

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Francis Xavier's Primary School

Ernest Street, BELMONT 2280

Principal: Mrs Sonya Boslem

Web: <http://www.belmont.catholic.edu.au>

About this report

St Francis Xavier's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is my pleasure to present the 2021 Annual School Report for St Francis Xavier's Primary School, Belmont. This report outlines the many achievements, as well as the on-going development of St Francis Xavier's School during the 2021 academic school year. St Francis Xavier's Primary School, Belmont is a systemic primary school that values and celebrates the dignity and uniqueness of the individual. Our school is part of Jesus, the Good Shepherd Parish East Lake Macquarie, which comprises the communities of St Patrick's Swansea and St Pius X Windale.

The prime educational focus of the school is embedded in Gospel values based on an inclusive, nurturing environment that encourages everyone to shine the light of Christ in the world. The school achieves its mission by promoting the active partnership of home, school and parish in a shared responsibility of educating the whole child. St Francis Xavier's takes pride in providing quality education where Jesus is central to all that we do. Our core values promote an environment where students learn, love and live, developing a deep appreciation of God and all of creation. As a faith community we are committed to equipping students for the contemporary world through our shared faith and witness to God's love in our lives.

As a Catholic school we celebrate our faith traditions, prayer life and actively witness the Gospel. We embrace the dynamic nature of education and provide quality education in a challenging, nurturing environment that caters for and respects the unique needs of each child. We provide education that helps develop values that will enable individuals to contribute positively to the wider community.

The school prides itself on its academic achievements and the quality of its student welfare with the implementation of a whole school approach to Positive Behaviour for Learning (PBL) this year and sustained programs such as Kindergarten Buddies, Peer Support and resilience training. Students are given opportunities to participate in Public Speaking, National Competitions, Water Safety Lessons, Life Education Programs and Sporting Competitions.

St Francis Xavier's is truly a place that encourages and empowers individuals to 'Let Their Light Shine' – it is a school community based on quality relationships – staff, parents and students enjoy relationships that are respectful and genuinely caring of each other. The parents at SFX are supportive of the staff and what we do and are appreciative of what is done for their children.

The school offers comprehensive education programs that nurture the development of the whole child. St Francis Xavier's participates in many extra-curricular activities - sporting, digital technology experiences, STEM enrichment days, cultural experiences.

Please take time to read this report as a way of learning more about St Francis Xavier's and the challenges and successes of the 2021 School Year.

Parent Body Message

The focus of the Parents and Friends Association at St Francis Xavier's supports the initiatives and endeavours of both students and staff in creating a quality Catholic educational experience. Meetings held twice per term provide additional channels of communication for parents, staff and the broader school community. Activities organised throughout the year include social and school events, fundraising events as well as managing the Uniform Shop and School Canteen. These activities strengthen the connections within the school while facilitating improvements and opportunities that aim to enrich the experience for all involved with St Francis Xavier's, Belmont.

2021 saw the strong commitment from the members of the Parent & Friends Association, overseen by an enthusiastic executive. These sub-committees consisted of a Canteen and Fund Raiser groupings. 2021 COVID restrictions impacted on the fundraising initiatives calendar. However, the fundraising that was achieved proved to be successful and raised much needed funds.

Some of the fundraising achievements included the purchase of sporting equipment and \$ 20000 contributed to our playground upgrade of the sandpit, mud kitchen area and outdoor learning space.

Student Body Message

Our student leadership team comprises of elected students from Year 6 for the entire year. Our two School Captains conduct daily Morning Assemblies, assist in organising events and special interest days, represent the school at special events and generally help out whenever needed. We have two house leaders for each of our House Groups: Joseph (Red), Xavier (Green) and MacKillop (Blue). These leaders are responsible for organising their teams at swimming and athletics carnivals; maintaining the sports shed and resources, being a positive role model in sporting activities and encouraging others to do their best at sporting events. Other leadership opportunities K-6 are provided through participation in Mini-Vinnies initiatives, Peer Support Leaders and being Kindergarten buddies. Our Year 4 students also participated in a school based Leadership Development Day in Term 4 as they prepared to

become senior students in 2022. Once this process was conducted and the student leaders for 2022 were announced, the newly elected leaders were part of the symbolic handing over of leadership at the End of Year School Assembly.

