

St Xavier's Primary GUNNEDAH
Annual School Report to the Community

2016



School Contact Details

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Principal

Mrs Jennifer Honner

ABOUT THIS REPORT

St Xavier's Primary is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale 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 Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW 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

During 2016 we continued our development as a Catholic Professional learning Community. The development of Professional Learning Teams has provided regular opportunities for Staff and Leadership Teams to work alongside each other examining data, current practice and pedagogy. The implementation of our Strategic Action Plan in the area of writing has produced growth and deeper understanding in this area for students and teachers.

The school's effort in the area of music and performance was once again a feature. St Xavier's was at the forefront of the local Eisteddfod. Our students' performances at the representative sport level were outstanding and our school based programs offered an increasing range of experiences.

A very important aspect of life at St Xavier's is the involvement of our parents. We encourage parents to become as involved as possible in their child's education and we use a variety of methods to communicate with them.

I thank all members of our school community, staff, parents and the parish community for their commitment to the school and their support in 2016.

Parent Body Message

The School Board of St Xavier's School meets on the first Wednesday of each month with the Annual General Meeting taking place in November. The Board consists of the Chairperson, Parish Priest, Principal, Assistant Principal, P&F Representative and parents. The Board 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. 2016 saw a highly successful Easter Fair, Melbourne Cup Luncheon and Catholic Deb Ball. 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 2016. 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.

Student Body Message

We would like to thank our families, our teachers and our friends for supporting us during the year. We have been honoured and proud to be St Xavier's School Captains in 2016. During our time here at St Xavier's there have been many changes around the school and this year was no exception. Senior Primary classes worked in open learning spaces and each of us had our own Chromebook. We have worked in Google Classroom and the whole range of Apps available in the Google Suite. We love the friendship that is evident at St Xavier's from kindergarten all the way through to Year 6.

SECTION TWO: SCHOOL FEATURES

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

It was founded by the Sisters of Mercy from Ennis, Ireland in January 1879. St Xavier's caters for children from Kindergarten through to Year 6 and with a current enrolment of 350 students, the school provides an outstanding education where children are nurtured in a caring Christian community.

St Xavier's School is part of the St Joseph's Parish. St Xavier's draws its students from Gunnedah and district. Most students come from within the town boundaries but a good deal of students come from properties from Tambar and Mullaley in the south, Lake Keepit in the East, Boggabri in the West and Kelvin in the North.

To assist the classroom teacher and student learning, the school has a number of support staff including Educational Assistants, MiniLit para-professionals; Teacher Librarian, ICT Assistant and specialist PE, health and music teachers.

Students have the opportunity to participate in a number of extra-curricular activities including lunch clubs (dance, lego, gardening and chess), Brain Olympia, public speaking, piano, debating, eisteddfod and choir and the ever popular St Xavier's Got Talent. Every other year our students participate in the "Schools on Stage" extravaganza with all the surrounding schools from the area.

Parents are always welcome to become involved at St Xavier's School and are instrumental in creating a culture of community. Parents are provided with numerous opportunities to be part of our school environment including: volunteering in the Canteen, supporting teaching and learning in the classroom, fundraising events including our biannual Fair and annual Trivia Night, assisting at sporting events, School Masses and liturgical celebrations, Father's Day breakfast and many more.

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 2016:

Girls	Boys	LBOTE*	Total Students
181	180	12	361

* 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 2016 was 92.29%. Attendance rates disaggregated by Year group are shown in the following table.

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

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;
- 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;
- 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 School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
24	11	35

* This number includes 15 full-time teachers and 9 part-time teachers.

Percentage of staff who are Indigenous	4%
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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	St Xavier's Annual Improvement Plan/ RE Reflection Session 1
Term 2	Core Catholic Principles and Values Tamworth / RE Reflection Session 2
Term 3	Teacher Performance & Development Framework/ Australian Professional Standards for teachers/Personal Learning Plans/ RE Reflection Session 3
Term 4	Open Learning spaces/Team Teaching/ First Aid/ Asthma and Anaphylaxis Training/ RE Reflection Session 4

St Xavier's is committed to keeping abreast of educational trends and best practice. Professional Development included; instruction and implementation of the Geography and History syllabuses, implementing the Catholic Principles and Values within programs, reading strategies for Minilit, SMART data analysis, CPR, Asthma, Diabetes and Anaphylaxis training and various internal staff development.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories

determined by the Board of Studies, Teaching and Educational Standards, NSW:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	23
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

St 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.

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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 and Eucharistic Ministers at Sunday Mass. The school organises a parish morning tea each year. Two representatives from the school staff sit on the Parish Pastoral Council and a Parishioner is elected to the School Board. In 2016 the school organised and participated in four Family Masses which were held on Sundays throughout the year.

Student Faith Formation one day retreat programs were run for students in Years 2, 3 and 6 during 2016. Staff met for prayer on a weekly basis with a special daily program of prayer during Holy Week. The school also ran Lenten and Advent Programs for staff who attended on a voluntary basis. All staff participated in a Spirituality Day and a number of staff also 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	32.60

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards, NSW 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.

In 2015 St Xavier's continued to provide specialist teaching in the areas of PE, Music and Health, a feature of which few primary schools can boast.

