

2022



St Francis Xavier's Primary School

About this report

St Francis L'Uj Yfllg' 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 Strategic 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 2022 Annual School Report for St Francis L Uj Jyfig Primary School, Belmont. This report outlines the many achievements, as well as the on-going development of St Francis L Uj Jyfig School during the 2022 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. '5g'a faith community we are committed to equipping students for the

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 2022 School Year.

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Parent Body Message

The focus of the Parents and Friends Association at St Francis L Uj Yfīg 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 L Uj Yfīg Belmont.

2022 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 Fundraiser groupings. The fundraising that was achieved proved to be successful and raised much needed funds.

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School Features

St Francis L Uj Yfŷg 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.

St Vincent de Paul Winter Appeal- coordinated by our Mini Vinnies Team

Book K YY_

Weekly guitar and drama group gYgg]cbg`

Kindergarten celebrated 100 days of school

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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
54	57	8	111

* Language Background Other than English

Enrolment

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 [Enrolment 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 goals to:

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	22
Number of full time teaching staff	7
Number of part time teaching staff	5
Number of non-teaching staff	10

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

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Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-

Develop active community dUfbYfg\]dg"

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 Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

During 2022, 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 child's capacity. At St Francis Xavier's, this is maintained through the appointment of a Pedagogical Mentor who works closely with staff on classroom practices, planning and programming strategies. As a result, St Francis Xavier's is proud to promote staff who share common understandings and agreed practices throughout the entire school. The school culture is student centred where the students learn through inquiry, which involves problem solving, collaboration and critical thinking. It has been pleasing to witness the enthusiasm amongst the staff and children talking about their learning and experiences.

Our whole school curriculum focus concentrated on

Awabakal fYdfYgYbUhj Yg'' Our EAL/D (English as an Additional Language or Dialect) provided ongoing assistance to our students

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. This test provides a measure of the general 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	83%	52%	0%	12%
	Reading	100%	54%	0%	11%
	Writing	100%	50%	0%	7%
	Spelling	83%	48%	0%	15%
	Numeracy	67%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	17%	31%	11%	14%
	Reading	61%	39%	0%	11%
	Writing	16%	25%	16%	18%
	Spelling	28%	37%	11%	14%
	Numeracy	21%	25%	5%	16%

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.

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 [fYUWcb](#) day on one of our key Catholic values of Faith, Respect, Dignity. JETBT/F4 14.67 Tf0.75 0 0 0.75 356.29 40 0 0.75 191.d2ET5 113.

School Improvement

The School implements the system's 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 Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic 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 St Francis Xavier's. 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 2022. Our strong anti-bullying philosophy goes hand in hand with the continued development of resilience within the school.

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 2022, 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 for Kindergarten children and supports system wide implementation of the Early Learning Policy for Catholic schools in the Diocese of Maitland-Newcastle. This project provides 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 has been well received by the Kindergarten families and wider school community since its implementation in 2021.

During 2022, the staff continued working in Professional Learning Teams and conducting Case Management meetings to improve student outcomes and achievement. 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 classes.

Staff and student faith formation continued to be a focus for 2022. Staff participated in ongoing faith formation opportunities during Professional Learning time. All staff took part in a whole day Professional Learning experience facilitated by a specialist presenter. 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. Other areas of achievement included student participation in social justice initiatives led by the Mini Vinnies team and school staff. The connection between the parish and wider community continues to grow and XYj Y`cd"

Priority Key Improvements for Next Year

An area of future focus for St Francis Xavier's is to design quality assessment tasks, Bump It Up Walls and Learning Walls to support Mathematics- Number. Staff will gather ongoing data and evidence from a variety of sources from this area. In 2023, 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

Learn

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 end of year Christmas Concert.

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 love their Light.

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 valued 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 place of work.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$1,802,585
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$516,316

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