School Features

St Francis Xavier's Primary School is situated close to Belmont Lagoon, an important site for the Awabakal people, traditional owners of the land upon which the school stands.

Familiarising the children with the Awabakal Dreaming Story – When the Moon Cried and Formed Belmont Lagoon – is one way we acknowledge the heritage of this area and cultivate respect for the legacy of the Awabakal people. Each Monday morning and at other significant occasions during the year we begin assemblies with an Acknowledgement of Country read, if possible, by a child of Aboriginal heritage.

The school reflects the ethos of the founding Sisters of St Joseph through our core values of Faith, Dignity, Respect and Responsibility, which are proudly displayed around our school.

The feasts of both St Joseph and St Mary of the Cross MacKillop are observed by the school community each year with special celebrations for the feast of the school patron St Francis Xavier, whilst at Morning Prayer we call upon the intercession of Mary McKillop in the routine of our day.

Our educational focus is based on Gospel values embedded in an inclusive, nurturing environment which encourages all to shine Christ's light.

In 2021 students from Stage 3 participated in an over night excursion attending the Outdoor Education Camp at Tea-Gardens. It was a very successful camp and the children really grew in independence, teamwork and ability to face challenges that at first seem confronting. Other curricular experiences included Stage 3 students participating in a carbon Offset Program planting new plants in the Indigenous gardens. Book Week celebrations occurred online with a different focus theme each day.

During Term 3 the students participated in a Well-being Day celebrating the return to school after a period of Home schooling. The students enjoyed a fun day full of team building activities run by our senior leaders.

Term 4 also saw significant refurbishments to the playground commenced and were completed in 2022. Common areas and walkways were painted and refreshed. Gardens and yards maintained and areas replanted.

There are many more great things about going to school at St Francis Xavier's, but in 2021 some of the highlights were:

- Beginning of the School Year Mass
- Easter Hat Parade
- Swimming and Athletics Carnival

- Holy Week Liturgy
- Catholic Schools Week Liturgy and Open Classrooms
- Mother's Day Liturgy
- Mini Vinnies Blanket appeal
- Book Week -Online
- Weekly guitar and drama group sessions
- Kindergarten celebrated 100 days of school
- Simultaneous Storytime - With visits to local preschools
- NAIDOC Week Celebrations- online
- Fathers' Day - online celebrations
- Caritas Mission Day -Term 4

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
51	56	5	107

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2021 was 94.77%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.99	95.06	96.21	94.65	94.80	94.55	95.11

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 Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	21
Number of full time teaching staff	6
Number of part time teaching staff	7
Number of non-teaching staff	8

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Teaching staff members use weekly Professional Learning meetings to participate in both registered and teacher identified Professional Learning drawn from the school improvement plan and Personal Professional goals. PL meetings during 2021 included an ongoing focus on the Discussion and Analysis of Assessment Data in Mathematics- Number. During Term 1 the staff participated in a Professional Learning Day focused on whole school Mathematics planning and programming.

In Term 2 the staff participated in an online Spirituality Day facilitated by Michael Dennin. This Professional Learning focused on revealing how faith and science can enhance spiritual growth and development.

In Term 4, all staff took part in a Well-being PD session conducted online. This course provided staff with strategies to implement and maintain to assist with self care. The day was a was with focus on the Leading Learning Collaborative and the development of a whole school data wall to track Reading Comprehension achievement across all grades. In Term 4, a number of Staff participated in Gifted Education online Learning Courses in preparation for joining the Gifted Education Learning Initiative in the Diocese in 2021. Staff also participated in the mandatory CPR, Anaphylaxis and Asthma training.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School’s Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;
Be centres of the ‘new evangelisation’;
Enable students to achieve high levels of ‘Catholic religious literacy’; and
Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

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Our Vision Statement inspires the teachers and staff in the work they do on a daily basis to ensure high levels of student learning and well-being.

