

2019

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Francis Xavier's Primary School

Ernest Street, BELMONT 2280

Principal: Mrs Sonya Boslem

Web: <http://www.belmont.catholic.edu.au>



www.mn.catholic.edu.au

About this report

St Francis Xavier's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is my pleasure to present the 2019 Annual School Report for St Francis Xavier's Primary School, Belmont. This report outlines the many achievements, as well as the on-going development of St Francis Xavier's School during the 2019 academic school year. St Francis Xavier's Primary School, Belmont is a systemic primary school that values and celebrates the dignity and uniqueness of the individual. Our school is part of Jesus, the Good Shepherd Parish East Lake Macquarie, which comprises the communities of St Patrick's Swansea and St Pius X Windale.

The prime educational focus of the school is embedded in Gospel values based on an inclusive, nurturing environment that encourages everyone to shine the light of Christ in the world. The school achieves its mission by promoting the active partnership of home, school and parish in a shared responsibility of educating the whole child. St Francis Xavier's takes pride in providing quality education where Jesus is central to all that we do. Our core values promote an environment where students learn, love and live, developing a deep appreciation of God and all of creation. As a faith community we are committed to equipping students for the contemporary world through our shared faith and witness to God's love in our lives.

As a Catholic school we celebrate our faith traditions, prayer life and actively witness the Gospel. We embrace the dynamic nature of education and provide quality education in a challenging, nurturing environment that caters for and respects the unique needs of each child. We provide education that helps develop values that will enable individuals to contribute positively to the wider community.

The school prides itself on its academic achievements and the quality of its student welfare with the implementation of a whole school approach to Positive Behaviour for Learning (PBL) this year and sustained programs such as Kindergarten Buddies, Peer Support and resilience training. Students are given opportunities to participate in Public Speaking, National Competitions, Water Safety Lessons, Life Education Programs and Sporting Competitions.

St Francis Xavier's is truly a place that encourages and empowers individuals to 'Let Their Light Shine' – it is a school community based on quality relationships – staff, parents and students enjoy relationships that are respectful and genuinely caring of each other. The parents at SFX are supportive of the staff and what we do and are appreciative of what is done for their children.

The school offers comprehensive education programs that nurture the development of the whole child. St Francis Xavier's participates in many extra-curricular activities - sporting, digital technology experiences, STEM enrichment days, cultural experiences.

Please take time to read this report as a way of learning more about St Francis Xavier's and the challenges and successes of the 2019 School Year.

Sonya Boslem

PRINCIPAL

Parent Body Message

The focus of the Parents and Friends Association at St Francis Xavier's supports the initiatives and endeavours of both students and staff in creating a quality Catholic educational experience. Meetings held twice per term provide additional channels of communication for parents, staff and the broader school community. Activities organised throughout the year include social and school events, fundraising events as well as managing the Uniform Shop and School Canteen. These activities strengthen the connections within the school while facilitating improvements and opportunities that aim to enrich the experience for all involved with St Francis Xavier's, Belmont.

2019 saw the strong commitment from the members of the Parent & Friends Association, overseen by an enthusiastic executive. These sub-committees consisted of a Canteen and Fund Raiser groupings. All worked very hard over the course of the year to raise much needed funds and establish a core of connected parents within the school. A highlight for the year was the P&F coordinated Colour Run which proved to be a successful fundraising and community event.

Some of the fundraising achievements included the purchase of STEM and digital technologies equipment, outdoor equipment and furniture, literacy resources and sporting equipment.

Student Body Message

Our student leadership team comprises of elected students from Year 6 for the entire year. Our two School Captains conduct daily Morning Assemblies, assist in organising events and special interest days, represent the school at special events and generally help out whenever needed. We have two house leaders for each of our House Groups: Joseph (Red), Xavier (Green) and MacKillop (Blue). These leaders are responsible for organising their teams at

swimming and athletics carnivals; maintaining the sports shed and resources, being a positive role model in sporting activities and encouraging others to do their best at sporting events. Other leadership opportunities are provided through Mini Vinnies.

