Annual Report
St Francis Xavier’s Primary School, Urana

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The School
St Francis Xavier’s Primary School is a small school located in the south-western region of the Diocese of Wagga Wagga, one hundred and ten kilometres west of Wagga Wagga. It services families who, in the main, are engaged in rural-related industries. The school is a valued institution in the parish and wider community. Members of the school community continue their long-standing commitment to the school, community and in its function in the Catholic education of its students. Within this report for 2013 evidence of that commitment will be detailed.

Catholic Identity
VISION STATEMENT
At St Francis Xavier’s Primary School, Urana our Vision Statement is ‘Think, speak and act like Christ’.

MISSION STATEMENT
At our school we believe that ‘Christ is the foundation of the whole educational enterprise in a Catholic school’ (par34, The Catholic School). Therefore, we believe our Mission is to:

Be a Community of Faith
• Centred on Christ and the sacramental life of the Church
• Learning about and living our Catholic faith whilst respecting other faith traditions
• Building the kingdom of God on earth
• Demonstrate relevance of faith to life (in contemporary culture)

Be a Community of Learning
• Helping students to find and nurture their gifts
• Provide a quality comprehensive curriculum that promotes life-long learning
• Value effort and achievement and excellence
• Respect contributions of members of the school community
• Use ICT to enhance learning and teaching

Be a Community of Care
• Welcoming students and families
• Promote self esteem, respect, dignity and uniqueness of each other
• Provide a safe, secure and stimulating learning environment Use discipline measure that are just and fair
• Promote critical thinking

Be a Community of Service
• Work in partnership with priest, parish and community
• Promote outreach to poor and disadvantaged
• Encourage attitude of stewardship of the land
• Work in partnership with parents
• Promote use of gifts to benefit society

Religious Education
• To ensure our school’s life is based upon Christ and the teachings of his Church, aspects of our faith and Catholic tradition are integral to our daily program.
• Prayer and Liturgical Celebration
• Prayer
• The customary daily practice for each person attending school is visitation to the church, situated in the school grounds, for personal prayer.
• Every day commences with formal prayer for the school at morning assembly. Prayer also begins and concludes each learning block throughout the day.
• Prayer and reflection articles specific to parents, staff and/or students are shared at appropriate times.
• Liturgical Celebration
• The school attends weekly Mass, and all students are involved in the preparation for the Mass, taking on the various responsibilities required according to maturity and skills.
• Spiritual Formation
• Preparation for the Sacraments of Reconciliation, Eucharist and Confirmation are included within the Religious Education program.
• Students and staff are given the opportunity regularly to avail themselves of the sacrament of Reconciliation.
• The parish priest is welcomed as part of the ongoing work in the spiritual formation of members of the school community, making visits to class on a weekly basis, and as part of school life generally.
• Social Justice/Mission
  Our school continues a long-standing tradition of financial support of persons in need, particularly through Church agencies such as Catholic Mission and Caritas, providing opportunities for the school community to ‘put faith into action’.

Message from key School Bodies
Our school has a unique situation which allows all families representation at meetings of the parent body as a whole, as well as in the election of executive members. Parents demonstrate their engagement in their children’s learning through their attendance and participation at Parent Information sessions, Parent/Teacher Reporting interviews, and a wide range of school activities.
Parents willingly carry out grounds and maintenance works around the school, and have completed the required training in the use of chemicals and fuels to allow them to do so.
Fundraising is a major activity in which parents are involved throughout the school year. Major fundraisers this year have been the annual Paddy’s Market, catering ventures and commission gained from plant markets.
Parent contributions equate to approximately half of the recurrent annual costs.
A very significant additional contribution was made by the parent body this year to maintain and upgrade the existing excellent repository of information and communication resources.

Student Outcomes in Standardised National Literacy and Numeracy Testing
All students from Years 3 and 5 participated in National Literacy and Numeracy testing in 2013, 90% completed all aspects while 10% partially completed the assessments due to illness. All students achieved benchmark gradings or higher, the majority higher. Each year the school monitors Trend Data and uses that information to inform its learning and teaching practices for the upcoming year.

Professional Learning
The major focus for professional learning this year was the new English curriculum. All staff attended the diocesan-wide in-service/s regarding knowledge, understanding, pedagogy and implementation of English.
In addition, literacy workshops were conducted as part of our twilight professional learning commitment.
All staff participated in our Staff Spirituality Day- ‘Qualities of a Catholic School Staff Member’ conducted by members of the Catholic Life Team. Also, two staff members attended the ‘Connections’ program - a time of reflection/retreat conducted for employees who have completed many years of employment.
Under the Creative Arts banner a staff member attended printmaking workshops which included an indigenous art/cultural focus. All staff completed an initiation into the use of ‘Groovy Music’, an interactive music-teaching program used by the Arts teacher.
Two staff members were fortunate to participate in ‘Positive Partnerships: Supporting School Age Students on the Autism Spectrum’ (funded by DEEWR and conducted by DEC, CEC and Independent Schools staff) workshops in our efforts to provide for the individual needs of students.

