St Francis Xavier’s Catholic Primary School
Wollongong

Annual School Report
2008
About This Report

St Francis Xavier Catholic Primary School, Wollongong is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

Further information about the school or this report may be obtained by contacting the school:

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Wollongong East NSW 2500  
Ph: (02) 4229 2290  
Fax: (02) 4226 5316  
Email: info@sfx.woll.catholic.edu.au

Parish Priest: Bishop Peter Ingham

Principal: Mrs Fran James

Date: 12 December 2008
Vision Statement

Saint Francis Xavier’s Catholic Primary School is a holistic and collaborative learning community, which is based on the person of Jesus. The uniqueness of each individual is developed and celebrated, leading to a future filled with hope and opportunity.

Message from Key School Bodies

Principal’s Message
St Francis Xavier’s School is an integral part of the Cathedral Parish. With the support and guidance of Bishop Peter and Father Ron, a welcoming and positive learning environment is provided that promotes an approach to life that is Christ centred. We have endeavoured to develop in ourselves and in the students the Catholic values of respect, acceptance, cooperation, justice and reconciliation.

Our school curriculum focuses on quality teaching and learning, with learning as an ongoing process. At St Francis Xavier’s we recognise that students learn at different rates and in different ways and we encourage them to reach their full potential. Our staff members are professional, dedicated people who together with the parent community make our school an exciting place to learn. The 2008 Annual School Report provides us with the opportunity to celebrate the efforts and achievements of our school community.

Parent Involvement
The Parents and Friends Association (P&F) have worked in partnership with the school and Parish in order to benefit our children. Parents have been actively involved by contributing ideas, numerous fundraising activities, social events and practical support to the school community. One of our main goals was to raise funds to support the students in our school. Community spirit was enhanced through our fund raising events that included a Trivia Night and Raffle, School Fete, Mothers’ and Fathers’ Day Stalls and after hour’s playground car parking. As a result, the P&F have been able to purchase new computers for classrooms, playground equipment and a shade area is planned for 2009. The P&F has continued to organise and host BBQ’s each term that follow our Parish School Masses. Thanks to the many parents who have assisted with these events.

President: Parents and Friends Association

Student Leadership
All Year 6 students were given the chance to develop their leadership skills and show initiative while working as a team. We accepted responsibility for Hospitality, Social Justice & Environment, Information Communication Technology/Library and Sport Leadership Committees. Students also planned and assisted with school activities. Acting as playground and peer support monitors, we helped with the social development of younger students while learning acceptance of others. Involvement in school assemblies was another key role. The new skills gained will help us to progress and overcome challenges in our lives. It was a privilege to be a school leader at St Francis Xavier’s Parish School.

Year 6 Representative
School Profile

Saint Francis Xavier Parish School was opened in 1838, under the same patronage as the Cathedral Parish and is the oldest school in the Wollongong Diocese. The Sisters of the Good Samaritan were the founding order of the school. In 1910 a new school was built on the present site. In 1951 additions to the school began with the blessing and opening in 1953 by Bishop McCabe. The school expanded again in 1972 with the addition of an administration block, six new classrooms and a new library. Today, the school continues the fine tradition of our early years, providing quality education. The school is now administered by the Wollongong Catholic Education Office and is under the jurisdiction of the Bishop.

Our school crest reflects the life work and the motto of our Patron Saint, Saint Francis Xavier, a missionary who lived and worked in Asia in the 1500’s. The school’s motto “In Hoc Signo Vincies” meaning “In This Sign We Conquer”, challenges our school to be a faith community. We aim to be a school community where the person of Jesus is at the centre of our lives. Saint Francis Xavier’s Parish School strives to be a community where we promote a commitment to the service of others as a basic expression of the Christian message.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>113</td>
<td>107</td>
<td>220</td>
</tr>
<tr>
<td>2007</td>
<td>119</td>
<td>102</td>
<td>221</td>
</tr>
<tr>
<td>2008</td>
<td>121</td>
<td>95</td>
<td>216</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: www.ceowoll.catholic.edu.au then go to the link Policies.

