

# Annual School Report 2022 School Year

St Francis Xavier's Primary School, Narrabri



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Principal  
Nick Baird

## 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 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 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.

The 2022 school year at St Francis Xavier's was once again a very successful year for staff, students and the greater community. The school community continued to grow as we expanded to 11 classes in 2022 and welcomed four new teachers to the teaching team. This is in addition to another four new support and administrative staff members and a new principal. Despite the changes, the school was able to quickly settle into the rhythm of a new school year smoothly and allowing students the best possible conditions to achieve their best.

After two years interrupted by COVID-19 lock-downs, we were especially excited to be able to welcome parents back onsite late in Term 1. Little time was wasted in planning events for parents to share time together with special assemblies and Mother's Day and Father's Day breakfasts. The P&F Committee were particularly keen to develop more social events for the school and parish communities, enjoying opportunity to meet together regularly throughout the year. One of the highlights of the year was the combined parish and school celebration for the Feast Day of St Francis Xavier in December. These opportunities to celebrate the greater Catholic community with the parish will be a focus moving forward for the school.

Academically, students performed with distinction in standardised assessments. The Annual Improvement Plan set goals for student achievement in literacy and numeracy, and we are proud to say that these goals were reached in improving outcomes based off standardised assessments such as NAPLAN and PAT assessments. Expert teaching staff were able to support student learning in all areas of the curriculum, and were able to illustrate this through the development of a teaching and learning cycle which will form the basis of self-improvement in future years.

Culturally, students performed with distinction in local eisteddfods, with many classes receiving prizes in music, verse speaking and dance. The school band demonstrated their amazing talents, both in competition and in the community, showing off their prowess and precision as a group. The 2022 Dance Extravaganza was a highlight of the school year, where every student had the opportunity to showcase their dancing ability on stage. This school tradition was able to host an audience for the first time in three years and the performances did not disappoint.

I am extremely proud to be the Principal of this amazing school community. The staff, students and families work together to make this school a place where all students feel safe, respected and valued. The learning is of the highest quality and reflects the level of commitment each member of the community has to each other.

Nick Baird  
Principal

### **1.2 A Parent Message**

A new St Francis Xavier's Parents and Friends executive was installed after a diligent and successful four year stint by the previous team. Their commitment over some very challenging times was gratefully appreciated by the incoming committee.

With 2022 being the year of a return to normality, the committee was able to start almost immediately, with the annual Mother's Day stall the first event of the year. This was conducted alongside a raffle with prizes donated by parents and friends of the school community.

A successful doughnut drive was run in Term 2 which raised around \$4000 for the school community. Interestingly, many of the names on the orders were from outside the school community, which both



broadened the fundraising base for the P&F but also allowed the broader community to engage with the school.

Term 3 brought another stall, this time for Father's Day with a supporting raffle. Late in Term 4, the committee presented an outdoor movie night. This was a free event for the school community, and was well supported by families, staff and the wider community. With the support of a number of businesses in town who bought advertising space, along with a well-stocked canteen, this event was able to raise significant money for the benefit of the school.

As a finale for the year, the P&F hosted a colour run, which was held in conjunction with a major fundraiser in the weeks prior. Both the fundraising component and the colour run afternoon were a tremendous success, and were a fantastic way to bring a successful year to an end.

Throughout the year the committee has the opportunity to discuss the role of the P&F more fully and how it can most effectively contribute to the school life and community. There was an opportunity to discuss the financial position of the P&F, and how it can be most effectively used to support the school. A plan to pay out a loan made for the construction of the multipurpose court using funds from a maturing term deposit were put in place. This consolidates the P&F financial position and simplifies the ability of future committees to support various school projects and endeavours.

Of course, none of the successes of the 2022 would be possible without the help of some extraordinary people. The assistance of Vice President Sarah Rushton and Treasurer Peter Harvey were invaluable. However, secretary Vanessa Parish was most certainly the backbone of the committee and her enthusiasm and commitment must be recognised.

Thanks must also go to Nick and his staff who have always been supportive of the P&F and its activities.

