

# Annual School Report

## 2018 School Year

**St Francis Xavier Primary School, Ballina**

**St Francis Xavier**  
**Ballina**

**Growth Through Love & Loyalty**



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## About this report

St Francis Xavier Primary School, Ballina is registered by the NSW Education Standards Authority (NESA) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish 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 to the parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6686 3370 or by visiting the website at [moodle.balplism.catholic.edu.au](http://moodle.balplism.catholic.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of St Francis Xavier Catholic Primary School, Ballina is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Francis Xavier Catholic Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Francis Xavier Primary School, Ballina has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Participated at Distinction and Credit level in various State and National competitions with our best result in the Newcastle Permanent Maths Competition.
- Received good news on the Year 6 Religious Education test where 3 of our students received High Distinctions and 20 received Distinctions.
- Placed first in the Lismore Musical Eisteddfod with our Stage 3 students performing in the "Class Work" category.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2018 the school:

- Supported our Parish Hot Meal Centre by providing goods baked by our Year 6 students on a weekly basis;
- Arranged for students to engage in an outreach program to the local retirement village, Crowley Village;
- Hosted two Japanese cultural evenings catering for over 160 participants. We established a Sister School in Hiroshima and engaged in a Skype session between our Year 5 children and a Kindergarten in Tokyo. Our Japanese language program promoted connections between our school, Southern Cross University and the Japanese Consulate in Sydney.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- Students participated in Cross Country at Zone, Diocesan, Polding and PSSA levels;
- Students participated in Swimming at Zone, Diocesan and Polding levels;
- Students participated in Athletics at Zone, Diocesan, Polding and PSSA levels;
- Students participated in Touch Football, Tennis and Cricket at Diocesan level.



There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Francis Xavier Primary School, Ballina is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Daniel Gubby  
Principal

## **1.2 A Parent Message**

The official parent body is the Parent Forum which consists of school leaders and parent representatives who meet monthly. The forum's role is to:

- Enhance the partnership between the school and families.
- Provide feedback on the school's annual plan.
- Give parental advice and feedback on a range of issues to school leaders.
- Provide a link with parents.
- Represent parents of the school when required.
- Review school policies and procedures.
- Assist with parent education.

In 2018 the Forum discussed a range of issues. Prominent on the agenda for the group were issues such as whole school community information and cultural evenings and interest in school infrastructure and resourcing including reinvigorating the school's learning environments, reviewing the school's winter uniform and promoting our school's behaviour expectations.

John Ryan  
President  
Parent Forum

## **2.0 This Catholic School**

### **2.1 The School Community**

St Francis Xavier Primary School, Ballina is part of the St Francis Xavier Parish which serves the communities of Ballina, Lennox Head, Wardell, Alstonville, Wollongbar, Pimlico, Evans Head and Empire Vale, from which the school families are drawn.

Last year the school celebrated 126 years of Catholic education.

The parish priest Fr Michael Nilon is involved in the life of the school.

St Francis Xavier Primary School, Ballina is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Participation in Family Masses each Term;
- Involvement in visits to Crowley Village aged care facility;
- Engagement in regular whole school Mass;
- Participation in the parish Sacramental Program;
- Involvement in daily school prayer and Christian Meditation;
- Practice of Making Jesus Real throughout the school.



The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

## 2.2 School Enrolment

St Francis Xavier Primary School, Ballina caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
<b>Male</b>	31	16	20	24	31	25	37	184	193
<b>Female</b>	25	23	30	33	32	28	29	200	200
<b>Indigenous</b> <i>count included in first two rows</i>	4	2	2	6	6	2	5	27	27
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	1	0	1	1	0	0	1	4	8

## 2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are

encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
<b>Average Student Attendance rates</b>	93.9%	93.8%	93.9%	93.3%	92.2%	94.6%	92.3%	93.4%

## 2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	3
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	26
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	25
6.	Number of staff identifying as Indigenous employed at the school.	3
7.	Total number of non-teaching staff employed at the school.	18

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.27%. This figure is provided to the school by the CSO.

Matthew Ritchie commenced as Assistant Principal in 2018. Other new full time and part time appointments were made, structurally consistent with previous years.

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

During 2018 students were involved in a range of outreach activities, including structured visits to the local aged care facility where students spent time entertaining and speaking with the elderly residents. Students and staff contributed generously to social justice appeals, including St Vincent

de Paul, Caritas and Catholic Mission. Christian Leadership awards were presented at our weekly whole school assemblies to acknowledge the efforts of students in promoting respect within our school.

## **2.7 Parent, Student and Teacher Satisfaction**

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

In 2018 the school participated in the Diocese of Lismore School Improvement Survey through the Lismore Catholic Schools Office. This survey provides feedback on all aspects of school life, enabling us to make improvements where necessary. The survey enables us to gauge the opinion of all members of the school community.

