years 2, 3 and 6 during 2022. Staff met for prayer on a weekly basis. The school also ran a Lenten Program for staff who attended on a voluntary basis.

Staff meetings, term School Advisory Council meetings, and Parents and Friends meetings also began with prayer. Prayer was included in each edition of the school's newsletter.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of 30 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 30)	
Year 6	20

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 2022	TOTAL 2021
Male	31	23	33	23	26	31	31	198	183
Female	28	33	26	27	36	25	23	198	191
Totals	59	56	59	50	62	56	54	396	374

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, 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 2022 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	89.0%	87.0%	88.0%	89.0%	89.0%	88.0%	86.0%	88.0%

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 System Performance Leader 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.	31
2. Those teachers at the NESA Teacher Accreditation Proficient level.	30

Teacher Qualifications / Staff Profile		Number of Teachers
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.	14
6.	Number of staff identifying as Indigenous employed at the school.	0
7.	Total number of non-teaching staff employed at the school.	4

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:

- The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships.

- The diocese has developed a framework called Living Well Learning Well. This framework is based on three beliefs; that children are safe, respected, valued and cared for and that they are learners. All intervention and support strategies are aligned with these beliefs.

- Growing Strong Minds is a framework that is based on Character Strengths and the development of these strengths in the students. Positive education has the best outcomes when it is implemented as a whole school approach incorporating explicit and implicit teachings. The implications of this are that the well-being of the whole school community, including teachers, ancillary staff, parents and students, is encouraged to thrive.

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 used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

Parents stated that they like the contemporary collaborative classrooms that are welcoming and promote learning opportunities. The facilities are immaculate, engaging and safe. Children have access to technology, and we cater for all abilities.

Parents believe the staff are welcoming, kind and caring. There is a positive, inclusive culture with the core values evident. There is a real sense of community and school spirit.

Student Satisfaction

Students were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows: Strongly AGREE 3 AGREE 2 DISAGREE 1 Strongly DISAGREE 0

- I like being at this school 2.4

- I feel safe at this school 2.2

- I feel accepted by other students at this school 2.6

- I would recommend this school to others 2.6 My teachers care about me 2.7

- All of my teachers encourage me to do my best 2.5

- The school Principal and other leaders in the school are approachable 2.4

- My teachers try to make lessons interesting 2.4

- My teachers tell us what we are learning and why 2.5

- My school gives me opportunities to do interesting activities 2.4

- My teacher help me to set specific targets to improve my learning 2.4

- My teacher suggests ways to improve my learning 2.3

- I receive feedback from my teacher to improve my learning 2.6

- I regularly use technology at my school 1.8

- The homework we do helps me learn 2.4

- This school celebrates student achievements 2.1

- My school takes students' opinions seriously 2.4

- My school encourages me to be a good community member 2.5

- Religious Education is taught well at the school 2.2

- The school helps me to be more involved in prayer 2.8

- I am encouraged to care for others 2.1

- Staff, students and parents are actively involved in the religious life of the school 2.1

Staff Satisfaction

Staff were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows: Strongly AGREE 3 AGREE 2 DISAGREE 1 Strongly DISAGREE 0

- I get a lot of satisfaction from working in this school 2.3

- There is good morale amongst the staff at this school 2.7

- I would recommend this school to others 2.7

- I have the resources I need to do my job 2.8 This school is well maintained e.g. clean, buildings painted etc 2.8

- I am happy with the school's facilities 2.3

- Communication between the staff and school leadership is open 2.6

- School leaders at this school know me as a person and support my wellbeing 2.1

- I have the opportunity to have input into decisions affecting my work in this school 2.3