Many thanks to you all for a great year.

Phil Davies  
President  
Parents and Friends Association

## **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 137 years of Catholic education.

The parish priest, Fr Pulimalayil Sabu, 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.

Students at St Francis Xavier's Primary School participate in Religious Education lessons each day to develop their own faith and understanding. The sacramental program includes reconciliation and Eucharist each year and confirmation biannually. In 2022, over 80 students received one of the sacraments, including 44 confirmation candidates from Years 5 and 6.

The school community participated in fundraising for Caritas during Lent (Project Compassion) and Catholic Missions in October (Socktober).



The school and parish communities joined in celebration for the feast day of St Francis Xavier in December with a Family Mass and School Band concert. This was a wonderful celebration for the school and parish, bringing together families and parishioners for a lovely day. The school is very fortunate to have the support of Fr Sabu as parish priest. He is always keen to play an active role in the school community and in faith development.

Each month, the school hosted a Family Mass in the parish, with students, staff and families taking leading roles in the Mass.

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.

<b>Our School's average result (as a mark out of 30)</b>	
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 2022	TOTAL 2021
<b>Male</b>	18	18	21	9	15	24	7	112	117
<b>Female</b>	19	12	27	22	11	20	14	125	118
<b>Totals</b>	37	30	48	31	26	44	21	237	235

### 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
<b>Average Student Attendance Rates</b>	91.0%	90.0%	89.0%	89.0%	91.0%	90.0%	91.0%	90.1%

### 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.	4
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	15
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0



Teacher Qualifications / Staff Profile	Number of Teachers
5. Teachers with recognised qualifications to teach Religious Education.	13
6. Number of staff identifying as Indigenous employed at the school.	2
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:

- 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.
- These messages are underpinned by the Living Well, Learning Well Framework, which incorporates the philosophy that all students are treated with the highest regard for their well-being.
- The three rules for living; I am a Learner, I am Safe, and I am Valued, Cared For and Respected are the focus for all interactions between staff and students.
- Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program.

## 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 survey results indicate an overall satisfaction score of 2.2 across all domains. Identified areas of improvement in comparison to the 2021 results included the celebration of student achievement, students being challenged in the classroom and religious education as a priority in the school. Identified areas of growth for 2023 and beyond included the management of behaviour, communication between school and home and the management of change initiatives.

### Student Satisfaction

Student satisfaction survey results indicate an overall satisfaction score of 2.2 across all domains. Identified areas of improvement in comparison to the 2021 results included the use of technology, celebrating student achievement and encouragement to care for others. Areas of identified growth for 2023 and beyond include the effectiveness of homework, feeling safe at school and being more involved in prayer life.



## **Staff Satisfaction**

Staff satisfaction survey results indicated an overall satisfaction score of 2.2 across all domains. Identified areas of improvement in comparison to the 2021 results included the identification of differentiation in the classroom, effective use of assessment and agreed practices are clear and understood. Areas of identified growth for 2023 and beyond include improving opportunities for engagement in prayer and spiritual life, a focus on cross curricular activities and opportunities for staff to have time to analyse data and improve teaching practice.

### **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.

The focus for staff was to familiarise themselves with the new English and Mathematics syllabus documents being introduced in 2023. Staff worked in collaboration with CSO personnel to learn about and develop new teaching programs which complement the new syllabi at staff meetings and professional learning workshops.

The school continued to implement the MaST mathematics initiative in 2022, with further classes added to the program. The school funded an additional MaST in the school to further embed these practices and ensure that all staff felt supported in implementing these programs in mathematics.

Extracurricular days such as Science emersion days during National Science Week, Literacy Days during Book Week and Creative Arts programs such as the Dance Extravaganza all contributed to additional learning opportunities for staff and students.

#### **3.2 Student Performance in National Testing Programs**

##### **3.2.1 NAPLAN**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 31 students presented for the tests while in Year 5 there were 44 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 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.





