Annual Report
St Francis Xavier Primary School, Urana

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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. 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
Catholic Identity

The School
VISION STATEMENT
At St Francis Xavier 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” (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
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
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 whole school at morning assembly. Prayer begins and closes each learning block throughout the day.
Prayer and reflection articles specific to staff are shared at opportune moments.
To promote prayer within the school community families, a school “Prayer Bag” has been assembled, containing sacramentals and prayer books. The “Prayer Bag” is shared throughout all families, and is taken home on a weekly basis.

Liturgical Celebration
The whole school attends weekly Mass, and all students are involved in the preparation for the liturgy, taking on various responsibilities required (on a rostered basis) according to maturity and skills. Benediction is a regular liturgical celebration occurring two or three times throughout each term.
Spiritual Formation
Preparation for the sacraments of Reconciliation, Eucharist and Confirmation are included within the teaching of Religious Education.
Students and staff are given the opportunity to avail themselves of the sacrament of Reconciliation along a similar time schedule to that of Benediction.
The local parish priest is welcomed as part of the ongoing work in the spiritual formation of members of the school community, 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 Missions, Caritas and St Vincent de Paul Society, providing opportunities for the school community to "put faith into action".

RE Program
Following the diocesan review of Religious Education syllabus 'Sharing our Story', the school is currently working on a revised Religion Education Policy and scope and sequence to suit our K-6 class situation.

A Message from Key School Body
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. Major fundraisers this year have been the annual Paddy's Market, catering ventures and commission gained from plant markets.

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.

A major consideration for parent body has been their input towards 'Investing in Our schools Program' extra funding which allowed the relocation of the staff carport from the playground, the erection of a covered way and the building of an archive storage area. Our school Council has also applied to a number of funding organisations to assist with resourcing and storage facilities, and looks forward to hearing favourably about these applications early next year.

2. Information on Key School Programs

School Determined Improvement Targets
Major components of the School's Renewal Framework include:-
- Initial work to review Personal Development, Health, Physical Education Policy
- Realignment of Religious Education to reflect revised diocesan policy, and modification to suit K-6 classroom
- Completion of projects made available under IOSPX funding
- Technology training, particularly in the use of Macbooks within learning and teaching
- Ongoing professional learning regarding the inquiry learning process

Programs to Support Students
Current Curriculum Initiatives
Over the past number of years the school has been utilising the inquiry learning process throughout its school program. Within the inquiry-based integrated skills in identifying, locate and organising information, processing, problem solving, communication and reflection on learning: Along with these, thinking skills are integral to learning.

Staff members have received continuing training in the administration and application of 'Reporter Pro', an online student reporting facility, adopted throughout diocesan schools.

Aboriginal Perspectives within the school's program was an additional component of curriculum focus for this school year.
Other Learning Support Initiatives
This year the Catholic School system made available funds to conduct numeracy learning programs.
These funds enabled our school to release the classroom teachers to attend workshops conducted by Anita Chin (Origo Maths). The workshops demonstrated the use of various materials to promote mental computation for students in the K-6 class.
The Numeracy Project also allowed the purchase of much-needed resources to assist children through hands-on learning within mathematics.
The program was greatly appreciated by the school community.

Equity Program Initiatives

Country Areas Program
Country Areas Program provided funding for the resourcing of thinking skills within inquiry learning. Staff were fortunate to attend a conference, ‘Learning by Themselves’, conducted by Kath Murdoch, which deepened understanding in the philosophy and integration of the inquiry learning process.
Efforts have been made to ensure higher order thinking skills are integral to units of learning.
Resources have been purchased to support the integrated inquiry approach.
CAP funding is also greatly appreciated by the school community in reducing the travel costs for students’ attendance at excursions.