Student Attendance for 2008

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>92.1%</td>
<td>88.3%</td>
</tr>
</tbody>
</table>

Staffing Profile

There is a total of 17 teachers at St Francis Xavier’s School. Of the total number of teachers, five are employed part-time, working in Executive Relief and job share roles.

School Leadership

The School Leadership Team consisted of five members including the Principal, Assistant Principal and Religious Education and Middle Leaders. Each member of the School Leadership Team, had administration time to carry out their executive duties.
Specialist Teachers
Specialist support teachers work to support the following areas; Library, Literacy and Numeracy, Reading Recovery, Music and Information Communication Technologies (ICT).

Administrative Staff
Support staff include, a Senior School Support Officer (SSSO) who along with two other Support Officers are responsible for office administration. In addition, six School Support Officers (SSO) work in a fulltime or part time capacity and they aid in the delivery of learning in classrooms, the Special Education Units and the library. The main support function is in the areas of Literacy, Numeracy and student inclusion.

Teaching Staff Experience
The teaching staff on average has nineteen years teaching experience. Six teachers have qualifications at Diploma Level, seven at Bachelor Level and four at Masters Level.

Teacher Standards
Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI – NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Staff Attendance
The average daily staff attendance rate for 2008 was 97.74%.

Staff Retention
The staff retention rate is high at St Francis Xavier’s with 88.2% of the teaching staff remaining for the 2009 school year.

Professional Learning
Professional learning opportunities are highly valued by all staff. Staff had the opportunity to complete personal and professional goals setting, aligning their professional development with their own needs and those of the school.
During 2008, St Francis Xavier’s personnel undertook a range of professional learning activities related to improving student outcomes.

They included:

A. St Francis Xavier whole school development days involved 24 staff. These days focussed on:
   - Celebrate 08 -Diocesan Staff Development Day with Fr Richard Leonard
   - Restorative Justice Training by the Marist Youth Care Team
   - Diocesan Learning and Teaching Framework- Mathematics

B. Other professional learning activities provided at school level including CEO run courses:
   - Diocesan Learning and Teaching Framework – Pilot School involving Stage Three teachers
   - Quality Teaching Program (QTP)
   - School Review and Improvement Process (SRI)
   - Berekah – Staff Spirituality Course
   - Educational Leadership Conferences
   - Analysis of the National Assessment Plan for Literacy and Numeracy (NAPLAN) results
   - Use and integration of Information Communication Technologies (ICT) across the curriculum
   - Developing Scope and Sequence Kindergarten–Year 6 for all Key Learning Areas (KLA’s)
   - Reading Recovery
   - First Aid and Anaphylaxis Training.
   - Netsafe Teacher/Parent Information Session

School based expenditure on professional learning in 2008 was $14,800. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Culture of the Catholic School**

Our Catholic identity is embedded into the daily life of our school, and through our relationships we demonstrate through words and actions the values of Jesus while embracing the teachings of our Patron, St Francis Xavier ‘to be great in little things’. We worked closely with the Parish Administrator to organise Sacramental Parent Information evenings, Preparation Days and Masses. Three weekend Parish school Masses were celebrated along with Parish and Diocesan events. These occasions were followed by community gatherings, with staff and parents assisting. The continuation of links with our ‘sister’ school St Brigid’s gave the opportunity for staff from both schools to gather for the beginning of the school year staff Mass celebrated at the Cathedral. Prayer played an important part in the everyday life of
our school community. On special occasions, Liturgies and assemblies were held for the school community to gather and pray together. The students also had the opportunity to attend Benediction each Term. Emphasis was placed on extending parent spirituality and faith experiences. This occurred through prayer celebrations, information and reflection sessions for Mother’s Day, Father’s Day, Kindergarten Orientation and the Sacramental Programs.

World Youth Day events were a highlight with students involved in many activities around the Journey of the Cross and Icon. Our students visited Para Meadows Special Education School to attend and sing at their World Youth Day celebrations. The school also gathered with the wider Diocesan community to attend the Cross and Icon celebrations following the Cross and Icon to Wollongong Mall and Stuart Park. These occasions were very meaningful events in the faith life of our school community.

