Introduction

St Francis Xavier’s Primary School is a small school situated in an isolated area of the Wagga Wagga Diocese. It services families who in the majority are engaged in rural-related industries.

Past records show, as does present practice, that the parish school is a valued institution in the community.

Community members continue their commitment to the school and its function in the Catholic education of its students.

1. The School

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 the 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

Religious Education

Over the past three years “Sharing Our Story” has become the core document for the Religious Education Curriculum. Throughout the years teachers have utilized the units available, on a cyclic calendar, due to multistage composite classes.

The implementation and necessary modification will continue.

Our school assists parents in the preparation of their children for the reception of the Sacraments. Parents attend meetings with regard to the reception of Sacraments, and assist their children in the instruction and activities sent home in preparation for the Sacraments. This year five children received the Sacraments of Penance and Eucharist.

The school prays together daily; having the Church in the school grounds also provides an additional opportunity for personal prayer.

Each week Mass for the school community is celebrated. We also celebrate Benediction regularly, and children are given the opportunity to receive the Sacrament of Penance periodically.

To promote a wider view of the Church, the school community is involved in raising funds for Church organisations such as Catholic Missions and the various Caritas appeals.

These organisations provide resources to promote their missionary works, and these are used in learning and teaching programs.

The Arts

Following the review of the school’s Creative Arts policy, the major focus for the year has been the implementation of that policy. Outcomes of the Creative Arts Syllabus are integrated within the school’s cycle of learning units.
The Drama strand of the Arts is greatly anticipated by students whose skills are rewarded by the significant community attendance at the end of year production. In order to widen the children's experience in drama production, the whole school enjoyed the attendance at the performance of “Go Pinocchio, Go”, a musical, multi-media adaptation of the traditional tale.

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

A number of students qualified to represent the South West Deanery at diocesan level in athletics, swimming and Australian Rules Football.

Students were successful in winning the Relays Cup at the Small Schools’ Athletics Carnival, and a student gained the 11 Year Olds’ Championship.

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

When available to our school, the students participate in coaching clinics in netball, football and tennis.

Swimming lessons are conducted annually by the NSW Department of Sport and Recreation.

**School Initiatives**
We conducted our tenth annual Kindergarten Orientation Program which involves preschool 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, their families 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.

In conjunction with Community Health we were able to conduct a “Healthy Eating Program” in which the regional dietician conducted healthy food preparation for students, and an information session for parents regarding healthy snack/lunch choices, and the understanding of food labelling.

A parenting program, “1-2-3 Magic” was run with the assistance of Community Health and Centacare, and attended by parents and nurses and teachers from the district.

**School Policies**
Diocesan policies regarding Pastoral Care matters are adhered to by our school.

School Policies regarding –
- Student Management/Pastoral Care
- Complaints and Grievance Resolution

are based upon diocesan policy and available from the school.

The full text of the Diocesan policies related to the above, can be accessed by through the following link;- www.cso.wagga.catholic.edu.au

**School Council**
Our school has a unique situation allowing all families representation at meetings of the whole school, and in the election of executive members.

Parents willingly carry out grounds and maintenance works around the school, and have completed appropriate training in the use of chemicals and fuel to allow them to do so.

Fundraising is a major activity in which parents are involved throughout the school year.

Parents demonstrate their interest in their children’s learning through their attendance and participation at Parent Information Evenings, Parent/Teacher Reporting Interviews, School Meetings, and through the provision of transport for many school events around the diocese.
2. Information on Key School Programs

Curriculum Focus
To develop understanding of the core learning and teaching principles outlined in our diocesan document, ‘Today’s Children, Tomorrow’s Adults’, the guiding principle of “Thinkers” was chosen to underpin the year’s work. Our school is committed to helping children grow into adults who are able to think creatively and critically, who can make sound decisions and tackle complex problems, who know how to access, use and apply learning processes and information in many different contexts.

Following the review of Maths and Creative Arts in 2005, teaching staff implemented the recommendations of review, and refined programming related to these Key Learning Areas.

Throughout the year an overall review of all policies was conducted as part of the school registration process. Initial training modules of the English syllabus were completed in preparation for its review in 2007.

Considerable time throughout this year involved the implementation of A-E Reporting. Staff and school community received training and input in the application of this method of reporting.

Initial planning for the review of Aboriginal Perspectives within the school’s program was an additional component of curriculum focus for this school year.

Programs to Support Learning
Significant funding and training in Information and Communication Learning Technologies was invested throughout 2006. Facilities such as Kidpix, Kidspiration, Powerpoint, Photoshop, as well as generic publishing tools, were the focus for Information and Communication Learning and Teaching.

Equity Programs

Country Areas Program
Country Areas Program funding enabled the school to purchase a number of laptops which has greatly assisted the staff and student in their learning in Information Communication and Technology.

The associated training (outlined above) has enhanced the school’s efforts in developing further, inquiry learning within an integrated approach.