Our Year 5 students also participated in a regional Leadership Development Day in Term 4 as they prepared to nominate for leadership roles in 2020. Once this process was conducted and the student leaders for 2020 were announced, the newly elected leaders were part of the symbolic handing over of leadership at the End of Year School Assembly.

In 2019 students from Stage 3 participated in a three-day excursion attending the Outdoor Education Camp at Tea Gardens. It was a very successful camp and the children really grew in independence, teamwork and ability to face challenges that at first seem confronting.

There are many more great things about going to school at St Francis Xavier's but in 2019 some of the highlights were ...

- Diocesan Catholic Schools Week Liturgy and Project Compassion Launch
- The Upgrade of Astro Turf to the Playground Area
- Caritas Mission Day
- Holy Week Reflection
- Simultaneous Storytime
- ANZAC Day March
- NAIDOC Week Celebrations
- Athletics and Swimming Carnivals
- Mothers' and Fathers' Day Breakfasts
- Grandparents' Day
- S.A.L.I.D. (Stop And Look In Days)
- Netball and Soccer Gala Days
- Christmas Performance
- Colour Run

School Features

St Francis Xavier's Primary School is situated close to Belmont Lagoon, an important site for the Awabakal people, traditional owners of the land upon which the school stands. Familiarising the children with the Awabakal Dreaming Story – When the Moon Cried and Formed Belmont Lagoon – is one way we acknowledge the heritage of this area and cultivate respect for the legacy of the Awabakal people. Each Monday morning and at other significant occasions during the year we begin assemblies with an Acknowledgement of Country read, if possible, by a child of Aboriginal heritage.

The school reflects the ethos of the founding Sisters of St Joseph through our core values of Faith, Dignity, Respect and Responsibility, which are proudly displayed around our school. The feasts of both St Joseph and St Mary of the Cross MacKillop are observed by the school community each year with special celebrations for the feast of the school patron St Francis Xavier, whilst at Morning Prayer we call upon the intercession of Mary MacKillop in the routine of our day.

Our school participates in Diocesan Catholic Schools Week celebrations, Caritas launch, Catholic Mission and St Vincent dePaul events, through established social justice initiatives. Parish, School and Family Masses are celebrated each term with each Stage preparing and fulfilling the various ministries at a Sunday Mass. Children in our school can prepare for and receive the Sacraments of Confirmation, Communion and Reconciliation within the Parish Sacramental Program, which is supported by the REC. Primary students attend Masses of Healing and Anointing and visit a nearby Nursing Home.

As a school community we have opportunities each term to celebrate Mass and we also celebrate major feasts of the Church Liturgical year, with Liturgies of the Word that take place at Morning Assembly. Each class has the opportunity to prepare at least one of these liturgies so that all teachers share the responsibility of developing and nurturing the prayer life of the school and all children learn that prayer should be no stranger to their daily lives.

At the start of Term 3 our NAIDOC celebration acknowledged the history, culture and achievements of the Aboriginal and Torres Strait Islander people, through exploring the theme

Voice. Treaty. Truth. Let's work together for a shared future.

The day commenced with a Liturgy, with a Grandparent, sharing her life story as a Stolen Generation child. This was a very moving and powerful story.

Throughout the day, the students were engaged in learning tasks on NAIDOC that required them to communicate through Speaking, Listening, Reading, Writing, Viewing and Representing. They had to think in ways that are imaginative, creative, interpretive and

critical. Our school NAIDOC celebration for 2019 encompassed engaged learning, reflection, analysis, empathetic understanding and spiritual formation.

We have implemented Stewards of Creation initiatives, through improved gardening spaces, playground activity spaces and vegetable gardens. Classroom and playground practices of Reduce, Reuse and Recycle have also been explored and implemented.

Our school places a high priority on ensuring that all children are given the opportunity to showcase their talents across all aspects of school life. In 2019 we had an end of year cultural event where the students re-enacted the Nativity through drama, music and dance. In addition to this cultural event we had numerous outside artists and performers visit the school as well as our children going on real and virtual excursions to a variety of cultural events.