The Diocesan launch of Catholic School’s Week was held in March at St Francis Xavier’s School with the Director of Schools, Mr Peter Turner, our Local State Member and parents in attendance at a special school assembly. Catholic Education was celebrated with a Prayer Celebration that included students’ reflections on their school experiences. Mr Turner, along with the School Captains unveiled a painting designed and created by the students depicting school life at St Francis Xavier’s. The assembly concluded with the presentation to students of Term One ACE (Attitude, Consistency, and Effort) Awards followed by morning tea.

**Student Welfare**

Catholic schools are places of Belonging, Respect, Justice, Quality Learning and Teaching Hope and Celebration. Our Staff are committed to the welfare of the individual, creating a positive, safe and supportive environment that reflects our Catholic Values, the National Safe Schools Framework and Values Education for Australian schools. A focus in 2008 was the review and development of our Behaviour Management and Anti Bullying Policies within the framework of our Pastoral Care Policy. Copies of these policies are available by accessing our school website. The principles and language of Restorative Justice were woven into all policies with the staff committed to treating all respectfully and justly. Our work in this area was supported by the Marist Youth Care Team, who worked with staff, students and parents. To support these policies a number of Programs were implemented to best assist in the care and safety of our students and staff. These included a new student afternoon dismissal plan, a playground supervision guide, effective questioning prompt card and lanyards for all staff, school rules signage, the Restorative “4 Step” Plan for students, and a focus on National Safe Schools Week. Communication with parents through supplements included in our weekly newsletter and information on our school website informed and supported them. Staff professional learning along with parent collaborative planning and reflection was valuable.

Centacare remains an integral part of student welfare, with our Counsellor working with parents and teaching staff to support the needs of students and families. Centacare supported the school with the Year Two class teachers facilitating a six weeks social skills Program for
Stage 1 students during Term Three. The Life Education Program was also conducted during Term Three. Supporting the transition between Stages, Infants and Primary students were involved in the Kindergarten Program and the Buddies Programs. Stage Three students participated in two leadership training days developing in them the skills and confidence to undertake responsibility. Selected Year 6 students also attended the Young Leaders’ Day in Sydney. The Year 6 students were buddies for the Kindergarten class and were playground monitors for Early Stage 1 and Stage 1 students. Year 5 students supported Year 1 students accompanying them to school Masses and they enjoyed peer reading time together.

The school administration area highlights specific student medical concerns and courses of action if required. This information was provided for each class teacher and is included in the Casual Teacher’s Folders located in the staff room. Serious behaviour incidents are recorded on an incident report and filed with student records. Parent teacher interview sheets are completed to support student educational and social needs. Students from our two Special Education Units are included in all aspects of school life and contribute to the enrichment of our school culture.

Any parent, student or community member who has a complaint or grievance has the right to have this addressed. The Complaints and Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go the link Policies.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in ALL Schools within the Diocese of Wollongong. Access to all policies and guidelines can be obtained by contacting the school office.

**Financial Summary**

During 2008 there were four main sources of income for St Francis Xavier’s School. These were the Parish/School Enhancement and Debt Servicing Obligation (SEDSO) Account, Catholic Education Office, the Parents and Friends Association and grants awarded to the school.

Major work carried out during the school year included new carpet and blinds for the music room, revarnishing of the hall, music room and infant’s classroom platforms and primary window ledges and seating. To improve security, an intercom video system was installed on the front door entrance. Ongoing maintenance costs during this period included waste disposal, electrical and plumbing, electrical tagging, lawns and ground maintenance. Our local contribution totalled $81,448.69 that was serviced by the Parish SEDSO account and school funds.

Through the continued support of the P & F Association, a new play structure was erected in the infant’s playground and the marking of the playground lines on the concrete area completed. Funds were also allocated for new lap top computers and playground shade. School funds will also assist with the purchase of the playground shade structure.
A $1,000.00 School Health Incentive Program (SHIP) Grant was received enabling the school to engage the professional support of the Marist Youth Care Team to work with Stage Three students on leadership skills.