During 2016 the focus on quality teaching and learning continued to be centered on a 'new' pedagogical framework, based on the research of John Hattie and others, which was introduced in 2014. 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'.

Teachers worked collaboratively throughout the year to assess, plan 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 has advanced the use of technology in the classroom with all Primary students having their own Chromebook. Students work in the google Suite of Apps. Classrooms are equipped with SMARTBOARDS.

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

- Various Excursions both locally and intrastate
- Brain Olympia
- Debating and Public Speaking
- 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, chess, garden and dance
- Individual Plans for students experiencing difficulty

- Eisteddfod performances
- International Competitions and Assessments for Schools

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	50.00%	49.40%	12.20%	11.50%
	Writing	65.50%	48.80%	1.80%	6.20%
	Spelling	58.20%	46.40%	5.40%	12.40%
	Grammar	51.00%	52.50%	9.10%	9.60%
	Numeracy	35.20%	35.60%	5.60%	13.40%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	43.90%	35.30%	12.20%	15.50%
	Writing	24.40%	17.20%	17.10%	18.10%
	Spelling	34.10%	29.80%	12.20%	17.20%
	Grammar	43.90%	36.30%	12.20%	15.00%
	Numeracy	26.80%	28.30%	4.80%	16.50%

Student Welfare Policy

St Xavier's Primary School seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure

- supports the physical, social, academic, spiritual and emotional development of students

- provided student welfare policies and programs that develop a sense of self-worth and foster personal development

The school's Pastoral Care Policy is based on the Bishop's Commission Policy- Pastoral Care In The Catholic Systemic Schools of The Armidale Diocese.

St Xavier's prides itself on being a welcoming community. We continue to run the Alannah and Madeleine Foundation's Buddy Program which ensures a safe and enjoyable transition for Kindergarten students and helps build relationships between the older and younger students. St Xavier's continues to closely monitor the behaviour of its pupils and has systems and practices which promote positive peer interaction.

Students and staff have access to counselling by Centacare on request.

No Changes were made to this 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 this Policy this year.

St Xavier's Primary School bases its Discipline Policy on the Bishop's Commission Policies Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese, Policy On Suspension, Expulsion

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

Anti-Bullying 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 *Anti-Bullying 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

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

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 2016

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 2016 were;

- Explicit teaching of the Catholic Principles & Values
- Increased participation in faith formation opportunities
- A greater focus on Prayer
- Create a Data Wall for Reading and Writing Clusters
- Form Professional Learning teams and meet fortnightly
- Use data to inform teaching
- Implement the 2 more mark strategy
- Continue with our Action Plan-Writing from K to 6
- Create opportunities for Walk throughs for all staff
- Develop a list of Essentials that we want to see in classrooms at St Xavier's
- Professional development using Aitsl, Professional Standards and National School Improvement Tool for staff to develop Personal Learning Plans

Priority Key Improvements for 2017

The Priority Key Improvements for 2017 from the Annual Improvement Plan are;-

- Continue developing an understanding of the Core Catholic Principles and Values
- Use the Reading Clusters as a significant data source
- Prioritise the Maths Curriculum
- Implement Action Learning Plan-Reading

- Develop a Transition Plan for Year 6 going to St Mary's College for Year 7
- Provide regular opportunities for classroom observation for all staff
- Implement the knowledge and strategies from the Collaborative Inquiry Initiative into our PD for 2017

SECTION TEN: 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, 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 4.12 on Leadership, 4.27 on Resources 4.17, on Catholic Ethos 3.91 on Teaching and Learning and 3.76 Improvement Processes. The results and comments made in the survey help inform the School's Annual Improvement Plan.

Student Satisfaction

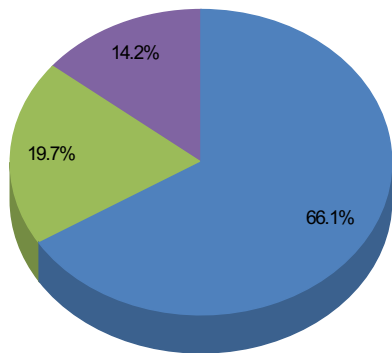
An independent organisation was engaged to survey students with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, Teaching and Learning, Resources and the Improvement Process. All areas received good feedback.

Teacher 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.

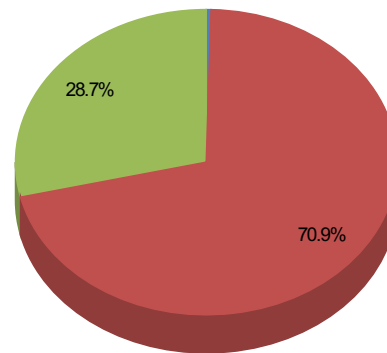
SECTION ELEVEN: FINANCIAL STATEMENT

Income



- Commonwealth Recurrent Grants (66.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.7%)
- Fees and Private Income (14.2%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0.4%)
- Salaries and Related Expenses (70.9%)
- Non-Salary Expenses (28.7%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,904,186
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$864,345
Fees and Private Income ⁴	\$623,402
Other Capital Income ⁵	\$0
Total Income	\$4,394,147

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$16,715
Salaries and Related Expenses ⁷	\$2,926,968
Non-Salary Expenses ⁸	\$1,183,780
Total Expenditure	\$4,127,463

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 Archdiocesan 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.