As a school community we believe that education extends beyond the classroom and the school and is about experiences and opportunities. Therefore, we endeavour to provide a variety of rich experiences across as many areas as we can. The children participate in a Gymnastics and Dance Program during Term 1 and 3, inter- school competitions in a variety of sports as well as Swimming and Athletics Carnivals. In addition to these, the school also provides opportunities through one day and short-term program experiences. This year we saw our children achieve success across a variety of sports including Swimming, Athletics, Netball and Soccer. Our soccer teams experienced success in the Diocesan Soccer and Netball Gala Days.

In 2019 upgrades to the school playground commenced. This involved the installation of synthetic grass on two of the main play areas and new bubbler facilities. Further improvements and maintenance works will take place during 2020.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
50	62	6	112

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 92.93%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.85	92.83	94.58	92.41	93.16	89.58	93.09

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
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	18
Number of full time teaching staff	8
Number of part time teaching staff	4
Number of non-teaching staff	6

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

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 (CSO). 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.

Summary of professional learning at this school

Staff participated in Professional Learning as Staff Development Days. These included a whole staff over night spirituality retreat and whole staff attendance at the Developing Effective Writing Course. Participation in this writing course completed the School Improvement focus on Writing over the past 2 years. Teaching staff members use weekly PD meetings to participate in both registered and teacher identified PD drawn from the School Improvement Plan and PP&D in Mathematics and English. Staff also participated in the mandatory CPR and Emergency Care. External PD opportunities that staff participated in included the integration of STEM and Digital Technologies across the curriculum. Executive members participated in professional development focusing on the use of the National School Improvement Tool and the Transformation Collaboration initiative. Senior staff members participated in CSO Leadership Faith Formation Programs throughout the year.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Our educational focus is based on Gospel values embedded in an inclusive, nurturing environment which encourages all to shine Christ's light.

In 2019 our staff met as a Professional Learning Community (PLC) to review our school Mission and Vision Statements. With new leadership and new staff members in our school it was an opportune time for staff to reset our compass and examine the fundamental questions of why Catholic schools exist and what we are trying to achieve as a 21st century school.

Our Vision Statement inspires the teachers and staff in the work they do on a daily basis to ensure high levels of student learning and well-being.

Our school Mission Statement describes what our school must become to achieve its vision. It guides the transformations that must occur to move our school closer to making its mission a reality. The School's core values of Faith, Dignity, Respect and Responsibility remain pillars of our school community, as they are integral to who we are - a Catholic school community, following the teachings of Jesus Christ and founded by the Sisters of St Joseph Charism.

Vision Statement: A Catholic community called through the light of Christ to learn, love and live.

Mission Statement: At St Francis Xavier's Belmont our mission is to:

- **Learn - Nurture the growth of the whole child, Strive for excellence through quality education, Respond to the needs of all.**
- **Love - Be part of a Christ-centred Catholic community, Value faith, respect and dignity, Encourage positive relationships and celebrate diversity**
- **Live - Demonstrate faith in action through social justice, Be committed stewards of creation, Develop active community partnerships**

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (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. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

At St Francis Xavier's we are committed to best practice, and Religious Education is no exception. Assisted by staff skilled in writing the Diocesan RE Units, we have been proactive in the sharing of DEEP pedagogy teaching practices and assessment ideas. We share our pride and confidence in our locally created Diocesan Religion Teaching Units, endorsed by Bishop William Wright as the most up to date and educationally sound teaching units available. St Francis Xavier's School achieved excellent results in the Diocesan Religious Literacy Test.

We explore ways of integrating Religion with other KLAs such as English, History, Geography, Creative Arts and PDHPE. Our REC attends Assembly Days to keep up to date with CSO initiatives on curriculum, pedagogy, programming and assessment. These days are also valuable networking and spirituality development opportunities.

In 2019 our school achieved some pleasing NAPLAN results in Numeracy and Literacy. In both Year 3 and Year 5 we had a high percentage of our students in the top two bands with over 70% of our Year 3 students attaining results in the top two bands in grammar, reading and writing. Our academic growth between Years 3 and 5 was once again well above the state in all areas with over 70% of our students achieving growth at or above expected levels in writing, reading, numeracy and grammar. In addition to the sustained academic improvement that our students attained in NAPLAN, we also gained commendable results in the Newcastle Permanent Mathematics Competition.