Following our application to the Wollongong Lions Club, we were successful in receiving a Frontrow Pro Soundfield Amplification System that assists students who are hearing impaired while allowing all students to clearly hear instructions. The cost of over $4,500 was met by the Lions Club Australia with installation costs covered by the school.

In addition the students were very generous in donating money for St Vincent De Paul and Catholic Missions.

The following graphs reflect the aggregated income and expenditure for St Francis Xavier’s School for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Learning & Teaching

Introduction
At St Francis Xavier’s School we focused on the individual learning of each student. Through our learning and teaching Programs, we provided students with opportunities for enrichment, consolidation and remediation, especially in areas of Literacy and Numeracy. Students were also given opportunities to access various Information Communication Technologies to enhance their learning. The staff recognised that differentiating learning experiences and integration were critical strategies to accommodate the crowded curriculum, thus allowing students opportunities to develop skills across all Key Learning Areas (KLA). A class insert is included in our weekly newsletter to inform parents of the learning opportunities and experiences that the students have been involved in. Each class provides this information to parents each Term.

Curriculum and Pedagogy
All Board of Studies requirements were met with learning outcomes taken from the N.S.W. Syllabus Documents for each Key Learning Area (KLA). Our curriculum is underpinned by Catholic values that are central to all students’ learning. These values were taught and supported through the implementation of the Diocesan Religious Education Curriculum. The children were supported in their faith journey by educating them in the traditions and doctrine of our Catholic faith. Opportunities to celebrate their faith gave the students a sense of being in communion with each other.

Assessment is an ongoing process with a variety of strategies and procedures used at key points in the learning framework. Assessment involved formal and informal practices by teachers. The Staff were very mindful of being available to meet with parents to discuss student performance when required. Early Stage One parents met with the class teacher in early Term One to discuss their child’s needs while settling into school. Parent/Teacher interviews were conducted during Term Two following the distribution of First Semester reports and again if requested, at the end of Term Four to discuss the Second Semester report.

Teachers focused on planning and programming the integration of learning across all Key Learning Areas. This allowed teachers and students to explore the curriculum providing diverse and meaningful activities. This was evidenced in learning Programs where teachers documented learning experiences through integrated units of work.

Information Communication Technologies (ICT) has continued to be an integral support to learning at St Francis Xavier’s. Teachers’ and SSOs’ confidence and competencies with ICT have grown through participation in workshops. Teachers have continued to facilitate a broad range of enriched experiences for the students. Digital video, cameras and data projectors are available for class use. Students are becoming more adept to using this medium for learning and for presenting their work. We currently have thirty-four laptops available for classroom use and they are timetabled for equity across all stages. In 2008 we had an ICT support teacher who worked collaboratively with teachers to improve pedagogy.

Cross Curriculum
Literacy continued to be a high priority, with teaching staff further developing their knowledge of effective Literacy practices. This involved on-going learning opportunities through
professional dialogue and mentoring Programs. Through our efforts to create more challenging learning experiences for our students, teachers have endeavoured to embed technology authentically to enhance Literacy learning. Teachers also focused on integrating Literacy throughout all other Key Learning Areas. Consistent timetabling of Literacy Blocks was evidenced in Programs and the Early Literacy Assessment tool was administered to drive teaching in Early Stage and Stage 1.

The Reading Recovery Program also was implemented in Stage 1 to support Literacy learning. Students in Year 1 were supported in developing reading and writing strategies to improve Literacy learning.

Mathematics continued to be a high priority for students with teaching staff involved in ongoing professional learning opportunities to deliver the most effective learning for students. Numeracy assessment was a focus with an emphasis on students’ assessment to direct learning and teaching. The Count Me In Too Mathematics Program was embedded in learning and teaching experiences across Early Stage and Stage One with a Catholic Education Officer Education Officer supporting Schedule for Early Number Assessment (SENA) for Stages 1 and 2. Numeracy will continue to be a priority in 2009 through our School Review and Improvement initiatives. National Literacy and Numeracy Week was celebrated by our involvement in Reach for the Stars Program.

