

Annual School Report 2016 School Year

St Francis Xavier
Woolgoolga



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About this report

St Francis Xavier School, Woolgoolga is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) and managed by the Lismore 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 to the Parish School Community* for this year provides the parish 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 parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NSW BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2017 following its submission to the BOSTES.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6654 1981 or by visiting the website at www.woolplism.catholic.edu.au



1.0 Messages

1.1 Principal's Message

The primary purpose of St Francis Xavier Catholic primary school is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Francis Xavier offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2016. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Francis Xavier has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2016:

- The school participated at Credit or Distinction level in various state and national competitions with our best result being in the University of NSW Maths Competition.
- Students gained excellent results on the Religious Education Test. Of thirty-two participants at St Francis Xavier, six were awarded a High Distinction, seventeen were awarded a Distinctions and six (received Credit certificates).
- Two staff members were nominated for Excellence in Teaching awards, with one teacher shortlisted.
- We became an Extending Mathematical Understanding (EMU) school undertaking significant teacher training as EMU Specialists.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2016:

- The school supported 'Curryfest' by taking on the responsibility for the Kids Zone at the festival which is a highlight community event in Woolgoolga.
- Students and staff participated in the ANZAC day celebrations with over 70 percent of students in attendance at the march
- School leaders represented our community at the NSW Police Force Memorial Mass in remembrance of those that have died in the line of duty.
- The school engaged with the broader Woolgoolga community through the successful running of a School Fete and community Golf Day.
- The Stage 2 Choir and Stage 3 Rock Band performed on a number of occasions throughout the year at the Woolgoolga Retirement Village thereby strengthening our relationship with the village.
- Stage 2 Students performed by busking around Woolgoolga for the St Vincent de Paul Society.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- A number of students represented the school at Zone and Diocesan levels for soccer, swimming, athletics, and basketball and cross country.
- St Francis Xavier managed to have two students represent the school at NSW Combined Primary School and PSSA in both athletics and cross country.



There were many people who assisted in the school's quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. St Francis Xavier is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Troy Baker
Principal

1.2 A Parent Message

St Francis Xavier Parent Forum is the official channel for Parents and Carers to become more actively involved in the school community.

With aims such as, but not limited to:

- Enhance the partnership between the school and families
- Give parental feedback on a range of issues to the school
- Provide a link with parents
- Represent parents of the school when required
- Review school policies and procedures
- Assist with parent education and parent forums

The Forum consists of the Principal, Staff, An Executive Committee, Parents, Grandparents and or Carers.

In Term One, we vote on the Executive Team which consists of a President, Secretary and Treasurer. Smaller sub committees are also made up for our major events:

- Fete
- Golf Day
- Mother's & Father's Day events
- Easter Hat Parade

We also have both a major works and a social and community engagement committee with the aim of running non fundraising events for the school community.

In 2016 the Forum had 7 official meetings and numerous committee & subcommittee meetings discussing a range of issues. Prominent on the agenda for 2016 was the reporting of the incredibly successful work of the sub committees.

It was a very successful year for the Forum with strong engagement and numbers at meetings. The leadership from the subcommittees was inspiring driving fundraising and community building initiatives. We look forward to 2017 working with Troy Baker (Principal) and the entire school community in St Francis Xavier School's 24th year.

James Daniels
President
St Francis Xavier, Parent Forum



2.0 This Catholic School

2.1 The School Community

St Francis Xavier is located in Woolgoolga and is part of the St Augustine's Parish which serves the communities of Coffs Harbour, Korora, Sapphire, Moonee, Emerald Beach, Sandy Beach, Woolgoolga, Safety Beach, Arrawarra, Corindi, Glenreagh, Nana Glen, Bucca, Coramba, Lowanna, Ulong, Karangi and Upper Orara. School families are drawn from the towns and communities of Woolgoolga, Emerald Beach, Safety Beach, Sandy Beach, Mullaway and Corindi Beach.

Last year the school celebrated 23 years of Catholic education.

The parish priest Fr Peter Padsungay is involved in the life of the school.

St Francis Xavier is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- involving the students in the Parish Mass, especially with the music ministry
- supporting f St Vincent de Paul through the school 'Mini-Vinnies' group including fundraising for the Winter Appeal and Christmas Appeal
- providing leadership and support for the Parish based sacramental program.
- advertising and supporting Parish activities through the school newsletter

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational Values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

St Francis Xavier School Woolgoolga caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2016	TOTAL 2015
Male	9	15	16	14	17	17	13	101	103
Female	18	20	15	26	24	21	19	143	138
Indigenous <i>count included in first two rows</i>	1	1	1	2	3	1	1	10	10
EALD (Language background other than English) <i>count included in first two rows</i>	11	3	6	3	4	3	3	33	39

2.3 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, our 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. 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 2016 is shown in the following table.

