

# 2022

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

*Together in Christ*



Let Your Light Shine

### St Francis Xavier's Primary School

Ernest Street, BELMONT 2280

Principal: Mrs Sonya Boslem

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

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## About this report

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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 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.

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## Message from key groups in our community

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### Principal's Message

It is my pleasure to present the 2022 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 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. 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) 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, and 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 2022 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.

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.

Some of the fundraising achievements included the purchase of sporting equipment and learning resources for the students in our school.

### 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. Year 5 and Year 6 students participate in leadership opportunities throughout the year and Year 5 students nominate for School Leadership positions through Term 4. Once announced, the newly elected leaders are part of a symbolic handing over of leadership ceremony on the final days of school.



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## School Features

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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 2022 students across the stages participated in excursions to venues such as: The Maritime Museum, Newcastle Historical Tour/ Museum, Tocal Farm, Local pre-schools and the local Library. A number of sporting gala days and clinics were a highlight for the students.

During Term 3 the students participated in a Peer Support Program with a focus on relationships and being a friend to others.

Term 4 also saw significant refurbishments to the playground and COLA area. A new natural play area completed comprising of an outdoor learning space, sandpit and mud kitchen. Common areas and walkways were painted and refreshed. Gardens and yards maintained and areas replanted. All classrooms were refurbished with new furniture.

There are many more great things about going to school at St Francis Xavier's, but in 2022 some of the highlights were:

Beginning of the School Year Mass

Easter Hat Parade

Swimming and Athletics Carnivals

Holy Week Liturgy

Catholic Schools Week Liturgy and Open Classrooms

Mother's Day Liturgy

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

Book Week

Weekly guitar and drama group sessions

Kindergarten celebrated 100 days of school

Simultaneous Storytime - With visits to local preschools

NAIDOC Week Celebrations

Fathers' Day celebrations

Caritas Mission Day -Term 4

Whole School Christmas Concert

End of Year Farewell and Graduation Mass

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## Student Profile

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### 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 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 [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 give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2022 was 89.60%. 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
87.76	87.13	91.09	91.14	87.36	89.65	93.10



## 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.

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## Staffing Profile

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### 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 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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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 used 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 2022 included an ongoing focus on the Discussion and Analysis of Assessment Data in Mathematics- Number. During Term 3 the staff participated in a Professional Learning Day focused on whole school Mathematics planning and programming.

In Term 2, the staff participated in a Face-to-Face Spirituality Day with focus on the Bible and Scripture. This Professional Learning enhanced spiritual growth and development through reflection on the Gospels and the implication and relevance of these in the delivering the Good News to the school community.

Across Term 3 and Term 4, all staff took part in a Well-being PD sessions facilitated by a CSO Psychologist. This course provided staff with strategies to implement to assist with student wellbeing and provided the ability to reflect on the quality programs that the school already implements and the need to continue to provide support for the students. Staff also participated in the mandatory CPR, Anaphylaxis and Asthma training.

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## Catholic Identity and Mission

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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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

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

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.

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## Curriculum, Learning and Teaching

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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 teacher'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 achievements.

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. Staff worked in collaboration to construct Learning Walls and Bump It Up Walls with a Mathematical focus.

In 2022, St Francis Xavier's continued to be part of the Diocesan Gifted Education initiative. Our Gifted Mentor worked with staff and identified students in the area of Mathematics. The students completed a variety of tasks with the major works being scale models of Mathematically designed 3D models of town and cities. Students enjoyed this task and were challenged by the process.

Throughout Term 3 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 teacher focused on rich cultural activities and experiences to broaden all students' understanding of the First Nations people and customs. All students were privileged to participate in NAIDOC Day activities facilitated by local

Awabakal representatives. Our EAL/D (English as an Additional Language or Dialect) provided ongoing assistance to our students acquiring English as a second language and collaboratively planned with teachers to meet the needs of these students throughout the grades.

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 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%



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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

There were changes to the policy in 2022.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.

## 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 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 at Monday morning Assembly.

Our students are encouraged to live their call to discipleship through participation in our PBL Framework, Peer Support Program and Kindergarten Buddy 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.

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## School Improvement

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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 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 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 2019.

During 2022, 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 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 develop.

### 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 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 2023.

We intend to examine the use of Big Ideas in Mathematics and establish a renewed focus on Mathematics pedagogy. A Pedagogical Mentor will assist with driving this in the school. This mentor will participate in CSO Professional Learning opportunities to focus on improving student learning outcomes, Big Ideas and pedagogy. The mentor will then be responsible for bringing their expertise back to lead staff meetings and engage with staff in improving school and professional goals. Staff will continue to embed Learning Intentions and Success Criteria into lessons and classrooms and ensure that there are dedicated Learning Walls in each classroom. We have allocated Professional Development Staff Meetings for 2023 each term to assist staff in developing in this area.

Throughout 2023, 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.

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## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups annually. 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. It was great to have parents and carers entering the school site throughout 2022. Parent support remained strong with regular P&F meetings held during the year. Teachers and parents remained in contact meeting face-to-face and using school communication platforms. The Tell Them From Me Survey results indicated a high level of parent satisfaction with the school where they felt that their child learnt in a safe, nurturing environment. Parents reported feeling welcome and very much part of the learning process.

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. The Tell Them From Me Survey results indicate that students feel safe to learn in the school environment.

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 production.

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 place of work.

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## Financial Statement

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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 2022 year is detailed below:

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,802,585
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$516,316
Fees and Private Income <sup>4</sup>	\$223,583
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$102,940
<b>Total Income</b>	<b>\$2,645,424</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$245,183
Salaries and Related Expenses <sup>7</sup>	\$1,925,873
Non-Salary Expenses <sup>8</sup>	\$548,961
<b>Total Expenditure</b>	<b>\$2,720,017</b>

### 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 2022 REPORT