

Annual School Report 2020 School Year

St Francis Xavier's Primary School, Narrabri



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<http://sfxnarrabri.catholic.edu.au>

Principal
Michael Ball

About this report

St Francis 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 2021 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 6792 1796 or by visiting the school's website <http://sfxnarrabri.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 Francis Xavier's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

The beginning of 2020 saw the community begin to enjoy the end of the drought and a positive approach to the new year. The school grew to nine class groups with a welcomed second Kindergarten class enrolled. The school again saw another increase in overall enrolment numbers at the February census and the relentless focus on improving student outcomes, especially in reading and writing, continued.

Unfortunately, early in the school year, the world was turned upside down by responses to the COVID-19 pandemic. The staff were congratulated by the parent community by their response to these restrictions, ensuring all students had Work Packs and resources (Chromebooks, Online Subscriptions etc) to assist their learning while in a state of 'Learning from Home'. Immediate professional learning for staff and measured change processes were followed to ensure each student was able to access the teacher and the curriculum whether at the school site or at home. A personal highlight was watching the guided reading lessons for all children being held via Zoom teleconferences. While this period of time was difficult for the entire school community, we were extremely satisfied with how we were able to support students and families with the resources provided.

During the period when schools were only for families of essential workers, the attendance rate did not fall below 45% which meant that once schools began to open, we quickly moved back to 100% attendance by all students. It meant we could once again restore the routine and structure to the learning day. All students were thoroughly assessed in reading writing and numeracy abilities and teachers regained their focus on improving student outcomes in these areas particularly. Despite the countless interruptions to learning throughout the year, staff were pleased with students academic achievement, which were based on previous expectations.

Despite multiple restrictions placed on the school, the school community once again showed its dedication to the students by ensuring key calendar items such as the Athletics Carnival, Cross Country Carnival, Student Awards and Presentation Night continued despite strict restrictions. The most impressive example was that the Dance Extravaganza was able to be held for the 21st consecutive year and was filmed for all parents to watch as they were not able to attend. This is yet another example of a fantastic staff and school.

This year reinforced to me how fortunate I am to work with the staff that I work with, the students I get to teach, the parish we represent and the parents and wider community of which I am a part. We look forward to next year with little to no interruptions to learning and are grateful for the learnings as a community from a challenging year.

Michael Ball
Principal

1.2 A Parent Message

This year was like no other for the P and F of St Francis Xavier's Primary School. Apart from one event, Shrove Tuesday, held at the beginning of Term 1, the P and F did not hold any events for the entire year due to COVID-19 protocols. The executive kept in contact with the Principal and liaised to support the staff where possible, however no funds were raised. The P and F congratulate the staff and students of St Francis Xavier's for their work in an extremely difficult year.



Robert Dunne
President
Parents and Friends

2.0 This Catholic School

2.1 The School Community

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

Last year the school celebrated 135 years of Catholic education.

The parish priest, Fr Sabu Pulimalayil, is involved in the life of the school.

2.2 Catholic Life and Religious Education

St Francis 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.

St Francis Xavier's Primary School takes pride in nurturing the prayer life and faith formation of the students within the school. During 2020, children were able to celebrate the sacraments of first reconciliation, first Holy Communion and confirmation which were run in conjunction with the parish and working within the COVID-19 restrictions applicable at the time. Whole school liturgies were cancelled do to COVID-19 restrictions and family masses were also cancelled to ensure the safety of the parishioners.

Catholic values permeate all aspects of pastoral care within the school. A continual focus on pastoral care ensures acceptance, justice, peace, hope, respect and celebration for all members of the community.

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 30)	
Year 6	18

2.3 School Enrolment

St Francis 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 2020	TOTAL 2019
Male	21	7	19	22	8	19	13	109	97
Female	21	18	11	20	13	11	9	103	90
Totals	42	25	30	42	21	30	22	212	187



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, school 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 2020 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%	93.0%	94.0%	95.0%	93.0%	94.0%	93.7%

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.	0
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	15
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.	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:

- Staff of St Francis Xavier's Primary School ensure that the Catholic Principles and Values are embedded in all curriculum areas of the school. In a year where students were unable to attend Mass and liturgies, this became even more critical as the work of Jesus continued. Manners, respect and valuing oneself and others was constantly reinforced by actions and procedures at the school. Positive behaviour by students is recognised with a school wide incentive program targeting students making a positive impact within the school.
- The student leadership structure ensures students have visible role models and can aspire to be someone of standing within the school community. Students are elected by the students and staff to positions of leadership, when in their final year. They perform many roles within the school community, with the aim to have a positive influence on the younger students. Despite the restrictions, many in-school aspects of the student leaders' roles were able to continue, such as the weekly awards recognising student achievement and assisting with assemblies, all conducted in ways which met COVID-19 restrictions.
- COVID-19 restrictions severely limited the impact the students could have on the wider community with events such as ANZAC Day and Remembrance Day being cancelled or simply live streamed. Unfortunately, many in-school events which were led by the students (Grandparents Day, NAIDOC Assemblies and BrainOlympia) were not able to be held. Despite these constant challenges, students displayed excellent resilience and continued to strive for different, COVID safe ways in which to fulfil their roles.

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

Parent satisfaction with the school is very high, particularly in the areas of Catholic ethos, school leadership, teaching and learning and resource management. Through both formal and informal means, parents indicated a very high level of satisfaction with the education of their children and the additional opportunities afforded them to participate in the life of the school and were extremely grateful for the efforts of the school during COVID-19 restrictions.