An Indigenous Education Plan was formulated in the context of the Diocesan Indigenous Education Policy. The plan identified students of Aboriginal or Torres Strait Islander descent and ensured that their learning needs were met and supported. Celebrations also took place to acknowledge Sorry Day and Reconciliation Week heightening students’ awareness of our indigenous heritage.

The Year 6 Stewardship Team was responsible for a Re-Cycling Program where the school office, classroom teachers and students re-cycled all paper waste. Re-cycling tubs were purchased to support this initiative. In 2009 with the support of a SHIP Grant, a vegetable garden and compost heap will be established to provide fresh produce for our school. The compost heap will reduce waste in our school as well as educating our students about looking after their environment.

Meeting the Needs of All Students
With the support of our ICT teacher, the pedagogy of Inquiry Based Learning allowed students and teachers to explore ways to diversify the curriculum to address learning needs. Stage 3 teachers were also involved in piloting the Diocesan Learning and Teaching Framework that challenged teachers to provide learning experiences to meet the needs of a range of students through developing new thinking skills. All Year 6 students were involved in a project with a CEO Learning Officer to podcast the Diocesan Public Speaking Competition. This project provided some challenging Literacy experiences for our students as well as further developing their ICT skills.

The Review Committee provided support for students and teachers by monitoring students with specific learning needs in Literacy and Numeracy.
Students were given opportunities to extend themselves academically through participation in the University of NSW Australasian Schools Competition, Public Speaking Competitions, the Sydney Christmas Story Art Competition and the Year Three Christmas Card Design Competition. Selected students from Stages 1, 2 and 3 also were provided with a Program organised by the Resource teacher to focus on developing higher order thinking skills and problem solving in Mathematics.

St Francis Xavier’s Parish School has two Special Education Units, providing the opportunity for students with special learning needs to be included into our school community. Each Term Transition Meetings were held where parents met with the special education and class teachers to design an individual education plan and social goals. This year, a new Individual Education Plan (IEP) tool was used to meet the needs of all special education students.

Through our Stage 3 teachers participating in the Diocesan Learning and Teaching Framework pilot, our Stage 3 students were involved in Inquiry Based Learning experiences which challenged and developed their thinking skills. This approach allowed the students the opportunity to design and research their own inquiry questions. The concepts of Multiple Intelligence and Habits of Mind enabled students to participate in self-directed learning and to investigate their own talents.

### Expanding Learning Opportunities

Regular weekly sport and physical education activities were available as part of the curriculum with cross country, athletics and swimming carnivals being held to select representatives for Regional and Diocesan competitions while developing school spirit. Students went on to compete in the Mackillop teams at State level. Primary students also had the opportunity to participate in Jump Rope for Heart and Diocesan Gala Days in the netball, soccer, cricket and dragon tag. Students in Year 5 and 6 who were competitive in a particular sport were also able to nominate to attend Diocesan Selection Trials. With parent support and training, a team of Stage 2 students competed in the Paul McGregor Rugby League Football Shield. The Surf Sense Program was conducted for Years 2, 4 and 6 students along with the Swim and Survive Program for all Primary students.

Students also had the opportunity to sing in the school choir, compete in the Wollongong Eisteddfod, participate in Book Week activities and class excursions. A public speaking competition was held in Years Five and Six with selected representatives competing in the Diocesan final that was hosted at St Francis Xavier’s. Our students had the opportunity to showcase their talents through musicals for parents and the school community. Performances included the musical ‘Jesus this is Your Life’ presented by Year 6 students and a performance of the musical ‘The Star’ by our Years 3 and 4 students. Our infant classes again performed in the Wollongong Mall, entertaining the Christmas crowds with carols. Students were also involved in community consultation with Wollongong Council in designing a children’s playground at Belmore Basin. In Term Four the students involved attended the opening of the playground to view their plans and to evaluate their design.