Under our CAP (Country Area Program) ICT project funds were made available to establish a website for the school. Further training for staff and students is anticipated, to allow the uploading of information to our site.

CAP funding is also greatly appreciated by the school community in reducing the travel costs for students’ attendance at excursions.

Programs to Support Students
Our School continued 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.

Other programs conducted to support student learning were the Mobile Life Education Program, the Bush to Beach Surf Lifesaving Program, and the RTA sponsored Road Safety/Recycling Project for kindergarten students.

Respect and Responsibility
The requisite National Safe Schools Framework and Values for Australian Education were introduced to the school community this year.

In an effort to keep these ideals at the forefront of the school’s work, appropriate values are included within the school’s integrated Units of Work taught throughout the year.

Student Achievement

Statewide Tests and Examinations
The table below indicates the percentage of students who have achieved national literacy and numeracy benchmarks

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Our school has participated in BST Literacy since 1998 and in BST Writing since 2001. The school monitors the BST Trend Data each year and uses that information to inform its learning and teaching practices for the upcoming year.

**Staff Achievement**
* See “Professional Learning”, section 4.

### 3. School Renewal

#### Progress of the School Renewal Framework

**School Improvement Targets**

**Vision & Mission**
The adoption of the "Thinkers" as guiding principle of the year created underlining focus for the year.

**School Programs & Operations; Policies & Curricula**
Targets for this area of the School Renewal Framework are listed below, and found in detail throughout this report:
- Integrated Learning/Programming
- Aboriginal Perspectives
- Maths & Creative Arts
- ICLT
- Reporting to Parents
- English
- National Safe Schools Framework
- Values Education

**Leadership, Administration & Management**
Major aspects under this area of the Renewal Framework included the administration of the following:
- Ongoing compliance matters were completed
- Co-ordination and accountability of the “Healthy Eating Program”
- School Registration and Principal Attestation procedures

**Professional Growth**
Targets for this area are outlined within the “Curriculum Focus” and “Professional Learning” sections of this report.

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**Resources & Facilities**
Funds from the “Healthy Eating Program” allowed our school to purchase and establish facilities to assist in the preparation and preservation of food.

A grant from Bendigo Bank supplemented CAP funding in enabling the school to increase its technology facilities through the acquisition of a data projector.

Ongoing maintenance around the school buildings and grounds were carried out, with the upgrade of toilets being a significant cost to the school community.

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**4. School Overview**

#### School Enrolment

**Enrolment Policy**
The school Enrolment Policy is based upon Diocesan Policy, and is implemented in accord with it.

The full text of the Diocesan Policy can be found at:-
[www.cso.wagga.catholic.edu.au](http://www.cso.wagga.catholic.edu.au)

**Student Enrolment Profile:**

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig'</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>13</td>
<td></td>
<td></td>
<td>28</td>
</tr>
</tbody>
</table>

*Language background Other Than English

#### 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.

#### Staff

**Teacher Standards**
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
B) have qualifications from a recognised higher education institution but no formal teacher education qualifications
C) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Professional Learning
Details of professional learning achievements regarding –
- Information Communication & Learning Technologies
- National Safe Schools Framework
- Values Education
- Integrated Programming
- A-E Reporting
- 1-2-3 Magic

are outlined within the listed sections of this report:-
- School Initiatives
- Curriculum Focus
- Equity Programs (CAP)
- Programs to Support Learning
- Respect and Responsibility

In addition to those detailed above, individual staff members attended inservice programs and training in “Resiliency Education (FRIENDS)”, “Jolly Phonics”, and “Challenging Thinking in the Classroom”.

Teacher Attendance and Retention
The federal Schools Assistance Act 2005 requires that each school report on the average attendance rate of staff members in a given school. The end figure is determined by calculations including certain periods of absence due to sickness, personal carers leave, leave without pay, special leave and accident/workers compensation leave. An attendance rate of 90.9% was achieved in 2006 by staff at St Francis Xavier Primary School, Urana.

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.

Community Satisfaction
The completion of the recent Principal Renew Process, and the school’s review of policies and procedures for registration have determined the continuing support for, and satisfaction with St Francis Xavier’s School within the local and wider communities in which it is involved.

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.
APPENDIX A

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.

System Income 2006

- Capital Income: 3%
- Commonwealth Government Recurrent Grants: 57%
- State Government Recurrent Grants: 21%
- Other Fee Income: 5%
- School Fees: 14%

System Expenses 2006

- Salary and Related Expenses: 73%
- Non Salary Expenses: 20%
- Capital Expenditure: 7%
The total income and expense of the school, that is included in the above, is shown below.

**Income**

- Commonwealth Government Recurrent Grants: 68%
- State Government Recurrent Grants: 19%
- Other Fee Income: 9%
- School Fees: 4%

**Expenses**

- Salary and Related Expenses: 80%
- Non Salary Expenses: 18%
- Capital Expenditure: 2%