Student Satisfaction

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

Staff Satisfaction

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

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 Francis Xavier's Primary School is committed to providing a quality education that meets the needs of all students.

St Francis Xavier's Primary School is committed to providing a quality education that meets the needs of all students. A variety of assessment strategies, at key points in the learning framework, are used to assess student growth and direct future learning sequences. The literacy and numeracy blocks are of particular importance, where a Gradual Release Model of pedagogy is used for a minimum of four days per week. This was especially evident in the Kindergarten to Year 2 classes where the foundation skills of reading, writing and mathematical abilities are being laid. Each of the K-2 classes had an additional educational assistant to support the teacher by providing targeted intervention and monitoring student progress. Additional targeted support was provided, if required, to Year 1 students in the form of Mini Lit.

In addition to academics, the school offers students the ability to develop other areas of themselves. There is the opportunity for students in Years 3-6 to learn an instrument of their choice, with a



specialist teacher available two days per week. The school also participates, where possible, in other creative arts and science challenges and events in the wider community.

Students are able to participate in school, diocesan and state level athletics, cross country, swimming and a range of different summer and winter sports. When these events are not affected by COVID-19 restrictions, students perform well and many go on to higher levels of representation in their chosen sport.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

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 2020 were:

Staff Professional Learning Activity	Date	Presenter
Big Write and VCOP	25/09/2020	Andrell Education
Code of Conduct and Child Protection	04/02/2020	Leadership Team
NCCD - Differentiation and Adjustments	05/02/2020	Leadership Team
Catholic Principals and Values (Science)	04/08/2020	Leadership Team

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://sfxnarrabri.catholic.edu.au> 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 Francis 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 Francis 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://sfxnarrabri.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://sfxnarrabri.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://sfxnarrabri.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://sfxnarrabri.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 Goals Achieved and Implemented in 2020	Key Goals for 2021
<ul style="list-style-type: none"> • Improved Literacy Pedagogy — Writing as a key focus • Implementation of PDHPE Syllabus • Interpret and contextualise the Pastoral Care Framework for the school's context 	<ul style="list-style-type: none"> • Embedding the Living Well Learning Well Framework • Improving mathematical pedagogy through participation in the diocesan MAST program. • Improve collaborative practices of staff through Co Programming and Assessment

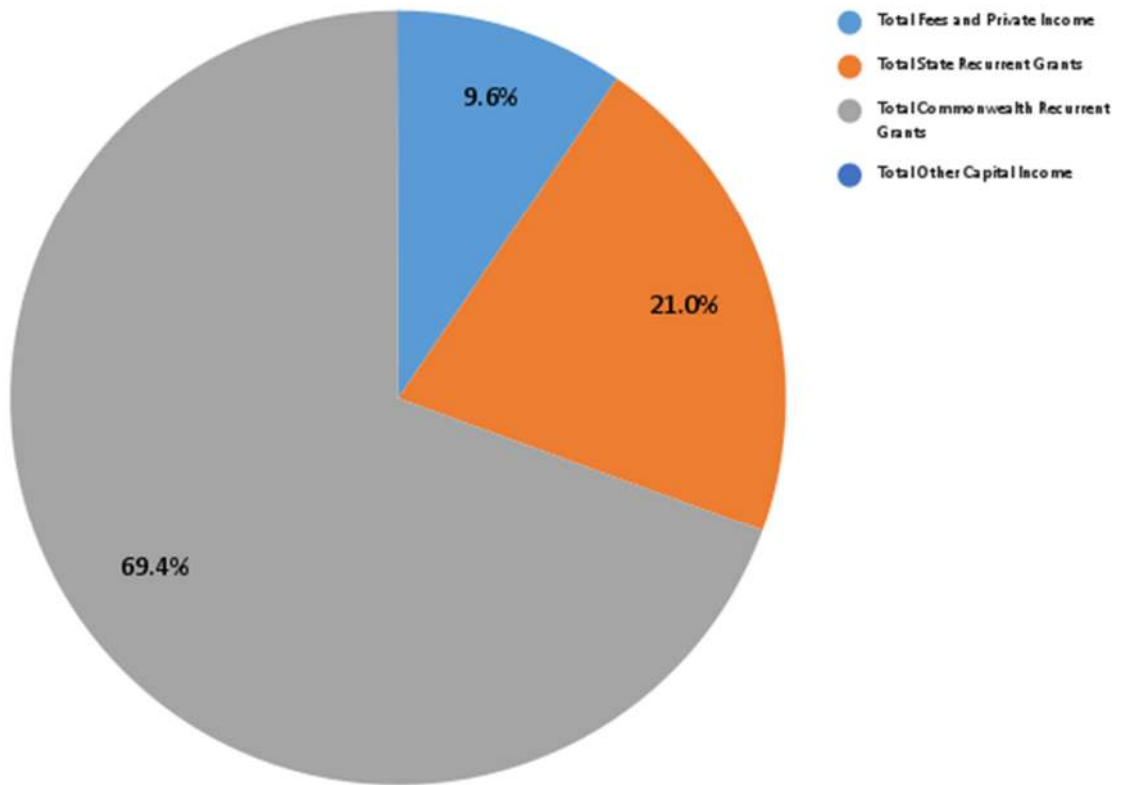
6.0 Financial Information

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 2020 is presented below:



2020 Income - St Francis Xavier's Primary School, Narrabri



2020 Expenditure - St Francis Xavier's Primary School, Narrabri

