

Annual School Report 2021 School Year

St Francis Xavier's Primary School, Narrabri



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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 2022 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](#).



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.

This year has been a year of trials and tribulations for St Francis Xavier's Primary School, Narrabri. The school grew to 10 class groupings and for the second year in a row, enrolments were over 200 at the time of the February census. A successful recruitment process brought three new class teachers to the staff which complemented existing experienced staff members.

Semester 2 saw the return to home learning and supporting the majority of students not physically present on site.

With support of the Catholic Schools Office Armidale, the Living Well, Learning Well Framework was initiated with the intention of addressing student welfare needs and modifying the Behaviour Policy.

Despite the restrictions, we were still able to continue the plans from the AIP regarding the Living Well, Learning Well Framework and Quality Teaching and Learning.

While face to face learning began the year, we were still hampered by limited access for parents and community members. This hindered NAIDOC Week celebrations and other community events which are essential to our calendar.

Michael Ball
Principal

1.2 A Parent Message

Ongoing restrictions throughout the year meant many of the meetings of the School Advisory Council were conducted remotely. The council continued to be a source of advice, with a particular focus on the school's finances, the Annual Improvement Plan and strategic maintenance of the school going forward. The particular focus was reviewing the quotes and discussing the possibilities of replacing the cooling systems of the school and upgrading the solar panels/ solar system. Members of the council continued to give sage advice and support to the school community.

Robert Dunn
President
PNF

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 136 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.

Catholic schools exist to ensure the faith development of the children in the school's care. The parish clergy, staff, parents and parishioners work together to support the religious development of the children. The Religious Education curriculum supports the catechetical and evangelising mission of the Church while supporting children in their lifelong journey in faith.

St Francis Xavier's Primary School takes pride in nurturing the prayer life and faith formation of the students. Children were involved in the different Sacramental Programmes run in conjunction with the parish. Whole school liturgies were celebrated throughout the year including the student leader investiture Mass, Ash Wednesday, St Mary MacKillop, All Saints Day, feast of St Francis Xavier, feast of LaSalette and liturgies for NAIDOC Week, Mother's Day and Grandparents' Day among others. The 8am parish Mass on the 4th Sunday of the month was organised by staff and students of the school. Parents and members of the wider Catholic community were invited to join in the whole school Eucharistic celebrations.

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	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 2021	TOTAL 2020
Male	17	21	9	19	25	6	20	117	109
Female	15	20	22	11	21	15	14	118	103
Totals	32	41	31	30	46	21	34	235	212

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 college 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 2021 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	95.0%	93.0%	93.0%	94.0%	94.0%	96.0%	93.0%	94.0%

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 NESAs Teacher Accreditation Provisional or Conditional level.	3
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	15



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.	16
6. Number of staff identifying as Indigenous employed at the school.	2
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:

- 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 when students were sometimes 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 within the school community. Positive behaviour among the students is recognised by a school wide incentive program targeting students making a positive impact to the school.
- The student leadership structure ensures students have visible role models and can aspire to be someone of standing in the school community. Students are elected by the students and staff to positions of leadership when in their final year at the school. They perform many roles within the school community and 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, which were conducted in COVID-19 safe ways.
- The COVID-19 restrictions imposed during the year severely limited the impact the students could have on the wider community, with events such as ANZAC Day and Remembrance Day being cancelled or live streamed. Unfortunately, many in school events which were usually led by students (Grandparents Day, NAIDOC Week Assemblies and Brainolympia) were not held. Despite these constant challenges, the students displayed excellent resilience and continued to strive for different, Covid safe ways 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 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 overall is very high particularly in the areas of the Catholic ethos, school leadership, teaching and learning and resource management. Through both formal and



informal means, parents have 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.

Student Satisfaction

Throughout the year, students have an opportunity to provide feedback both formally and informally. Students indicate 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 indicate 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.

A variety of assessment strategies are used at key points in the learning framework. There is a focus on formative assessment to inform teaching and self and peer assessment guided by success criteria. The school participates in the nationwide literacy and numeracy testing program which helps identify individual learning needs and the review of whole class teaching programs. Information on student progress is communicated on a regular basis and opportunities exist for external assessment results to be discussed with parents on an individual basis. The school participated in the Best Start Kindergarten Assessment and the MiniLit Program.