Our school Mission Statement describes what our school must become to achieve its vision. It guides the transformations that must occur to move our school closer to making its mission a reality. The School's core values of Faith, Dignity, Respect and Responsibility remain pillars of our school community, as they are integral to who we are - a Catholic school community, following the teachings of Jesus Christ and founded by the Sisters of St Joseph Charism.

Vision Statement: A Catholic community called through the light of Christ to learn, love and serve. Mission Statement: At St Francis Xavier's Belmont our mission is to:

Learn - Nurture the growth of the whole child, Strive for excellence through quality education, Respond to the needs of all.

Love - Be part of a Christ-centred Catholic community, Value faith, respect and dignity, Encourage positive relationships and celebrate diversity

Live - Demonstrate faith in action through social justice, Be committed stewards of creation, Develop active community partnerships

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

In 2021, the COVID-19 pandemic once again altered curriculum delivery and assessment for teachers and students during Term 2. The change to remote teaching and learning for the majority of students gave students access to a wide range of technology-based learning. The BYOD project is in Years 4-6 For these grades learning using digital technologies assisted with the smooth transition to Home Learning. Our younger grades used a portfolio style learning platform to capture learning tasks and activities. These options used in conjunction with our class learning packs helped the students settle well into the Home Learning routine.

Students participated in a variety of Home Learning tasks. They were encouraged to use equipment they had access to in the home. The children adapted to using the on-line platforms so quickly. The staff noticed that the online learning platform emphasised the benefits of students guiding their own learning. The children stepped up to the challenge of completing tasks with enthusiasm and creativity. We are very grateful for the partnerships that were developed between home and school during this time. As the remote learning period ended, the staff and students continued to utilise the online platforms adapted during this time.

We continued working on the CSO Leading Learning Collaborative Initiative (LLC). The LLC focuses on 14 parameters (or principles). The framework is growth oriented and concentrates on the progression in learning of every child and on the building of every teacher's capacity. At St Francis Xavier' s, this occurred through the appointment of a Pedagogical Mentor and common understandings and agreed practices which are visually represented throughout our school. It has been pleasing to witness the enthusiasm amongst teachers and children talking about their learning and how they are progressing. We continue with this journey as we further embed these parameters into our school culture.

During 2021 our whole school curriculum focus concentrated on Mathematics- Number. Teachers worked in Professional Learning Teams to plan for Mathematics instruction and implement a range of differentiated and engaging Mathematics lessons and assessment tasks.

In 2021 St Francis Xavier's also become part of the Diocesan Gifted Education initiative. Our Gifted Mentor worked with identified students in the area of Mathematics. The students completed a variety of tasks with the major works being the production of a skateboard deck design which included patterns and spirals. Students enjoyed this task and were challenged by the process.

Before the home learning period, students took part in weekly STEM sessions across the grades. Students experienced a range of problem-solving and learning tasks using STEM resources. Students worked with in flexible learning groups to collaborate, investigate and solve 'hands-on' learning problems.

At St Francis Xavier's our Aboriginal Education teachers focused on rich cultural activities and experiences to broaden all students' understanding of the First Nations people and customs.

Other areas students are provided with enrichment include:

- Weekly guitar groups
- Weekly drama groups
- Gardening and environmental care
- Lunch Club - Coding and creative arts sessions
- Gifted Education Programs and activities

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	69%	54%	13%	11%
	Reading	63%	55%	13%	10%
	Writing	81%	53%	6%	7%
	Spelling	50%	50%	13%	13%
	Numeracy	44%	37%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	60%	35%	0%	14%
	Reading	80%	41%	0%	11%
	Writing	20%	20%	0%	18%
	Spelling	60%	38%	0%	14%
	Numeracy	40%	29%	40%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2021.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. 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. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

As a Catholic school, we aim to develop a deeper understanding of spirituality and explore ways we can consciously nurture and enhance the Spirituality of our students. The school provides opportunity for all students to participate in a reflection day on one of our key Catholic values of Faith, Respect, Dignity and Responsibility.