Student Support Programs
Additional programs conducted to support student learning were the
• Mobile Life Education Program
• RTA sponsored Road Safety/Recycling Project for Kindergarten
• Swimsafe within school lessons-Dept. Sport & Recreation
• Oz Tag Coaching-Paul Whitehead Sports Trust
• CAP Projects (as recorded)
• Excursions – major excursion – Canberra –Years 4-6
• Day Excursions – K-6- as recorded throughout report

Initiatives Promoting Respect and Responsibility
In Term Three of this year a diocesan Personal Development, Health, Physical Education officer conducted a workshop with parents and Stage Three students regarding “Choicez”. “Choicez” is a values-based resource which provides materials for both parents and children in the learning and teaching about human sexuality.
The parents appreciated this input and approved the resource as an integral part of the school’s PDHPE policy.

Our school’s “Expectations”, devised by staff and students a number of years ago, are reviewed annually to ensure their importance and prominence in promoting respect and responsibility as core to our school life.

“Values for Australian Schools” appropriate to the nature of studies within the school program continue to be included within the cycle of units work.

Student Performance
Statewide Tests and Examinations
The table below indicates the percentage of students who have achieved national minimum standards in literacy and numeracy.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and Grammar</th>
<th>Numeracy</th>
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</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>Year 5</td>
<td>100%</td>
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</table>

St Francis Xavier’s school has participated in BST Literacy and Numeracy since 1998 and in BST Writing since 2001. The school monitors Trend Data each year and uses that information to inform its learning and teaching practices for the upcoming year.
Percentage in Bands: Year 3 Above Band 1

Year 3

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and Grammar</th>
<th>Numeracy</th>
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Percentage in Bands: Year 5 Above Band 3

Year 5

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<tr>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and Grammar</th>
<th>Numeracy</th>
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<tbody>
<tr>
<td>100%</td>
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**The Arts**

Outcomes of the Creative Arts Syllabus are integrated within the school’s cycle of learning units.

During Term 3 of this year students have been fortunate to participate in pottery lessons. Father Clinton, parish priest, has generously shared his expertise with the children learning about the various techniques of pottery, and producing some great pieces.

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 dance & drama production, the whole school enjoyed attendance at the performances of “Music a Viva”, “The Happy Prince” as well as dramatic medieval and space presentations. The school also attended “Medieval World” and “Space Odyssey”, visiting performances to our town.

**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
- Cross Country Carnivals

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

At the Small Schools’ Athletics Carnival, the school was once again successful in gaining the Savernake Trophy for Junior Point Score.

With the emphasis on improving all children’s skills and fitness, physical education programs are designed to allow participation by all children. Physical activity is a daily occurrence.

When available to our school, the students participate in coaching clinics in netball, football and tennis. This year children received coaching in Oz Tag with the assistance of the Paul Whitehead Sports Trust, a longstanding fund which benefits all Urana school children.

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

**School Initiatives**

The school community sourced a number of programs to gain funds for projects around the school.

Under the Community Water Grants program $10,000 was granted to fund the upgrade of toilet systems and to install rain-water tanks.

Through “Investing In Our Schools Extra” the school community used funds to relocate the staff carport from the playground, to install a fitness playground, and to build a covered way and archives storage facility.

**See also** “School Council” in this report.
3. School Overview

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
- Student Enrolment

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

Student Enrolment Profile:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig*</th>
<th>LOTE*</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>14</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>22</td>
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</table>

* Language background Other Than English

Structure of Classes
Students are arranged into single K-6 class with a teaching equivalent of 1.7, allowing a team teaching situation.

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.

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<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
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<td>2</td>
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Staff

Teachers

Professional Learning
Staff have had the opportunity to engage and develop professional skills both in the classroom and externally in the areas of technology, inquiry learning (Kath Murdoch), PETA workshops and NAPLAN conferences. Other professional learning opportunities are included in the following areas of this report:-
- School Initiatives
- Curriculum Focus
- Equity Programs (CAP)
- Programs to Support Learning
- Respect and Responsibility

Community Satisfaction
The following information has been provided to the school. It has been a valuable gauge for determining the level of satisfaction our community has with St Francis Xavier's School Urana.

Parents
My child is usually happy at

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>%</td>
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Students
I am usually happy at St Francis Xavier's School.

<table>
<thead>
<tr>
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Staff
I am usually happy at St Francis Xavier's School.

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<td>100%</td>
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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 99.51% was achieved in 2008 by staff at St Francis Xavier Urana.
Financial Statement Summary

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.