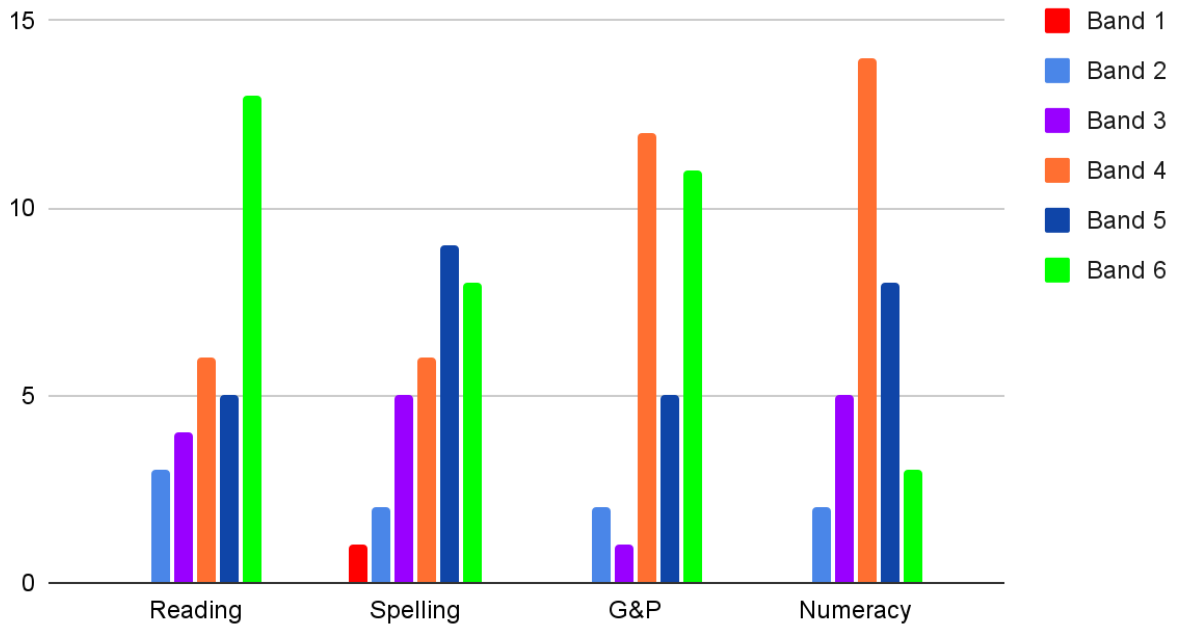
The following data indicates the percentage of St Francis Xavier's Primary School students in each band compared to the State percentage.

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	State	School	State	School	State	School	State	School	State	School
<b>Reading</b>	17.5	29.0	21.0	16.0	19.4	19.0	11.6	13.0	8.4	10.0	2.7	0.0
<b>Writing</b>	19.5	16.0	35.0	26.0	23.8	29.0	10.1	16.0	4.8	6.0	1.7	0.0
<b>Spelling</b>	17.9	16.0	23.0	29.0	19.7	16.0	13.0	16.0	6.9	6.0	6.0	6.0
<b>Grammar and Punctuation</b>	16.8	19.0	20.1	16.0	19.8	39.0	13.1	3.0	6.9	6.0	4.0	0.0
<b>Numeracy</b>	11.4	10.0	20.4	19.0	26.2	45.0	20.2	16.0	10.5	6.0	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
<b>Reading</b>	12.8	7.0	26.9	25.0	27.2	45.0	17.4	14.0	7.2	5.0	3.4	0.0
<b>Writing</b>	9.2	11.0	18.7	11.0	30.5	30.0	24.5	34.0	9.7	9.0	3.4	5.0
<b>Spelling</b>	14.1	9.0	25.0	14.0	26.8	39.0	18.0	30.0	8.0	9.0	2.9	0.0
<b>Grammar and Punctuation</b>	10.4	9.0	20.1	16.0	26.5	55.0	23.2	11.0	10.1	2.0	3.0	2.0
<b>Numeracy</b>	8.4	3.0	18.9	28.0	27.9	30.0	26.3	30.0	11.5	5.0	3.0	3.0



