1 The School

1.1 The School
In order to maintain the profile of the school’s Vision and Mission, an excerpt is included in the school’s weekly newsletter.

MISSION STATEMENT

At St Francis Xavier Primary School, Urana we believe that “Christ is the foundation of the whole educational enterprise in a Catholic school” (par 34, The Catholic School) Therefore, we believe our Mission is to:

Be a Community of Faith
- Centred on Christ and sacramental life of the Church
- Learning about and living our Catholic faith whilst respecting other faith traditions
- Building kingdom of God one 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
- Modelling integration of faith and learning
- 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 safe secure and stimulating learning environment
- Use discipline measures that are just and fair
- Promote critical thinking

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

1.2 Religious Education
Our school is fortunate to be able to celebrate Mass for the school community on a weekly basis. We also celebrate Benediction periodically, and the children are given opportunities to receive the Sacrament of Penance regularly.

We have appreciated the Parish Priest’s informal visits to the school, and the parish’s generous financial commitment to the work of the school in this parish. This commitment is viewed as the parish’s visible participation in the Church’s work of faith education.

As a school we have conducted termly ‘Missions’ days to raise funds for Caritas and Catholic Missions.

1.3 The Arts
Staff completed training Modules 1 and 2 in Creative Arts, in order to familiarise themselves with syllabus requirements, and to devise ways to integrate the necessary outcomes into current units of work.
1.4 Sport

Our school has attended a number of swimming and athletics carnivals throughout the year including:
- Deanery/Diocesan Swimming and Athletics carnivals.
- Local Schools Swimming and Athletics, and Alternative Sports Day
- Savernake Small Schools’ Sports Day

One senior student qualified to represent the South West Deanery at diocesan level in athletics.

With the emphasis on improving all children’s skills and fitness, physical education programs are designed to allow participation by all children.

1.5 General and Specific School Initiatives

We conducted our tenth annual Kindergarten Orientation Program which involves pre-school students’ attendance at school one day a fortnight during Term Three, and one day weekly in Term Four. This program has proved mutually beneficial to students, and staff.

In our small school situation we have been able to establish teams of multi-age children who take on shared responsibilities around and within the school.

The students are also accustomed to working in partnerships for tutoring in literacy and numeracy. All senior students have leadership responsibilities.

1.6 School Policies

The following policies are available at the school:
- Enrolment Policy
- Student Management/Pastoral Care Policy
- Complaints and Grievance Resolution Policy

2 Information on Key School Programs

2.1 Educational and Management Practice Evaluation – School Culture

Following the release of a new School Council Handbook our school’s meeting procedure has been revised. Our school has a unique situation allowing all families’ representation at school meetings, and in the election of executive. This initiative was established in an effort to include and involve all families.

2.2 Curriculum Focus

‘Self responsibility’, one of the six learning and teaching principles from the CSO core document- ‘Today’s Children Tomorrow’s Adults’, was adopted to underpin curriculum review and student learning.

In conjunction with staff training in Creative Arts, review of the Creative Arts Policy and Scope and Sequence was commenced. Throughout 2004 a Scope and Sequence for Maths was devised to suit composite class configurations. Assessment plans for Maths were documented, and a review of the school’s Maths policy was initiated.

The CSO officer responsible for Copyright Compliance matters conducted an in-service ‘Educational Institutions; Copyright Compliance, with all staff members.

In order to provide learners with strategies to become discerning learners, staff and students were trained in the use of Super 3 scaffold. With a multiplicity of information resources available, Super 3 allows learners to carry out 3 major components – Plan, Do Review – to achieve task requirements.
Staff and students participated in ongoing training in the use of My Internet, becoming proficient in the use of email, web searches, and web quests.

Staff also completed technology workshops in administration of network facilities, and in the planned classroom use Kidspiration and Kid Pix.