Parent Forum meetings provided opportunity for parents and staff to discuss matters of importance to our school community, to review current practices and plan for future improvement.

Student Representative Council meetings were held throughout each term where ideas from the students about school improvement were tabled and often actioned.

## **3.0 Teaching and Learning**

### **3.1 School Curriculum**

The school provides a comprehensive 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. Additionally, all students engage in formal Languages (Japanese) lessons each week.

We strategically plan a low ratio of students to teachers in our Kindergarten room through the placement of additional staff in this area. This provides a greater ability to assess our students' academic and social development. Specific intervention programs support academic development throughout the years, but primarily in our Infants' years.

The key intervention programs used in our school are:

- STAR reading intervention.
- Extending Mathematical Understanding (EMU) numeracy intervention.
- Support-a-talker.
- Macquarie Lit. literacy intervention.
- Quicksmart mathematics intervention.
- Additionally, students requiring specific learning aids make use of such equipment as FM audio amplifiers, talking pens and modified furniture.

The school continues to work towards developing 21 Century pedagogy. This pedagogy underpins learning throughout the school. A balanced approach to learning ensures we cater for all learning needs.



Intervention support for Literacy and Numeracy is provided across all year levels and enrichment programs provide support for excelling students.

The school's arts and languages programs provide specialist instruction to support cultural education and appreciation.

Opportunities are provided for students to access our environmental projects through a well-resourced and thorough School Environment Management Plan.

Students have access to state of the art technology as needed to support a rich and relevant curriculum.

The parish primary school offers a strong co-curricular program, which includes student participation in:

- The Lismore Eisteddfod.
- Spirituality retreats with students from other Diocesan schools.
- Japanese cultural evenings and enrichment days.
- The local ANZAC Day march where our school captains presented a wreath to respect the sacrifices made by servicemen and women for our freedom.
- Various sporting gala events with other local schools.

## **3.2 Student Performance in National Testing Programs**

### **3.2.1 NAPLAN**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 53 students presented for the tests while in Year 5 there were 54 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Francis Xavier Primary School, Ballina, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Francis Xavier Primary School, Ballina students in each band compared to the State percentage.

### Year 3 NAPLAN Results in Literacy and Numeracy

#### Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School										
<b>Reading</b>	27.7	41.5	24.7	17.0	20.2	17.0	12.8	17.0	7.2	5.7	3.8	1.9
<b>Writing</b>	10.9	5.7	36.0	34.0	24.3	15.1	18.4	30.2	5.4	13.2	2.8	1.9
<b>Spelling</b>	25.8	32.1	25.0	26.4	21.0	18.9	13.7	9.4	8.0	13.2	4.4	0.0
<b>Grammar and Punctuation</b>	30.9	30.2	16.8	18.9	23.2	35.8	12.5	13.2	8.2	0.0	4.2	1.9
<b>Numeracy</b>	17.8	17.0	25.7	26.4	26.5	26.4	16.6	22.6	10.1	7.5	2.1	0.0

### Year 5 NAPLAN Results in Literacy and Numeracy

#### Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School										
<b>Reading</b>	17.4	13.0	20.9	24.1	23.8	22.2	19.6	25.9	11.2	11.1	4.5	3.7
<b>Writing</b>	4.6	1.9	11.5	11.1	27.2	24.1	35.9	40.7	11.5	14.8	7.0	7.4
<b>Spelling</b>	14.6	3.7	22.7	22.2	31.1	29.6	17.7	24.1	9.3	18.5	3.6	1.9
<b>Grammar and Punctuation</b>	18.1	9.3	18.1	22.2	29.1	44.4	16.2	13.0	11.0	9.3	4.9	1.9
<b>Numeracy</b>	12.5	5.6	19.7	20.4	25.9	38.9	26.3	29.6	12.1	5.6	2.6	0.0

The Year 3 results for our school were above national average in Reading, Spelling, Grammar and Numeracy and the Year 5 results were above the national average in both Writing and Numeracy. A number of initiatives have contributed to these results including the implementation of a range of

teaching strategies to improve student understanding in literacy and numeracy in the early years. Such intervention programs as STAR Reading and EMU Maths have supported the development of crucial foundation skills in reading and numeracy in the early years. The high percentage of students achieving above the national average is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the area of Writing.