## Year 3 2022 NAPLAN



Reading Top 2 = 18/31 (58%)

Reading Middle 2 = 10/31 (32%)

Reading Bottom 2 = 3/31 (10%)

Spelling Top 2 = 17/31 (55%)

Spelling Middle 2 = 11/31 (35%)

Spelling Bottom 2 = 3/31 (10%)

G&P Top 2 = 16/31 (52%)

G&P Middle 2 = 13/31 (42%)

G&P Bottom 2 = 2/31 (6%)

Numeracy Top 2 = 11/31 (35%)

Numeracy Middle 2 = 19/31 (61%)

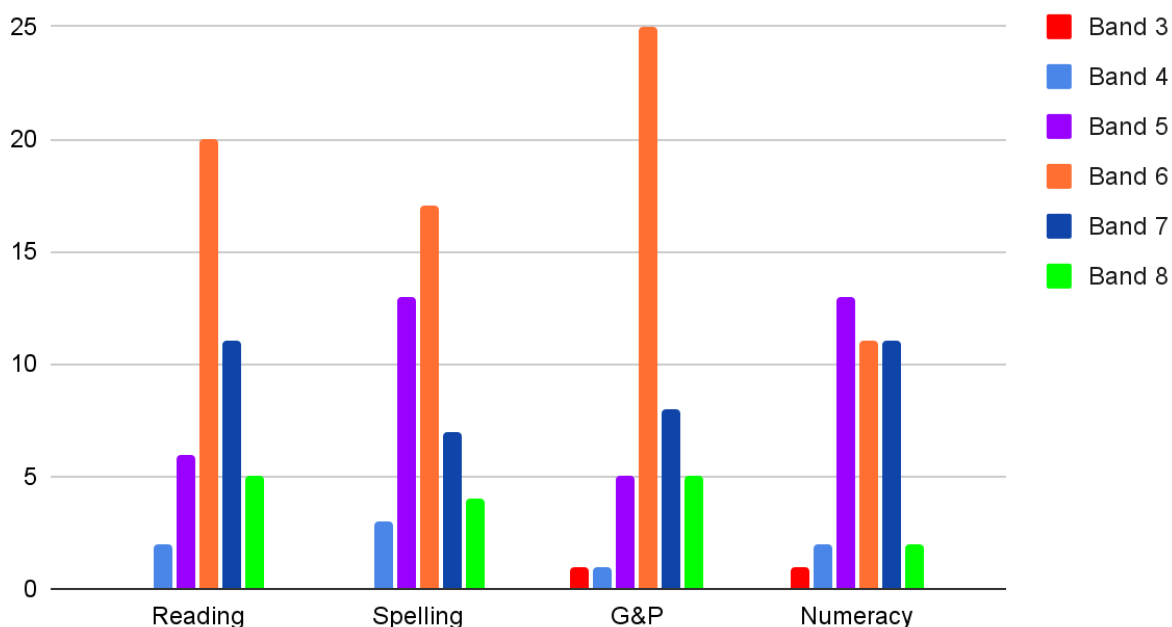
Numeracy Bottom 2 = 2/31 (6%)

The above figures demonstrate a good academic result for students in Year 3. Most pleasingly, in areas of literacy, more than 50% of students placed in the top 2 bands of NAPLAN achievement. Moreover, the percentage of students in bottom two bands decreased when compared to the previous year. School improvement initiatives to improve reading achievement proved successful, represented with the strong correlation markers between PM reading achievement and NAPLAN reading



assessments. Most pleasingly, the number of students receiving a Band 6 in Reading represents a strong focus on extending high achieving readers in the classroom setting.