Students focus on a Gospel story that demonstrates the specific value, study and respond to this text and its message, complete an artwork that reflects the chosen value, learn a song to celebrate it and join together in prayer. We have implemented Stewards of Creation initiatives, through improved gardening spaces, playground activity spaces and vegetable gardens. Classroom and playground practices of Reduce, Reuse and Recycle have also been explored and implemented. We promote the active partnership of home, school and Parish in the shared responsibility of educating the whole child. We celebrate our faith traditions, prayer life and actively bear witness to the Gospel. We embrace the dynamic nature of education.

The staff at St Francis Xavier's realise that they must nurture their own faith if they are to successfully nurture that of the children within their care. With this in mind Staff Prayer is an important aspect of our formal time together with teachers exploring varieties of form to enhance how we pray. This sharing of form and substance is reflected in the quality of individual class and whole school prayer, especially our Sunday Gospel reflection.

Our students are encouraged to live their call to discipleship through participation in our PBL Framework and Peer Support Program. These programs assist our students to know and live Gospel values and foster good Citizenship. Our senior students are trained as Peer Support Leaders and benefit from the positive skills, attitudes and understanding incorporated in these Positive Behaviours Initiatives.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

The emotional and physical well-being of our students is at the heart of what we do at SFX. We focus on the child; we take the time to really know each one and to nurture each according to their needs. An active buddy system, Positive Behaviour for Learning (PBL) Framework, Peer Support program and Values Education also enhanced student care at SFX in 2021. Our strong anti-bullying philosophy goes hand in hand with the continued development of resilience within the children.

Our Pastoral Care Worker is a key staff member who coordinates student welfare programs and support for families in need. The Pastoral Care Worker liaises with St Mary's, our feeder high school and relevant external agencies in providing assistance for students.

In 2021, St Francis Xavier's continued with the Diocesan Successful Foundations Project. Successful Foundations is an action research project which supports the positive transition to school of 2021 Kindergarten children and supports system wide implementation of the Early Learning Policy for Catholic schools in the Diocese of Maitland-Newcastle. This project provided Kindergarten children with the opportunity to actively demonstrate their funds of knowledge and interests, build relationships and become familiar with the context of the school. This project was well received by the Kindergarten families and wider school community.

During 2021, the staff continued working in Professional Learning Teams and conducting Case Management meetings to improve student outcomes and achievement. With a focus on improving Mathematics- Number strategies, teachers tracked student achievement of

Mathematics tasks completed in class. A comprehensive collation of student data was established and this forms the basis of the tracking of student progress across all grades.

Staff and student faith formation continued to be a focus for 2021. Staff participated in ongoing faith formation opportunities. All staff took part in a whole day Professional Learning experience facilitated by Professor Michael Dennin focused on Faith, Reason and Miracles. Our students in Year 4 prepared for senior leadership by taking part in a Spirituality and Leadership Day facilitated by school staff and the Diocesan Pastoral Care worker.

Priority Key Improvements for Next Year

An area of future focus for St Francis Xavier's is to design quality assessment tasks and gather a broad range of data in Mathematics- Number. Staff will gather ongoing data and evidence from a variety of sources from this area. In 2022, we will continue to focus on collating, discussing and analysing ongoing data sources. In reviewing these data sources, our priority will be to develop individual learning goals for students in Number which informs purposeful, data driven and differentiated teaching and Learning. With teacher guidance, students will develop personal goals in the area of Number and to share these individual goals efficiently with parents during 2022.

