



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



St Francis Xavier Primary School Lake Cargelligo

Conapaira Street, Lake Cargelligo 2672

Phone: 02 6898 1611

Email: office.sfxlake@cg.catholic.edu.au

Website: www.sfxlake.nsw.edu.au

Principal

Mrs Jacinta Elwin

Section One: Message from Key Groups in our Community

Principal's Message

St. Francis Xavier School is a community that works together to meet the individual needs of our students. Our school community; including dedicated, caring and loyal parents/carers, extended family members, Canberra Goulburn CE consultants, students and staff, ensure that the students are happy, safe, well cared for and provided with many opportunities to achieve successes in a Catholic educational environment. St Francis Xavier School works closely with our parish, Our Lady of Lourdes, to offer spiritual leadership and to encourage students to build positive relationships with others by letting 'Jesus shine through to others'.

Parent Body Message

2016 has seen a small but proactive growth in membership for our School community council. This is due to the ongoing commitment of the dedicated principal and staff team to see more parent engagement and support within the school and across all areas of our school life.

The school community council support the work of our Principal and teaching team wholeheartedly. They have a strong and focused commitment to ongoing student resourcing, fundraising towards educational experiences, student opportunities, school growth, welfare for all members of the school community and ongoing parent and community engagement.

We are continually finding opportunities for school promotion and are looking forward to a growth in our kindergarten class numbers in the next few years.

Staff and parents have a strong and well respected working relationship at St Francis Xavier School which is a true reflection of the unwavering commitment of staff, families and the community of Lake Cargelligo and Murrin Bridge.

Student Body Message

St Francis Xavier School is a safe and exciting learning environment. All the students at St Francis Xavier School belong together, like a family, together with teachers, Aboriginal Education Workers, Fr. Emil and Fr. Trent, our families and the parish family - we belong together and work together to help each other.

At St Francis Xavier School students are given the opportunity to succeed in areas that are special to each of us. If we are good at sport we can achieve success in carnivals or sporting teams - even reaching state level. If we like to sing we can join the choir and compete in local Eisteddfods together. Public Speaking competitions improve our confidence and teach us how to present confidently to a large group.

We also support local community events like Blue Waters and the show by entering various art and craft pieces. One highlight of the year was our own Art Show where we were able to showcase our artistic abilities.

We all care for each other at St Francis Xavier School. The leadership class many responsibilities and these include ensuring the younger children are looked after and there is no bullying. This all helps make St Francis Xavier School very special.

Section Two: School Features

St Francis Xavier Primary School is a Catholic systemic Co-educational School located in Lake Cargelligo.

St Francis Xavier School is a Catholic Primary School located in Lake Cargelligo. The school caters for students in Kindergarten - Year 6, and in 2016 had an enrolment of 31 students.

Students attending St Francis Xavier School come from a variety of backgrounds and nationalities consisting of male and female students; indigenous students; and Language Background other than English (LBOTE).

The school employs 10 staff comprising 4 teachers and 6 non-teaching staff, the latter being employed in a variety of capacities including clerical support, learning support, cleaner and grounds maintenance.

St Francis Xavier School is set in the rural area of central-western NSW, and families come from the surrounding area. St Francis Xavier School was founded by the Sisters of St Joseph in February 1929. The school continues to be committed to follow in the footsteps of the Sisters of St Joseph through partnership with the parish and community, with all families including our Aboriginal families.

The school prides itself on being a special part of the family of God, making all families feel welcome and appreciating the continued support of families at the school in running educational activities, fundraising and creating an atmosphere of care and concern for all.

St Francis Xavier School is a small rural school. However, with the use of extensive technology and modern teaching programs, students participate in a creative and engaging curriculum that caters for individual differences.

St Francis Xavier School has again celebrated many special events this year. These have included Sacramental celebrations; First Reconciliation, First Eucharist, feast days, Holy Week and Easter, Catholic School's Week, 'Close the Gap Day', 'Reconciliation Week', NAIDOC week, ANZAC day, Book week, National Tree Planting Day and Clean Up Australia Day.

St Francis Xavier School has again this year been able to offer two special programs; Reading Recovery and Numeracy Intervention Program. Individual children are identified early and receive Reading Recovery (RR) and Numeracy Improvement (NIP) in order to optimise their acquisition of the basic skills in Literacy and Numeracy.

The school participated successfully in many local events including the 'Blue Water's Art Exhibition' and the Lake Cargelligo Show.

Success was achieved in public speaking at the Western Region Public Speaking competition and the CWA Public Speaking competition. Individual students and our choir received many awards and trophies at the Forbes and Leeton Eisteddfods again this year. Students were recognised with NAIDOC Week awards.