The school strived to promote health and lifestyle awareness with our canteen implementing eating alternatives to support healthy life-styles. Daily Munch and Crunch time has continued where the students bring in fresh fruit and vegetables to enjoy in the morning teaching session. The school also participated in the ‘Weekly Vegie Challenge’ that raised students’ awareness.
of their weekly eating habits including were they eating adequate amounts of fruit and vegetables in their daily diet.

**Reading Recovery**
St Francis Xavier’s has six qualified Reading Recovery teachers, who worked as a team and supported the current Reading Recovery teacher improve the literacy skills of the students in our Year One classes. There were thirteen students on the Reading Recovery Program this year. Eleven students successfully completed the Program. Reading Recovery covered 39% of the Year One cohort.

**Professional Learning**
For the second consecutive year, St Francis Xavier School was successful in obtaining a Learning Communities Grant from the Catholic Education Office. This enabled integration of ICT across the curriculum enhancing the learning outcomes for students. An ICT Support Teacher worked collaboratively in classrooms to initiate a change in pedagogy. Teachers used an ICT Planning Proforma to document how ICT was used as a tool to improve learning outcomes. All classes followed the school Scope and Sequence and skill development plan which meets the needs of students and is aimed at supporting quality learning and teaching. A timetable ensured the effective use of ICT equipment by allocating laptop use in classrooms. Professional Learning opportunities were provided to all staff through workshops further developing teachers’ and School Support Officers’ skills and competence in the area of ICT.

Mathematics was identified as a major priority for 2008/2009 through our School Review and Improvement process. Through the support of a Catholic Education Office Learning Officer the staff are involved in a range of professional learning opportunities in the area of Mathematics. This involved reviewing pedagogical practices and raising teacher’s awareness of how to design more challenging learning experiences to meet the diverse needs of all students in their class. The Diocesan Learning and Teaching Framework has been the basis for this professional learning of staff. This focus will continue as a priority throughout 2009.

This year has seen the continued implementation of Restorative Practices across the whole school community. Teachers, Leadership Team, students and parents have participated in ongoing professional learning presented by the Marist Youth Care Team. The staff has continued to learn more about Restorative Practices and to focus on the development of positive relationships and ways in which damaged relationships can be repaired. School lanyards that include effective questions have been implemented for teachers and Year 6 students to wear on the playground to support problem solving and try and resolve what needs to happen to make things right again. These practices have continued to impact greatly on the way conflict situations are resolved. Restorative Practices will continue to be a focus in 2009.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Plan for Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was completed in Term Three. The school cohort consisted of 22 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) and 24 completed the Extended Task (Part B). The Extended Task is based on the Unit ‘One with God’s Creation’ and was completed during the first half of Term Three. Students showed a high level of performance in their knowledge of the religious tradition in the areas of recall of key events in the Scriptures relating to Mary, knowledge of the Ten Commandments and their guiding principles and understanding of the Creation story.

The performance of each student was described as developing, achieving or extending. For Part A 27.3% of students were placed in the developing level, 68.2% in the achieving level and 4.5% were in the extending level. For Part B 29.2% of students were placed in the developing level, 62.5% in the achieving level and 8.3% were in the extending level. Combining Parts A and B, 22.7% of students were placed in the developing level, 72.7% in the achieving level and 4.5% were in the extending level for Religious Literacy.

NAPLAN

2008 saw the introduction of the NAPLAN replacing the NSW Basic Skills Testing. The students completed these tests in May with results forwarded to parents in September. At St Francis Xavier’s School there were 29 Year 3 and 24 Year 5 students who sat for the 2008 NAPLAN Test. Year 3 results were reported in Bands 1-6 and Year 5 results were reported in Bands 6-8.