We intend to examine the use of Big ideas in Maths and establish a renewed focus on Maths pedagogy. A Pedagogical Mentor will assist with driving this in the school. This teacher will participate in Professional Learning opportunities from the CSO focused on learning outcomes, big ideas and pedagogy and then bring their expertise back to lead staff meetings and engage with staff in improving school and professional goals. Staff will embed Learning Intentions and Success Criteria into lessons and classrooms will have a dedicated Learning Wall in each classroom. We have allocated Professional Development Staff Meetings each term to assist staff in developing in this area.

Throughout 2022 we will continue to prioritise the well-being of our students. Teachers will review and evaluate the Positive Behaviours for Learning (PBL) Framework and continue to implement class lessons. The PBL Team will meet throughout each term to discuss the framework and plan for future activities and maintain the high profile of PBL in the school. Additionally, we will encourage the Make Jesus Real (MJR) philosophy into our daily interactions and relations with our students. *Make Jesus Real* focus' on being like Jesus in our actions and our daily life choices. Both PBL and MJR expectations and framework allows for the school community to have a common language and procedures in place for making choices and that impact learning and social interaction.

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. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

St Francis Xavier's is seen by the wider community as a quality Catholic school, where Catholic values are embedded across the curriculum and the children learn in a safe and happy environment. The intimate nature of the school makes it family friendly, a fact that is appreciated by the parent community. Teachers and parents work together for the good of all children and as a community we share in their successes. COVID-19 restrictions prevented parents and carers entering the school site throughout the majority of 2021. However, parent support remained strong with regular P&F meetings held via ZOOM. Teachers and parents remained in contact using ZOOM conferencing or online communication platforms. The CSO, COVID Home Learning survey results indicated a high level of parent satisfaction with the remote learning situation.

Many families think fondly of the school as past students often return to catch up with past teachers and to keep us informed of their progress. The retention of current staff, and the merit-based selection of new staff is highly regarded by the parents. Overall, parents are very satisfied with what the school achieves and strives to improve on.

Student satisfaction

St Francis Xavier's has a wonderful student population who personify the key values upon which the school is built. An indicator of their satisfaction is the very low rate of unacceptable behaviour that occurs both within the classroom and the playground. The children demonstrate a high respect for the staff and the school which is a reflection of how they feel and react to the learning environment. The students believe that St Francis Xavier's is a great school to belong to and student friendships and their social interactions are extremely positive and highly valued.

All students enjoyed special focus days such as celebrations for Mission Day and NAIDOC Week and the children engaged enthusiastically in Mini Vinnies initiatives for various social justice programs. The students respect the physical environment of the school and have enjoyed being involved in the establishment of class gardens, painting of the Indigenous Cross and the construction of the Bush Tucker Garden.

Past students often return to not only visit their past teachers but to catch up with the friendships they have made during their time at St Francis Xavier's. The children at St Francis Xavier's really 'Let their Light Shine'.

Teacher satisfaction

Staff participation in community events and the low rate of staff absences are indicators of staff satisfaction at St Francis Xavier's Primary School. The staff collaborate frequently and are part of the decision-making process through consultation and opportunities for feedback. The staff feel that their opinions and educational experience are highly rated and they are respected by the school community and seen as professionals who can be trusted to provide the best educational opportunities for the students. Teachers are highly committed to effective teaching and learning and engage fully in all aspects of Professional Development, where all learning is shared and professional collaboration and conversations are focused on school improvement initiatives.

The staff enjoy collegial relationships which contribute much to the sense of community at SFX. We share professionally and care personally for all those fortunate enough to call St Francis Xavier's their home.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$1,558,299
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$438,012
Fees and Private Income ⁴	\$197,301
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$85,108
Total Income	\$2,278,720

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$784
Salaries and Related Expenses ⁷	\$1,715,918
Non-Salary Expenses ⁸	\$313,564
Total Expenditure	\$2,030,266

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.

END OF 2021 REPORT