As an Archdiocesan school students have had the opportunity to participate beyond the local community in swimming, cross-country and athletics events.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Francis Xavier School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

St Francis Xavier's Primary School is a Catholic community which endeavours to live the message of hope experienced in the Resurrection. The Catholic ethos of St Francis Xavier's Primary School is intrinsic to the Teaching and Learning which has at its heart, the school's Vision;

"Lake alive with Dreamtime knowledge, Waves of learning, Sail into the Future"

Our school community has an abundant wealth of knowledge and tradition from the Sisters of St Joseph, who founded our school in 1929, the parish community; which has always had and continues to have strong connections with the school, and the Aboriginal community made up from the Wiradjuri, the Nyaampa and the Barkanji nations. With this knowledge, experience and expertise and continuing efforts to provide quality learning opportunities for our students we aim to work towards improving outcomes for future generations, providing our students with the desire to be life-long learners and achieve their unique potential.

Our Mission... "You are the light of the world, let Jesus shine through you to others"

Within the context of our Catholic community, it is the mission of members of our school community to... "work in an environment of mutual respect for cultures and backgrounds and celebrating the Gospel principles in order to achieve quality education for all."

The opportunity to foster the gospel values of love, compassion, reconciliation, transformation, justice and hope is intrinsic to the teaching/learning situation through literature and personal and life experience. Such values underpin the work of the teacher in the Catholic school and are addressed both implicitly and explicitly in teaching and learning.

We have a strong sense of community where each member is respected and each person's contribution is valued. We are continually aiming to develop stronger links between the school and families, and the staff work together to provide the best possible educational outcomes for the children in our school community.

Each school day is begun by praying together and each Friday we join together with the school community in the parish mass which celebrates the week's achievements. Once a term we celebrate our weekly Mass at the preschool in the local Aboriginal community, Murrin Bridge.

Students celebrated the sacraments of First Eucharist and Reconciliation. We also celebrated special feast days, including St Francis Xavier, Lent, Holy Week, Easter, Advent and Christmas together.

The 'Making Jesus Real' values program has again been implemented this year and help students identify that they are called to be like Jesus in the way they speak and act.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
14	17	0	31

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2016 was 89.92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90%
Year 1	90%
Year 2	92%
Year 3	87%
Year 4	91%
Year 5	86%
Year 6	93%

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 Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
6	5	11

* This number includes 2 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	40%
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Professional Learning

In 2016 all staff were involved in the following Professional Development days:

Term 1 CPR and First Aid Certificates

Term 2 Spirituality Day- Prayer

Term 3 Autism Spectrum PD day

Term 4 Literacy Day-Developing literacy Block with Kay Lowe

Other Professional Development included further developing competencies in teaching writing, Religious Education (including Spirituality Twilight sessions), Reading Recovery and teaching reading, Mathematics, using iPads and Positive Partnerships.

All PD was designed to develop the skills and understandings of staff to improve student outcomes

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

Through careful analysis of NAPLAN results of previous years and focusing on strategies for problem solving, as well as a variety of testing techniques, all students who sat NAPLAN in 2016 showed a positive attitude to sitting the tests and an increase in confidence in being able to achieve success. We will continue to analyse the results and work towards assisting students within areas of need.

In 2016 most of our Year 3 students performed well in NAPLAN this year showing an improvement in the school's focus area - Writing. Our Year 5 student showed a small positive growth in most areas of NAPLAN.

Section Seven: 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 Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2016

St Francis Xavier School will continue to devote significant energy to raising standards of literacy and numeracy in a way that meets the needs of every student in our school, whatever their academic ability. Reading Recovery and NIP programs continued to offer Individual Reading Intervention and Numeracy Intervention to assist students optimise their acquisition of the basic skills in Literacy and Numeracy.

1. Analysis of Discussion of Data - Teachers are now using data walls to discuss students improvements and weaknesses in Literacy and Numeracy and using data to create programs that best cater for their students.
2. Targeted Use of Resources - Programs have been put into place to provide staff with the support they need to assist others in the community that require additional support or specialist support.
3. Literacy - Teachers have been assisted by instructional leaders in Numeracy and Literacy to develop their capabilities in pedagogy to create structured Literacy blocks to improve the outcomes of their students.

Priority Key Improvements for 2017

Priority Key Improvements for 2017 are

Increase knowledge and understanding of curriculum which leads to improved Literacy and Numeracy results for all students.

To achieve this goal strategies to be put in place will be;

- Instructional leaders to guide and support staff in understanding components of English and Mathematics
- Teachers to develop a better understanding of stage statements and using language of curriculum in reporting to parents
- Through ELIN and ELIL professional development activities teachers will receive and be guided in best practice pedagogy for teaching Literacy and Numeracy

With the focus on developing effective pedagogical practices we aim to achieve one years growth in students Literacy and Numeracy results.