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, 50 students presented for the tests while in Year 5 there were 40 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 Francis 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 Francis 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	21.5	24.1	22.0	24.1	19.1	20.7	12.8	20.7	7.8	3.4	2.6	0.0
Writing	20.2	7.1	37.0	42.9	23.0	32.1	9.0	3.6	4.3	10.7	1.9	0.0
Spelling	23.1	17.2	23.4	31.0	20.2	13.8	13.0	27.6	6.5	0.0	4.6	3.4
Grammar and Punctuation	22.3	10.3	24.1	31.0	19.4	27.6	10.4	17.2	6.4	3.4	4.4	3.4
Numeracy	13.6	3.6	22.1	25.0	27.4	32.1	18.5	28.6	9.8	3.6	2.7	3.6

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	15.5	25.0	24.7	40.0	27.2	15.0	18.3	10.0	7.5	0.0	3.3	0.0
Writing	7.5	20.0	17.0	25.0	32.6	45.0	26.9	5.0	9.7	0.0	3.2	0.0
Spelling	15.1	20.0	27.5	20.0	24.4	45.0	17.2	5.0	8.2	0.0	3.8	0.0
Grammar and Punctuation	12.9	15.0	20.6	40.0	27.1	20.0	19.7	15.0	9.2	5.0	4.5	0.0
Numeracy	10.2	20.0	20.9	20.0	28.8	30.0	23.6	20.0	10.0	10.0	3.1	0.0



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 2021 were:

Staff Professional Learning Activity	Date	Presenter
MaST	04/02/2021	Trish Mitchell and Sandie Walker
System Registration and Compliance	02/02/2021	Michael Ball
Living Well, Learning Well	05/02/2021	Jason Hanrahan
NCCD and Personalised Plans	16/12/2021	Michael Ball
VCOP, Big Write and Programming	03/02/2021	Michael Ball
Living Well Learning Well Behaviour Matrixes	19/04/2021	Michael Ball

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 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](#) 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](#) 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 2021	Key Goals for 2022
<ol style="list-style-type: none">1. Embed the Living Well, Learning Well Framework throughout school community2. Quality Teaching and Learning - Explore and embed the MAST (Mathematics Pedagogy)	<ol style="list-style-type: none">1. Ensuring a Data Informed Teaching and Learning Cycle is Evident Across all Stages2. Continually Developing a Catholic Community of Care Through the Living Well, Learning Well Framework

6.0 Financial Information

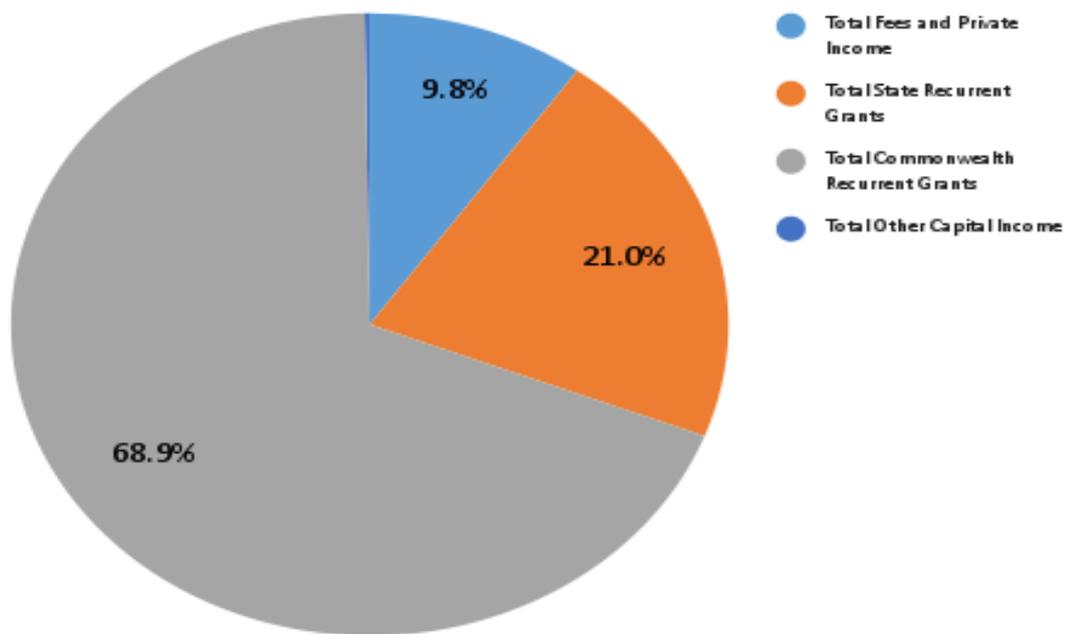


Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure 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 2021 is presented below:



2021 Income - St Francis Xavier's Primary School, Narrabri



2021 Expenditure - St Francis Xavier's Primary School, Narrabri