Teaching Staff
The NSW government requires that this report detail the number of teachers in each of the following categories:
A) have teaching qualifications from a recognised higher education institution within Australia
B) have qualifications from a recognised higher education institution within Australia but no formal teacher education qualifications
C) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

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<tr>
<th></th>
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<th></th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
<td>3</td>
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Workforce Composition
St Francis Xavier’s School employs one full-time and two part-time qualified teachers. The school also employs a full-time clerical/teacher assistant. The workforce is from non-indigenous backgrounds.
Student Attendance

Student attendance rates for each Year level and the whole school

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<thead>
<tr>
<th>Year</th>
<th>Attendance %</th>
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<tbody>
<tr>
<td>Kinder</td>
<td>0</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.80%</td>
</tr>
<tr>
<td>Year 2</td>
<td>96.56%</td>
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<tr>
<td>Year 3</td>
<td>96.39%</td>
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<tr>
<td>Year 4</td>
<td>95.67%</td>
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<tr>
<td>Year 5</td>
<td>93.99%</td>
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<tr>
<td>Year 6</td>
<td>94.76%</td>
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Student Non-Attendance

Student non-attendance is managed at St Francis Xavier's Primary School by:
- Recording in the SAS system as required and according to the coding of the Education Act
- If a student is absent for an extended period of time, families are contacted
- Partial absences are recorded as required
- Requests from families for extended periods away from school are sent to the Principal, and when necessary the Catholic Schools Office, for approval

Enrolment Policy

St Francis Xavier’s Enrolment Policy aims to provide equitable prioritization of enrolment applications, and to ensure that the requirements of the State and Commonwealth legislation are met. Our Enrolment Policy is supported by the Catholic Schools Office Enrolment Policy. [www.cso.wagga.catholic.edu.au](http://www.cso.wagga.catholic.edu.au)

Characteristics of the Student Body

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig’</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
</tbody>
</table>

*L*anguage background *O*ther *T*han *E*nglish

Structure of Classes

Student enrolment is in the main in a single class across all stages. The greater part of the school week lessons are delivered through a team-teaching approach.

School Policies

**Discipline**

This policy aims to:
- Make explicit the links between the school’s Vision and Mission and the systems of behaviour management operating within the school
- Assist teachers as they work to support, develop and maintain students’ ability to make responsible behaviour choices
- Clarify processes and procedures to be used to manage irresponsible or inappropriate behaviour choices.
- Provide a clear and accountable framework for communicating behavior expectations and management strategies to all stakeholders.

**Student Welfare**

This policy aims to:
- Enhance positive relationships and connectedness across the whole school community by promoting mutual respect, communication, security and well-being.
- Recognise and nurture approaches to learning and teaching, across all curriculum areas, which endorse pastoral care.
- Co-ordinate and link policies and programs within the school with a particular focus on pastoral care.

**Complaints and Grievances**

- The school’s Complaints and Grievances Policy aims to support the ongoing development of positive relationships.
- It provides a positive, clear and effective process for resolving grievances between the school and community members and assists in the building of strong relationships, dispels anxiety, and ultimately provides students with an enhanced learning environment.

**Changes to School Policies**

- All the above policies are in alignment with CSO overarching policies. They have been reviewed and updated as required and in
accordance with the NSW Board of Studies and CSO requirements.

Improvement Targets

Major targets for 2013 focussed on meeting the individual needs of students.

The relevant professional development in which staff members were engaged - First Steps in Writing, Positive Partnerships, Resiliency Program, English/Literacy- assisted teachers and assistants in their ongoing efforts to meet students' well-being and learning needs. (See 'Professional Development')

Staff members have also been party to the Curriculum Review process conducted by the Board of Studies, and the Catholic Schools Office. Under review this year were the Key Learning Areas of Mathematics and Human Society and Its Environment.

ICT within learning remains a significant part of the school's improvement targets.

Refining of applications suitable for individual students learning took place throughout the year, as well as continued learning for staff and students in the use of 'Google documents'.

Analysis of student data, including NAPLAN data, was an ongoing process in our efforts to assist student learning.

Initiatives Promoting Respect and Responsibility

St Francis Xavier’s encourages our students to self-discipline through a system of relationships, expectations, goal-setting, rewards and sanctions.

The students gradually develop as persons who are responsible and inner-directed, capable of choosing freely in conformity with their conscience. The attainment of self-discipline can be fostered by giving students a degree of responsibility, according to the situation.

When student behaviour is inappropriate or unacceptable a discipline response may be considered necessary. The purpose of any punishment should be reformatory, directed towards altering attitudes and subsequent behaviour. Any students who come into conflict with the standards of our school must be made aware that it is their actions and not the student that is unacceptable.

Under the PDHPE school program, and with the assistance of our school counsellor, students were involved in workshops to further develop skills in fostering self-esteem and self-management, particularly in difficult situations.

Students are given an opportunity to develop as responsible citizens through activities held in the wider community.

Annually they participate in events such as Anzac Day and Remembrance Day ceremonies, Local Government Week activities, Senior Citizens Week, and community tree-planting days.

As well, students participate weekly in ‘Meals on Wheels’, and regularly visit our local health-care facility to meet with and entertain the elderly.

The majority of children also participate in school and community sports events which enables them to develop team spirit.

Community Satisfaction

The following information has been provided to the school. It has been a valuable gauge for determining the level of satisfaction the community has with our school.

The parents, staff and students at St Francis Xavier School are satisfied with all aspects of the school. This data was gathered through responses sought at School Meetings, Parent/Student/Teacher Meetings, student consultations in class and through staff consultation.

Financial Statement Summary
About This Report
This report was compiled by the principal in consultation with parish priest, staff, parents, students and Catholic Schools Office personnel.