2.3 Programs to Support Learning
CAP – Country Area Program: CAP is an essential funding program which allows our school to resource projects which evaluate, implement and monitor learning and teaching within the school. This year CAP has assisted with networking and training in computer skills, Computer Software, teacher/student training days, Creative Arts resources and excursions.

2.4 Equity Programs
No students receive funding through equity programs.

2.5 Programs to Support Students
Our School continues to receive funds to allow Individual Education Programs to improve learning outcomes. The school’s flexible timetable also allows extra individual tuition to students who need assistance, but do not qualify for funded help.

2.6 Student Achievement
BST/PWA – Three students participated in the NSW Primary Writing Assessment and Basic Skills Test and achieved excellent results.

Children are encouraged to participate in projects organised on a wider basis than school. This year children have been successful with writing and arts works published in the Special Forever Writing Project, Hands on for Habitat and Upper Murray Regional Library competitions.

Students have also been involved in a number of community projects including Meals on Wheels weekly, tree planting days, Anzac and Remembrance Day services.

2.7 Staff Achievement
Staff achievements are listed throughout the report, in particular items 1.3, 2.2, 2.3 and 3.1 which detail the staff’s commitment to professional development.

3 School Renewal

3.1 Progress of the School Renewal Framework
As mentioned previously, self responsibility has been a major focus throughout the school’s program for 2004 - 2.2 – Curriculum Focus, 2.3 – Programs to Support Learning, detail major components of our School Renewal Framework for the year.

With regard to compliance matters staff reviewed legal requirements under Child Protection, Sexual Harassment, Copyright and Chemical Safety in School laws. All teaching staff hold current First Aid Certificates.

Parents have been informed of legal requirements under Child Protection, Chemical Safety in Schools and Copyright laws. The majority of families have completed the necessary training or documentation associated with these.

Work has continued under our Building and Maintenance Plan.

General maintenance works were carried out to meet standards, particularly those required under OHS regulations. The re-laying of pavers in the school assembly area was the major work for 2004.

4 School Overview

4.1 School Enrolment and Attendance Profile
The year began with an enrolment of 34 students. This number has been maintained throughout the year with few incidences of unexplained absences.
4.2 Structure of Classes
For the major part of the week classes are arranged in two composites, K-2 and 3-6. For part of the week’s timetable children work in a K-6 situation where learning activities are completed in collaborative terms.

4.3 Staffing
Our teaching staff allocation for 2004 has been 2.2 FTE. Twenty hours Clerical assistant has been allocated to our school. An additional 0.05 FTE has been available to our school under Special Needs Funding.

4.4 Parent Involvement and Participation
All parents are involved in various ways within and around the school. All families are involved in vital fundraising efforts throughout the year particularly our annual ‘Paddy’s Market’ which nets 50% of fundraising income. ‘Paddy’s Market’ has been a fundraising feature of our school for over 20 years now, thanks to the major sponsors, JM Smith & Co, who have supported this venture throughout all that time. Parishioners and local community members assist greatly with this event. The majority of parents work in a voluntary capacity in caring for grounds, and cleaning, and in minor maintenance. Organisations associated with the town community also support the school in various ways. The Urana Bowling Club has donated annually towards student achievement prizes for many years. The local RSL Branch has this year also given financial assistance towards Presentation Night, in recognition of the school’s ongoing attendance and participation in their services. Members of the Urana Fire Brigade have given their time and expertise in training the children in fire safety matters. For a number of years Urana Shire Council has invited children from the school to attend Council Meeting during Local Government Week to aid children in learning about the work of local government.

4.5 Community Use of School Facilities
School Facilities are used for parish/school functions such as suppers following Sacraments, and school events such as Mission days and Presentation Night.

In addition, community groups occasionally use facilities such as tennis courts.

4.6 Financial Statement Summary
This data shown below is a summary of Diocese of Wagga School System income and expense and includes income and expense of all system schools.
4.7 About This Report
This Annual Report has been drafted by the Principal, and reviewed by staff members, parish priest and chairperson of school meetings, and published by the school secretary.