We continued to achieve excellent results in the areas of problem solving and the 'Out of The Box' Maths challenge for Stage 3. The 'Out of The Box' Mathematical challenge involves students working as a team and individually to solve problem based Mathematical

challenges. To do this the children must be able to not only think mathematically but to apply mathematical reasoning to solve the problems.

Our school also has an excellent participation and completion record in the Premier's Reading Challenge with many of our children receiving recognition for completing the challenge over many years. Our students also excelled in public speaking and the Diocesan Spelling Challenge.

The School Improvement Plan for 2019 focused on developing teacher and student capacity in Digital Technologies. A lead teacher was appointed 1 day per fortnight to work with staff collaboratively in incorporating this into the curriculum. Staff attended various Professional Development opportunities to assist in enriching teacher knowledge, skills and classroom practice. In addition to this priority, there was focus on improving the process of interpreting student assessment data in Literacy and Numeracy. Constructing a whole school approach to addressing the learning needs of the students. Staff professional collaboration and learning time was dedicated to addressing these goals.

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	82%	57%	0%	11%
	Reading	73%	53%	0%	11%
	Writing	80%	51%	0%	6%
	Spelling	55%	48%	0%	13%
	Numeracy	46%	40%	9%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	42%	34%	11%	17%
	Reading	42%	37%	5%	12%
	Writing	21%	17%	16%	19%
	Spelling	32%	34%	16%	14%
	Numeracy	26%	29%	5%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. 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. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all 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 CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the 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 our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

As a Catholic school, we aim to develop a deeper understanding of spirituality and explore ways we can consciously nurture and enhance the Spirituality of our students. The school provides opportunity for all students to participate in reflection days focused on one of our key Catholic values of Faith, Respect, Dignity and Responsibility.

2019 saw the commencement of Positive Behaviour for Learning (PBL) framework at SFX. PBL is a process that supports positive learning environments that enable student learning and wellbeing. The successful implementation of PBL was due to the support and commitment of the whole school community.

The implementation phase required development of staff members, students, parents and families. Early in the year, the expectations were established to reflect the needs of the school. Throughout 2019 students participated in detailed lessons outlining the school behavioural expectations. Students receive recognition for following PBL expectations and are rewarded with a BEACON. Students are extremely motivated to be using the positive language which the PBL framework promotes, resulting in a noticeable increase in student engagement. Each week there is a PBL Class of the Week award and a PBL Student of the Week Award. Students are presented with a certificate and trophy to acknowledge their efforts.

We promote the active partnership of home, school and Parish in the shared responsibility of educating the whole child.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

With the implementation of the 2018 Science syllabus, it was identified that the integration of digital technologies and STEM elements be an area to support teachers. The role of the lead teacher STEM assisted teachers identifying the STEM/Digital technology elements from the syllabus and developing focus activities to ensure the students are focusing on these areas. The role will also include modelled and shared teaching/ assessing of these activities. This year significant resources were put into providing opportunities for staff to become skilled in the area of Digital Technology. The appointment of a lead teacher enabled collaboration and the opportunity for all to evaluate current pedagogical skills and practice in incorporating digital technologies across the curriculum. Class teachers worked with the lead teacher in planning and providing lessons which provided opportunities for teachers to be professionally developed in this area. Teachers participated in various professional learning opportunities to improve the knowledge base and use of skills when incorporating digital technologies in the curriculum.

In 2019, the staff focused on Assessment in Mathematics and English including PD meetings each term focusing on areas of concern and these forming the focus of all PLC meetings. We also communicated a summary of the Data, the trends and areas to prioritise for school improvement during our External Review process. Areas to focus on became our main goals for our Annual School Improvement Plan for 2020. The staff worked collaboratively to design quality assessment tasks and gather a broad range of data in Mathematics- Number and English- Writing. Staff have worked hard to gather ongoing data and evidence from a variety of sources across both the Literacy domain and Numeracy domains.

In 2019 we implemented Positive Behaviour for Learning (PBL) framework at St Francis Xavier's Primary School. PBL is a process that supports positive learning environments that enable student learning and wellbeing. The successful implementation of PBL was due to the support and commitment of the whole school community.