The Year 3 Literacy results include 61% of students achieving Bands 5 and 6 and 0% were in Bands 1 and 2. The best performance areas were in Reading and Writing, followed by Spelling, Grammar and Punctuation. Numeracy results recorded 34% of students achieving Bands 5 and 6 and 7% were in Bands 1 and 2. The best performance was in Measurement, Data, Space and Geometry, followed by Number Patterns and Algebra. The Year 5 overall Literacy results included 36% of students achieved Bands 7 and 8 and 8% were in Bands 3 and 4. The best performance was in Grammar and Punctuation, followed by Spelling, Reading and Writing. In Numeracy: 17% of students achieved Bands 7 and 8 and 23% were in Bands 3 and 4. There was little difference in achievement across all Mathematics strands. In Year 3, 100% of students achieved National Minimum Standard in both Literacy and Numeracy and in Year 5 100% of students achieved National Minimum Standard in Writing and Spelling, with 92% in Reading, 96% in Grammar and Punctuation and 96% in Numeracy. This was above the national average in all areas.
The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May this year. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

### Student Achievement in Bands

<table>
<thead>
<tr>
<th>NAPLAN 2008: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>School 7%</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>National 18%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School 0%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>National 10%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School 0%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>National 16%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School 0%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>National 18%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School 7%</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>National 14%</td>
<td>51%</td>
</tr>
</tbody>
</table>

### Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>School 100%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School 100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 97%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School 100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School 100%</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National 93%</td>
<td>93%</td>
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<tr>
<td><strong>Numeracy</strong></td>
<td>School 100%</td>
<td>96%</td>
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<tr>
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<td>National 97%</td>
<td>94%</td>
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</table>
Parent, Student & Staff Satisfaction

Staff Survey
All staff (100%) responded to the survey. Of those, 100% agreed or strongly agreed that the school helps students to develop a knowledge and understanding about Catholic tradition. The staff (100%) also agreed or strongly agreed that the school provides appropriate information to parents about student progress. The staff (100%) also agreed or strongly agreed that the school provides a safe and supportive environment to all community members.

Twenty-one percent (21%) of the staff agreed that students did not understand their rights and responsibilities. Eight percent (8%) of the staff agreed that students were not challenged to maximise their learning outcomes; and seven percent (7%) agreed that the school didn’t strive to meet the individual learning needs of students.

Student Survey
Seventy five percent (75%) of students from Year 3 to Year 6 were surveyed. Ninety one percent (91%) of students agreed or strongly agreed that they were proud of their school. Ninety nine percent (99%) agreed or strongly agreed that the school helps in their understanding of the Catholic faith. Ninety six percent (96%) of students agreed or strongly agreed that their teacher encourages them to be the best of their ability and that they understand their rights and responsibilities at school. Eighty seven percent (87%) of students agreed or strongly agreed that they felt safe at school. Ninety one percent (91%) of students agreed or strongly agreed that if they had a problem, there were people they could approach for help and ninety two percent (92%) agreed or strongly agreed that there are sporting and other activities in which they can become involved.

Parent Survey
Forty five percent (45%) of parents responded to the survey. Of these, one hundred percent (100%) of parents agreed or strongly agreed that the school helps the students to develop a knowledge and understanding of Catholic tradition. Ninety one percent (91%) of parents agreed or strongly agreed that the school provides various opportunities for parents to become involved. Sixty nine percent (69%) of parents agreed or strongly agreed that their child is challenged to maximise his or her learning outcomes. Seventy four percent (74%) of parents agreed or strongly agreed that the school strives to meet their child’s individual learning needs. Sixty five percent (65%) of parents agreed or strongly agreed that the school provides appropriate information about their child’s progress. Seventy three percent (73%) of parents agreed or strongly agreed that the school offers a range of co-curricula activities. Eighty six percent (86%) of parents agreed or strongly agreed that the teachers are genuinely interested in the welfare of their child. Seventy eight percent (78%) of parents agreed or strongly agreed that the school provides a safe and supportive environment. Ninety five percent (95%) of parents agreed or strongly agreed that the school effectively communicates information about activities and events.
School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all school have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:

- 1.4 Parents, Parishes & the Broader Church
- 2.4 Integration of ICT
- 2.5 Pastoral Care
- 3.3 Teaching Practises

School Review and Improvement components to be reviewed in 2009:

- 1.2 Religious Education
- 2.2 Rights and Responsibilities
- 3.3 Teaching Practices
- 3.4 Planning, Programming and Evaluation
- 3.5 Assessment
- 4.2 Professional Development of Staff