- My school encourages a climate conducive to staff professional learning and improvement in practice 2.2
- Our Staff Meetings are productive 2.2
- Collaborative planning processes in this school are effective 2.1
- I am provided opportunities to share my skills and knowledge with others 2.2
- Access to professional learning opportunities helps me perform my role well 2.2
- I am provided with opportunities to improve my teaching practice 2.5
- I participate in professional learning conversations 2.1
- TEACHERS ONLY - I get feedback that helps me to be a better teacher 2.4
- There are clear expectations concerning the use of effective teaching strategies throughout the school 2.6
- I have opportunities to enhance my students' learning through the use of technology 2.3
- This school celebrates student achievements 2.3
- Parent/teacher conferences are helpful at this school 2.0
- The school communicates clearly that it has high expectations for student attendance, engagement and outcomes 2.1
- The school manages behaviour incidents well 2.2
- The Pastoral Care policy and behaviour management processes are known and followed consistently 2.2
- Catholic religious identity is a high priority in this school 2.3
- Core Catholic Principles and Values are explicitly taught in this school 2.1
- Staff, students and parents are actively involved in the religious life of the school 2.1
- The school helps me to be more involved in prayer 2.1
- There is a strong partnership between the parish and this school 2.0
- There is good balance in time allocation for curriculum delivery 2.0
- The school's curriculum includes a strong focus on the development of cross-curricular skills and attributes 2.3
- The school's Agreed Practices on curriculum, assessment and learning are followed across the whole school 2.3
- Assessment is used to inform teaching and learning in an explicit way across the school 2.5
- There is an explicit school-wide emphasis on differentiating learning within each classroom 2.0
- All students, particularly high-achieving students, are appropriately engaged, challenged and extended 2.0

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.

St Xavier's Primary School has explicit and clear targets for improvement. Shared beliefs and understandings have created a common language particularly around Maths and English. The school timetable exposes children to the allocated times set down for each Key Learning Area. Opportunities for differentiation exist in every learning sequence.

Teachers worked collaboratively throughout the year to co-plan, co-each, co-assess and co-report and reflect on the teaching and learning. The school uses data to inform all practice. Data includes results from SENA (Numeracy), PM Reading Benchmarks, NAPLAN, PAT Testing, Year 6 state wide Religious Education Test, student attendance and A-E Reporting.

Students have the opportunity to be part of the St Xavier's Brass Band, and dance group. Children participate in the Gunnedah Eisteddfod and there are numerous opportunities to play a variety of sports.

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, 45 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.

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	State	School	State	School	State	School	State	School	State	School
Reading	17.5	29.0	21.0	27.0	19.4	13.0	11.6	6.0	8.4	6.0	2.7	0.0
Writing	19.5	21.0	35.0	30.0	23.8	34.0	10.1	6.0	4.8	4.0	1.7	0.0
Spelling	17.9	25.0	23.0	15.0	19.7	23.0	13.0	19.0	6.9	8.0	6.0	2.0
Grammar and Punctuation	16.8	15.0	20.1	29.0	19.8	21.0	13.1	8.0	6.9	4.0	4.0	0.0
Numeracy	11.4	10.0	20.4	21.0	26.2	29.0	20.2	31.0	10.5	4.0	3.3	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	12.8	17.0	26.9	22.0	27.2	28.0	17.4	22.0	7.2	6.0	3.4	0.0
Writing	9.2	11.0	18.7	15.0	30.5	34.0	24.5	21.0	9.7	17.0	3.4	2.0
Spelling	14.1	9.0	25.0	11.0	26.8	41.0	18.0	24.0	8.0	7.0	2.9	2.0
Grammar and Punctuation	10.4	13.0	20.1	33.0	26.5	31.0	23.2	15.0	10.1	4.0	3.0	0.0
Numeracy	8.4	6.0	18.9	13.0	27.9	41.0	26.3	35.0	11.5	6.0	3.0	0.0

As can be seen from the table, the percentage of students in the top three bands in Numeracy is pleasing compared to state-wide figures. A number of initiatives have contributed to these results, including the implementation of a range of teaching strategies to improve student understanding in

literacy and numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Grammar and Punctuation. The high percentage of students achieving minimum standards, compared to state figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years.

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 2022 were:

Staff Professional Learning Activity	Date	Presenter
Living Well Learning Well -Leadership	26/04/2022	Luke Kennedy
Living Well Learning Well Agreed Practices	27/01/2022	Jen Honner
The 14 Parameters	28/01/2022	Jen Honner
School and System Registration and Compliance	31/01/2022	Jen Honner
Safety Intervention Training	23/03/2022	Geraldine Chapman

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 and the Armidale Catholic Schools Office website.