	K	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	All Yrs
Average Student Attendance rates	94.7	93.1	92.9	92.4	93.3	92.8	93.8	93.2

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	16
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	12
5.	Number of staff identifying as Indigenous employed at the school.	1
6.	Total number of non-teaching staff employed at the school.	8

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 93%. This figure is provided to the school by the CSO.

There were no significant staffing changes in 2016.

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. In 2016, the school held a special parent forum to address these and other values identified by the school community. 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 school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- Surveys were conducted in 2016. Of particular note was the information gathered regarding the levels of satisfaction with the school camp program.
- The Diocese of Lismore School Improvement Surveys were conducted for Parents, Students and Staff. These surveys and the consequent data are used for planning and preparation of organisational documents and annual plans.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) 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.

St Francis Xavier School Woolgoolga continues to work towards developing a contemporary pedagogy. This pedagogy will underpin learning across the school, Kindergarten to Year 6. We strive to ensure that we, as a team, are meeting all children at the point of need. This is achieved through our continued determination to embed professional collaboration and targeted teaching as central to all educative decisions. The focus in this area is to implement and develop Professional Learning Teams (PLTs) and the associated strategies to continually challenge the status quo and improve teacher capacity.

3.2 Student Performance in National Testing Programs

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 40 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.

In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St Francis Xavier, school and student performance is 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 SMART 2 Data Analysis workshops.

The following data indicates the percentage of St Francis Xavier 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
Reading	28.1	51.4	23.7	14.3	19.0	14.3	17.1	5.7	8.9	14.3	3.1	0.0
Writing	16.6	20.0	37.5	40.0	26.7	28.6	13.1	8.6	4.8	2.9	1.2	0.0
Spelling	27.4	19.4	27.0	27.8	21.7	25.0	11.5	11.1	9.2	16.7	3.1	0.0
Grammar and Punctuation	34.6	33.3	18.3	13.9	19.0	27.8	20.2	19.4	4.8	2.8	3.0	2.8
Numeracy	19.7	22.9	19.0	17.1	22.3	28.6	24.5	17.1	11.4	11.4	3.1	2.9

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
Reading	15.4	25.0	23.2	33.3	23.7	25.0	18.8	11.1	12.9	2.8	6.0	2.8
Writing	5.2	8.1	13.5	27.0	31.3	43.2	33.7	21.6	11.1	0.0	5.3	0.0
Spelling	15.5	13.5	17.7	13.5	30.4	27.0	21.8	35.1	9.2	8.1	5.4	2.7
Grammar and Punctuation	20.9	32.4	19.9	24.3	23.4	24.3	20.4	16.2	11.4	2.7	4.0	0.0
Numeracy	15.5	19.4	15.0	22.2	26.6	30.6	25.8	25.0	12.9	2.8	4.3	0.0

As can be seen from the table the percentage of students in the top three bands in Year 3 Reading is extremely pleasing compared to State figures. The staff believes that having 80% of children in the top three bands in Year 3 coupled with 83.3% in Year 5 is testament to the continued focus on collaborative and professional dialogue. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the area of Spelling. The high percentage of students achieving minimum standards, compared to State figures, is also testament to the focus on curriculum differentiation strategies and individualised student learning programmes developed and implemented over the last two years.

The data above also clearly indicates high levels of growth in the area of Grammar and Punctuation in Year 5. This is indicated by 81% of students being in the top 3 bands.

The results show that students have performed well in 2016. This can be attributed in part to the effectiveness of the school's targeted intervention programs. Additionally, teachers at the school believe that motivation levels have improved through the increased use of a wide and varied range of pedagogical choices. Students are more engaged with the lesson content and are willing to

practise their new found skills using these approaches.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2016 were:

Staff Professional Learning Activity	Date	Presenter
Curriculum	27/01/16	Leadership team
Parish School Retreat Day	08/04/16	Leadership / CSO
Catholic Worldview	01/07/16	Leadership / CSO
Australian Curriculum	18/07/1	Leadership / CSO

Additionally staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Extending Mathematical Understanding	3	Ann Gervasoni
EMU Intervention Teacher	1	Ann Gervasoni
Formative Assessment	5	Dylan Wiliam
Catholic Worldview and Permeation	20	CSO