## Year 5 2022 NAPLAN



Reading Top 2 = 16/44 (36%)

Reading Middle 2 = 26/44 (59%)

Reading Bottom 2 = 2/44 (5%)

Spelling Top 2 = 11/44 (25%)

Spelling Middle 2 = 30/44 (68%)

Spelling Bottom 2 = 3/44 (7%)

G&P Top 2 = 13/44 (30%)

G&P Middle 2 = 30/44 (68%)

G&P Bottom 2 = 2/44 (5%)

Numeracy Top 2 = 13/40 (33%)

Numeracy Middle 2 = 24/40 (60%)

Numeracy Bottom 2 = 3/40 (8%)

Year 5 NAPLAN results indicate consistency across the cohort. Whilst there was a decrease in the number of students in the top two bands in comparison to 2021, there was also a decrease in the



percentage of children in the bottom two bands. Many of the results indicate that students placed in the middle two bands of achievement, however a majority of those students received a Band 6; very close to moving into the top two bands. Reading was again a strong focus for achievement, with no students below the National Minimum Standard in this assessment.

### 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
Child Protection and Code of Conduct Training	03/02/2022	Nick Baird
Supporting the Social and Emotional Needs of Students in the Classroom	04/02/2022	Nick Baird
Mathematics Specialist Teacher Program	07/02/2022	Trish Mitchell
RE in the Classroom	26/04/2022	Gerard Hore
Staff Spirituality and Formation Day	18/07/2022	CSO Spirituality 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](#) 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 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
<ol style="list-style-type: none"> <li>1. Embedded the Living Well, Learning Well Framework throughout school community</li> <li>2. Quality Teaching and Learning - Explored and embedded the MAST (Mathematics Pedagogy)</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensuring a Data Informed Teaching and Learning Cycle is Evident Across all Stages</li> <li>2. Continually Developing a Catholic Community of Care Through the Living Well, Learning Well Framework</li> </ol>

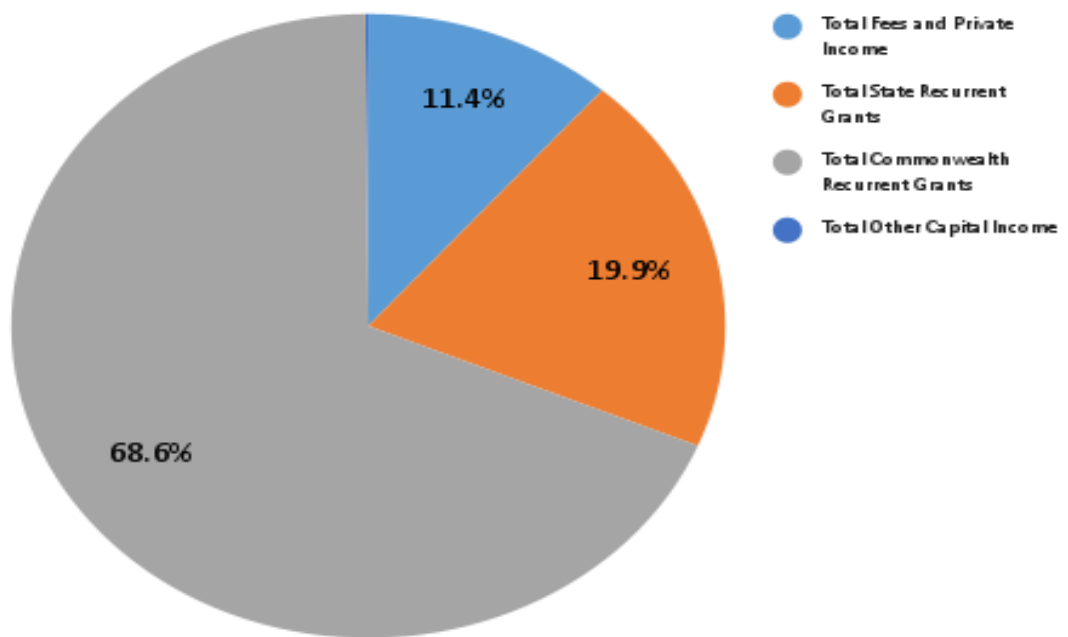
## 6.0 Financial Information

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 Francis Xavier's Primary School, Narrabri



### 2022 Expenditure - St Francis Xavier's Primary School, Narrabri