### 3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2018 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Peter Sullivan Maths	04/05/2018	Peter Sullivan
Autism Spectrum Disorder PD	23/10/2018	Wendy Newkirch
Spirituality Day	13/04/2018	CSO Lismore
Writing and Science and Technology	28/09/2018	Matt Ritchie, Kristie Coster
Soundwaves Twilight	28/08/2018	.Greg Fischer

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

<b>Activity</b>	<b>Staff numbers</b>	<b>Presenter</b>
Peter Sullivan Maths Workshop	37	Peter Sullivan
MJR Conference	2	Peter Mitchell
Seven Steps to Writing Success	6	Seven Steps
Writing - Gradual Release of Responsibility	23	Matt Ritchie and Kristie Coster
Autism Spectrum Disorder PD	36	Wendy Newkirch

The professional learning expenditure has been calculated at \$7839 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.



## **4.0 School Policies**

### **4.1 Enrolment Policy**

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Francis Xavier Primary School, Ballina requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

### **4.2 Pastoral Care Policy**

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

### **4.3 Discipline Policy**

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary.

### **4.4 Anti-Bullying Policy**

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe

and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

#### 4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office or from the school's website.

#### 5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> <li>• Further promoted and embedded 'Making Jesus Real' as part of embedding student discipleship.</li> <li>• Supported staff in School Masses throughout the year.</li> <li>• Promoted the journey of the Sacramental candidates.</li> <li>• Investigated ways we could involve parents in religious celebrations and faith formation.</li> <li>• Communicated through a variety of media, aspects of our school Catholicity and connectedness to parish and wider community.</li> </ul>	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> <li>• Define what we look for in a quality Religious Education program.</li> <li>• Collaboratively plan a rigorous unit of work that uses contemporary resources, pedagogy and effective assessment design.</li> <li>• Review and refine Catholic Worldview in units of work.</li> <li>• Promote Foundational Values through murals and other artwork around the school. Being more visibly welcoming – signage and behaviours.</li> </ul>
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>• Investigated ways we could improve communication between staff and parents.</li> <li>• Streamlined administrative practices to minimise the impact on staff.</li> </ul>	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>• Continue to provide opportunities for staff to engage in professional learning.</li> <li>• Provide further opportunities for staff to demonstrate leadership in their respective capacities in our school community.</li> </ul>
<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Upskilled teachers through Professional Development by becoming a 'Seven Steps to Writing' school.</li> <li>• Through PLTs and Staff PLCs, continued to moderate writing samples from whole of school assessment in Persuasive and Narrative text types.</li> </ul>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Deepen understanding of the Gradual Release of Responsibility Model.</li> <li>• Each teaching team K-6 will engage in instructional coaching, with a focus on quality modelled writing within the English block.</li> <li>• Deepen knowledge of formative assessment strategies for Mathematics.</li> </ul>



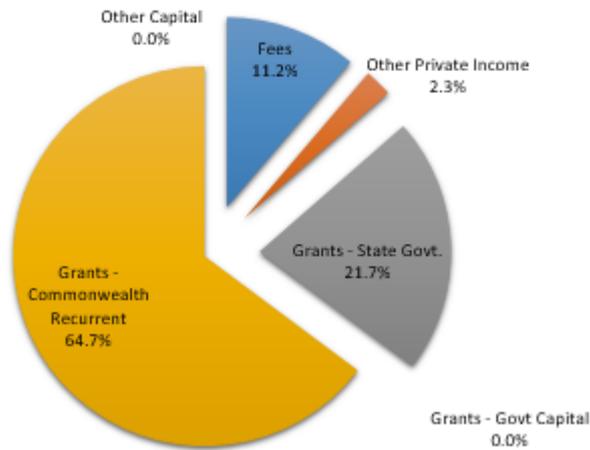
<ul style="list-style-type: none"> <li>• Identified student Literacy needs through assessment tasks,(PLTs) then responded with tier 2 intervention strategies, using the 4 critical questions.</li> <li>• Modelled best practice in writing in individual classroom contexts, based on need.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative planning in PLTs of rich tasks and differentiation (enabling and extending prompts) informed by student data/evidence.</li> <li>• Build pedagogical content knowledge for the teaching of Place value and Multiplication and Division in response to MAI data.</li> </ul>
<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>• Formalised the Parent Forum structure to better facilitate parent voice.</li> <li>• Provided opportunities for staff to voice their thoughts through feedback processes e.g. BCC process.</li> <li>• Created a school policy/flowchart for accessing pastoral care for staff based on the Diocesan Pastoral Care Framework.</li> <li>• Addressed formal Parent Forum structure - considered School Board model.</li> </ul>	<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>• Explore existing and new methods of communication between school and the wider community.</li> <li>• Evaluate communication techniques to determine which are most effective, useful to parent community.</li> </ul>

## 6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:

## 2018 INCOME - St Francis Xavier's Primary School BALLINA



## 2018 EXPENSE - St Francis Xavier's Primary School BALLINA