To achieve these results strategies to be put in place will be

- Instructional leaders to be responsible for building teachers capacity in analysing data and developing programs to meet the needs of their students.
- Effective use of data walls
- Use of running records
- Collection of writing samples

- Maintaining structured and effective Literacy and Numeracy Blocks and finally,
- Implementing effective strategies for differentiation in teaching to enhance all students

Section Eight: School Policies

Student Welfare Policy

Student Welfare at St Francis Xavier School is embedded in the Pastoral Care Policy. It is based on a principle of rights and responsibilities so that students understand that the two go hand-in-hand. Each classroom has a list of rules set in positive terms developed by both the teacher and the students.

The aim of the policy is to build skills and attitudes that promote well maintained and respectful relationships. The 'Making Jesus Real' (MJR) program sits with the Student Welfare Policy. MJR is a way of life that allows students to see Jesus working in their everyday lives. Students learn about having a positive attitude and that their actions, attitudes and behaviours have an impact on their relationships. MJR provides students and staff with a common language that allows evaluation of thoughts and behaviours and provides strategies for alternative actions.

Students receive acknowledgements for positive behaviours/attitudes through class reward systems and school assemblies.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. 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. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

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. A full text of the school policy is available on the school website or from the Front Office.

Section Nine: 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.

Parent Satisfaction

Parents of St Francis Xavier School have in the past 12-18 months shared many opportunities with our committed teaching staff. St Francis is without question a very family friendly school where the older students look out for and care for the younger students. We appreciate the effort to include all students in school activities, including sport days, sports carnivals and excursions.

Small schools require teachers to wear many hats, community member, parent, friend and the list goes on. The commitment and dedication demonstrated by our staff and principal has seen our school remain viable with strong educational leaders and relevant in this often complex and competitive space of educational outcomes. Our school has demonstrated its capacity to be flexible in learning activities and in the extra-curricular activities planned to target the interests and talents of the students. Parents have enjoyed seeing the students succeed in areas of learning, social skills, sporting activities and participation in community events. We are certainly a proud bunch of parents.

Student Satisfaction

Students love attending school at St Francis Xavier. The school community is a place where they feel a sense of pride and gain many lifelong skills. Students feel that there were many opportunities to be involved in, exciting learning opportunities and they enjoy representing the school at regional sporting competitions, the local Art and Craft exhibition - 'Blue Waters', the Lake Cargelligo Show, Eisteddfods and Public Speaking Competitions. Students know the teachers expect them to all care for each other and to be willing to help each other.

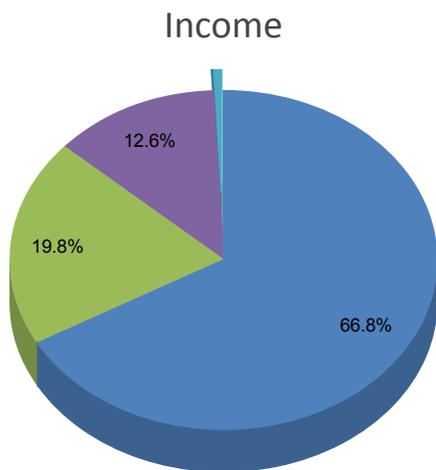
Teacher Satisfaction

The teaching staff enjoy working together for the benefit of the students and the school community and feel their voice is important. All staff are considered in the leadership of the school as St Francis Xavier is a small school. Each staff member has many roles and responsibilities and work well in a collaborative way to achieve success for our students.

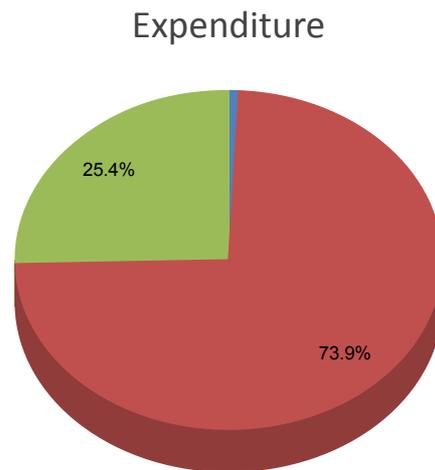
Many opportunities are provided for further professional development. Staff appreciate the efforts made to ensure they are able to access these Professional Development opportunities but also appreciate that due to distances and family commitments attendance is sometimes not a possibility.

The work ethic at St Francis Xavier School is infectious. The staff and parents are generous, supportive and driven and together believe in the school and are dedicated to achieving the best they can for the students.

Section Ten: Financial Statement



- Commonwealth Recurrent Grants (66.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.8%)
- Fees and Private Income (12.6%)
- Other Capital Income (0.8%)



- Capital Expenditure (0.8%)
- Salaries and Related Expenses (73.9%)
- Non-Salary Expenses (25.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$617,200
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$182,813
Fees and Private Income ⁴	\$116,498
Other Capital Income ⁵	\$7,059
Total Income	\$923,570

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$7,059
Salaries and Related Expenses ⁷	\$685,516
Non-Salary Expenses ⁸	\$235,481
Total Expenditure	\$928,056

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.