Priority Key Improvements for Next Year

With requirements of the new Science syllabus, the staff have identified the need for the integration of digital technologies and STEM elements as an area of focus for the years ahead. With the input and knowledge gained from the Lead Teacher during 2019, teachers are now equipped to integrate digital technologies into class programs. During 2020 we will continue to incorporate digital technology into the curriculum and work towards developing a Scope and Sequence in the use of ICT across all subject areas to ensure an increasingly complex and creative use of software and platforms within the area of ICT. With the implementation of BYOD in Years 4, 5 and 6 and higher student/device ratios across the other grades, priority will be made to ensuring a progression of software and interaction with IT platforms and equipment, so that students have clear understanding of the many ways we can interconnect, collaborate, plan and problem solve using digital technologies.

In 2020 we will continue to focus on collating, discussing and analysing ongoing data sources. In reviewing these data sources, our priority will be to develop individual learning goals for students in Literacy which informs purposeful, data driven and differentiated teaching and Learning. We hope to share these individual goals more efficiently with parents in 2020 and move our priority to setting numeracy goals later in 2020.

Community 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. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

St Francis Xavier's is seen by the wider community as a quality Catholic school, where Catholic values are embedded across the curriculum and the children learn in a safe and happy environment. The intimate nature of the school makes it family friendly, a fact that is appreciated by the parent community. Teachers and parents work together for the good of all children and as a community we share in their successes. We had excellent parent representation at events indicating a high level of support from parents and carers, such as Catholic Schools Week, NAIDOC Week, Grandparents Day, Father's Day. We also held an end of year Christmas Carols evening. The P&F maintained a strong attendance at the meetings held twice per term and all were collegial in their quest to build and nurture community at St Francis Xavier's.

Many families think fondly of the school as past students often return to catch up with past teachers and to keep us informed of their progress. The retention of current staff, and the merit-based selection of new staff is highly regarded by the parents. Another indicator of parent satisfaction and connectedness is attendance at school functions - with all events being well attended. Overall, parents are very satisfied with what the school achieves and strives to improve on. This was clearly articulated in the Community Feedback in the COSI self-review survey in 2019.

Student satisfaction

St Francis Xavier's has a wonderful student population who personify the key values upon which the school is built. An indicator of their satisfaction is the very low rate of unacceptable behaviour that occurs both within the classroom and the playground. The children demonstrate a high respect for the staff and the school which is a reflection of how they feel and react to the learning environment.

The students believe that St Francis Xavier's is a great school to belong to. Student friendships and their social interactions are extremely positive and highly valued.

All students enjoyed special focus days such as celebrations for Mission Day, Naidoc Day, Grandparents day and the PBL Launch Day and engaged enthusiastically in Mini Vinnies initiatives for various social justice programs. The students respect the physical environment of the school and have enjoyed being involved in the establishment of class gardens. Past students often return to not only visit their past teachers but to catch up with the friendships they have made during their time at St Francis Xavier's. The children at St Francis Xavier's really 'Let their Light Shine'.

Teacher satisfaction

Staff participation in community events and the low rate of staff absences are indicators of staff satisfaction at St Francis Xavier's Primary School. The staff collaborate frequently and are part of the decision-making process through consultation and opportunities for feedback. The staff feel that their opinions and educational experience are highly rated and they are respected by the school community and seen as professionals who can be trusted to provide the best educational opportunities for the students. Teachers are highly committed to effective teaching and learning and engage fully in all aspects of Professional Development, where all learning is shared and professional conversations are focused on school improvement initiatives.

The staff enjoy collegial relationships which contribute much to the sense of community at SFX. We share professionally and care personally for all those fortunate enough to call St Francis Xavier's their place of work. A strong indication of staff satisfaction was evident in staff surveys conducted during our external review process in 2019.

Financial Statement

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$1497066
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$432697
Fees and Private Income ⁴	\$222164
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$64660
Total Income	\$2216587

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$1254
Salaries and Related Expenses ⁷	\$1680256
Non-Salary Expenses ⁸	\$366395
Total Expenditure	\$2047905

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.

END OF 2019 REPORT