The professional learning expenditure has been calculated at \$8,342 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Parent Handbook	Changes made	School Office
Staff Handbook	Changes made	School Office
Medication	No change	School Office
Assessment	No change	School Office
English	No change	School Office
Maths	No change	School Office
ICT	No change	School Office
Homework	No change	School Office
Student Retention	No change	School Office
Behaviour Management	No change	School Office
Child Protection	No change	School Office
Learning Support	No change	School Office
Anti-Bullying	No change	School Office
Pastoral Care	No change	School Office
Overnight Excursions	No change	School Office



4.2 Enrolment Policy

Every new enrolment at St Francis Xavier School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Pastoral Care Policy/Student Welfare

The school's Pastoral Care Policy, developed in consultation with staff, parents and students is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, effort, self-responsibility and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-worth, social relationships, moral development, anti-bullying, health and personal safety. The school's Pastoral Care Policy is evident in the everyday interactions within the school and in support for families.

4.4 Discipline Policy

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and others people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The principles of restorative justice are embedded in the school's Behaviour Management Policy. These principles include acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships, learning and growing from experience. Students, staff and parents have a clear understanding of the expectations articulated through this policy and are supportive of the need to provide a safe and caring learning environment. The policy acknowledges teacher and student rights and responsibilities, and is based on the Gospel teachings of love for self and others.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available from the school's website.

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

Catholic Identity and Mission

- Increase student roles in the parish to increase a sense of participation, belonging and responsibility for their role in the church
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- Make a strategic and systematic effort to connect with Catholic families and maximise their participation in their Catholic School
-
- Develop the role of Assistant Principal Mission to continue to deepen our commitment to be authentically Catholic
-

Teaching and Learning

-
- Embed a culture of excellence through developing teacher capacity within effective professional learning team structures for excellence and growth of every student particularly focussed on Mathematics
-
- Bring together Stage groups periodically within the professional learning teams to increase the rigor of conversation
-
- Use data to inform the teaching and learning cycle to increase student growth. To further develop our understanding of common formative assessment
-
- Develop agreed teaching practices that communicate high expectations in all classrooms through learning intentions, success criteria, student goal setting, peer and teacher feedback
-

Organisation and Administration

-
- Develop a school community culture that is fully committed to sustainability and environmental stewardship
-

Community and Relationships

-
- Encourage and improve communication between all levels of staff
-
- Develop a new website that is informative and user friendly
-
- Clarify and develop a new Mission, Vision and Organisational Values and Mindsets with staff, parents and students
-

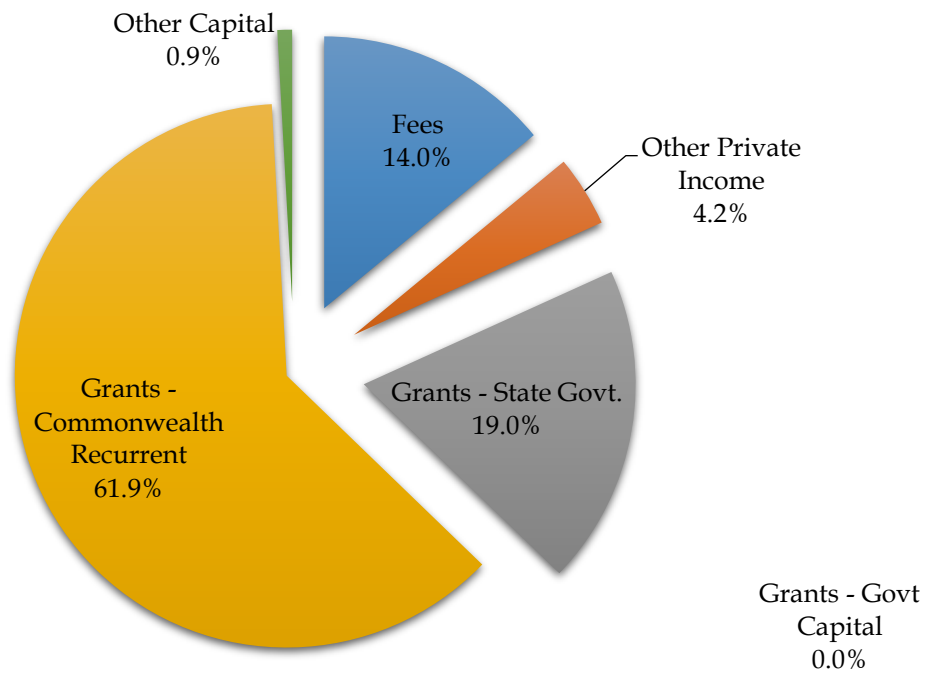
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary 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 2016 is presented below:



2016 INCOME - St Francis Xavier Primary School WOOLGOOLGA



2016 EXPENSE - St Francis Xavier Primary School WOOLGOOLGA