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 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 or 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 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 of Armidale. 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, 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 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 System Performance Leader.

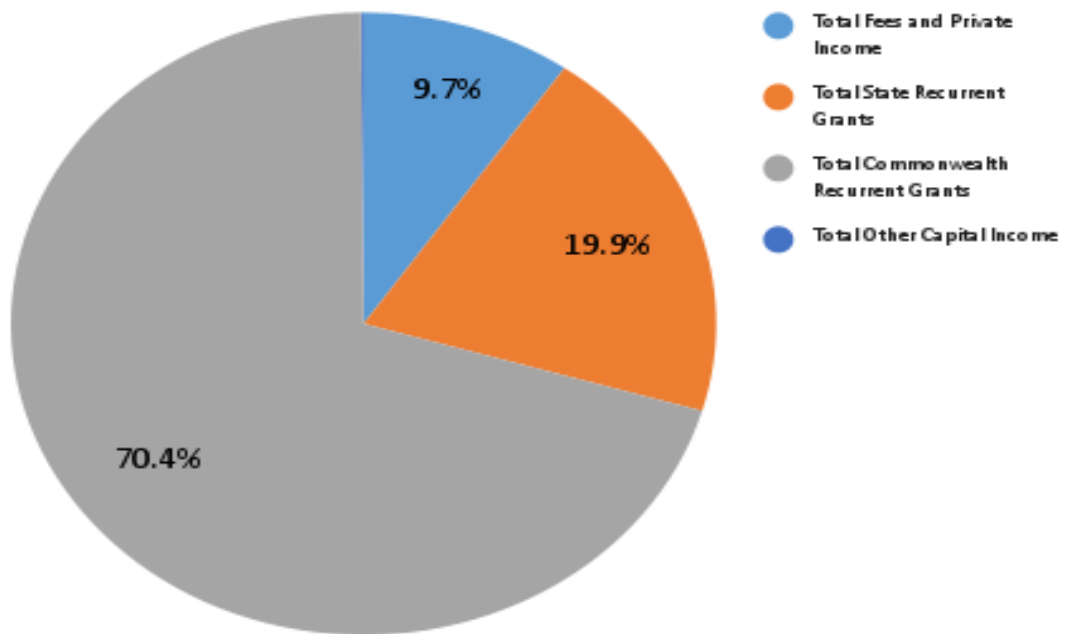| Key Goals Achieved and Implemented in 2022	Key Goals for 2023
• Increase the school-wide understanding of our Catholic faith, identity and community. • Embed Living Well Learning Well Framework. • Develop a stronger parish/school team. • Learning to implement K to 2 syllabus in mathematics and English. • Implementation of CSO Mathematics Improvement Initiative across K-6. • Develop consistent K-6 assessment practices. PL with Denise McHugh. • Further develop K - 6 pedagogical practices in writing. • Teacher-led PL in staff meetings and professional learning team meetings. • Induction procedure developed. • Increased opportunities for Learning Walks for all staff. • Consistent K-6 assessment practices. • Ongoing teacher density in Infants. • Build teacher understanding of the co-teaching cycle.	To sustain a Christ-centred inclusive learning community that strengthens the faith, discipleship, pastoral care and wellbeing of all. To promote a data-informed strong team culture that improves pedagogy and enhances learning outcomes for all students. To care for students, staff and schools through capability, transparency and accountability.

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 2022 is presented below:

2022 Income - St Xavier's Primary School, Gunnedah

- Total Fees and Private Income
- Total State Recurrent Grants
- Total Commonwealth Recurrent Grants
- Total Other Capital Income

9.7%
19.9%
70.4%

2022 Expenditure - St Xavier's Primary School, Gunnedah

- Salaries, Wages and Related Expenses
- Total Non-Salary Expenses
- Total Capital Expenditure

16.0%
53.7%
30.3%