

ANNUAL SCHOOL REPORTING 2016

1 Annual School Improvement Plan 2016 – Success Measures

Our 2016 Annual School Improvement Plan had several goals across Learning, Engagement, Accountability and Discipleship in line with the Catholic Education Western Australia strategic outcomes. These goals together with our Strategic Plan provided great direction for us throughout the past year.

Learning

- CAPs/IEPs successfully completed for all funded children and most children receiving support.
- Improved cohort results in NAPLAN and Bishops Religious Literacy Assessment (BRLA).
- Improved student Results – OLI, Ob Survey, MAI, Informal Prose Inventory, MTS, PAT – R (Vocab&Comp)

Accountability

- Staff Well-Being as a priority through provision of increased staff welfare opportunities including wellness activities and mindfulness.
- Shoulder-to-shoulder planned and provided for staff to observe each other and provide follow-up feedback and professional discussion.
- Through the collection of data we have seen an increase in positive behaviours from students through the SUPER Positive Behaviour Management Plan.
- Decrease in managed behaviours and office referrals with whole school SUPER plan.

Engagement

- Positive feedback from Staff and parents in the involvement of parent volunteers to assist in Literacy & Numeracy across the school.
- Increased numbers of parents attending workshops supported by the school. E.g. Protective Behaviours.
- Increased student involvement on Year 6 Student Leadership roles with all students having leadership in one area for the whole school year. This resulted in increased fundraising efforts throughout the year.

Discipleship

- Increased attendance by school families at parish Sunday Masses and Family Masses throughout the year.
- Positive feedback from staff and families regarding Monday morning reflection of the weekend Gospel reading.
- Improved enrolment interviews and opportunity to view the school after interviews.

2 Financial and Infrastructure Report from Annual General Meeting (AGM)

[Link to AGM Powerpoint on Xavier Webpage:](#)

3 Principal's Annual Report & AGM Reports

[Link to Principal's Report on Xavier Webpage:](#)

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4 Performance Measures

Evaluation and reporting are important elements in the teaching/learning process. Teachers provide written reports at the end of each semester for Pre-Primary through to Year 6. In Kindy a book/portfolio containing a sample of the child's work is sent home at the end of the year.

Parent-teacher interviews during the year provide opportunities for the exchange of information regarding the child and their development. Formal compulsory Parent-Teacher interviews are held during Term 1 to provide an opportunity to share information regarding the child and their development.

Learning Journey/Open Night

To complement the reporting and parent-teacher interview process, Xavier Catholic Primary has implemented a positive experience for both students and parents whereby they visit the classroom and spend some time together reflecting about the learning that has occurred. The **Learning Journey/Open Night** occurs in Term Three and is scheduled from 3:15pm – 6.30pm.

NAPLAN

NAPLAN, an assessment of literacy and numeracy, is undertaken annually by all Year 3, 5, 7 and 9 students throughout Australia.

In Primary schools, NAPLAN is made up of two assessment areas:

1. Literacy
 - Reading
 - Writing
 - Language conventions
2. Numeracy
 - Number
 - Algebra, function and pattern
 - Space
 - Measurement, chance and data.

5 School Performance Information 2016

The Australian Government accountability regulations require schools to report information on school performance to their community. The information below is provided to the school community to reflect the school's performance in the 2016 academic year as mandated by the Australian Government.

As a school, we are continuously striving to develop as a learning organisation through seeking to improve children's learning and enhancing teacher instruction. This means working towards developing higher quality teaching and promoting more effective learning.

Xavier Catholic Primary School 2016 Compliance Data report is prepared as a requirement for the Federal Government.

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1. Contextual Information:

Xavier Catholic School is a developing into a double stream co-educational primary school that will cater for approximately 450 students from Kindergarten to Year 6 in 2019 when it is fully two-stream. Xavier operates a 3 year old pre-kindergarten program and Outside School Hours Care service for school families on the school site. Xavier Catholic School prides itself on being a family-friendly educational environment.

In addition to providing a balanced academic curriculum with a strong emphasis on literacy and numeracy, all students take part in Religious Education programs that foster an understanding and belief in the Catholic faith. Xavier offers an inclusive education program catering for students from all backgrounds and learning abilities. Specialist support is provided across the school and includes the Reading Recovery and Numeracy programs. Aboriginal student enrolments are continually growing and welcomed at Xavier school. Xavier promotes the GECKOS program for our support of Aboriginal cultural understanding and inclusion and is often the recipient of PALS grants for the work we do as a whole school.

Xavier Catholic Primary School prides itself on being a family-friendly Catholic community operating as a cohesive unit to support all students, families and staff and where relationships are the key to success. A very strong relationship exists between the school and parish with an emphasis on our family-focused, parish-based and school-supported Sacramental program. Annual nominations to the School Board and Parents & Friends Committee ensure all members of the community are able to contribute providing social and fundraising support. The school philosophy is based upon the beliefs of the Catholic Church and reflects the values, vision, policies and motto of Xavier Catholic School – “Growing in Wisdom”.

2. Teacher Qualifications:

All teachers are registered with TRB.
 5 Teachers with a Masters Degree
 18 Teachers with a Bachelor Degree
 1 Teacher with a Diploma of Education

3. Workforce Composition: (non-Indigenous)

14 Fulltime teaching staff = 3 male/11 female
 10 Part time teaching staff = 3 male/7 female
 5 Fulltime non-teaching staff = 1 male/4female
 12 Part time non-teaching staff = 11 female/1male
 1 full time *Indigenous* female teaching staff members

4. Student Attendance:

Students are required to attend school unless they are ill. This includes days for which special events are planned - eg camps, sports days, excursions etc. A written note must always accompany the child on their return to school.

| CLASS | FULL PRESENT | DAYS ABSENT | DAYS ATTENDED | PERCENTAGE | NO OF STUDENTS |
|---------------|--------------|-------------|---------------|-----------------|----------------|
| PP | 9977 | 879 | 9098 | 91.09 | 64 |
| Y01 | 7793 | 567 | 7226 | 93.23 | 49 |
| Y02 | 9157 | 511 | 8646 | 94.71 | 58 |
| Y03 | 8013 | 374 | 7639 | 95.55 | 50 |
| Y04 | 6312 | 418 | 5894 | 93.79 | 41 |
| Y05 | 6738 | 482 | 6256 | 93.32 | 43 |
| Y06 | 5045 | 324 | 4721 | 93.97 | 31 |
| TOTAL AVERAGE | | | | 655.66 93.66 | |

5. Non-Attendance:

All absences of children are to be reported by phone to the school office by 9.00am. An automated SMS is made to families whose children have not attended or called by 9am. A written note must always accompany the child on their return to school. A doctor's certificate is required for absences of more than 2 days in a row. Non-attendance of more than two days without notification results in a phone call from the Principal to the family involved. Continued non-attendance without due cause is investigated and possible referral to outside agencies where necessary. Families are consistently reminded through the school newsletter that “It is not okay to stay away”. Principal notifies families of inadequate attendance and discourages long holidays in school terms.

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6. **NAPLAN Information:** [link to My School Webpage](http://www.myschool.edu.au) [http://www.myschool.edu.au/](http://www.myschool.edu.au)

7. **Satisfaction:**

Teacher

Xavier Catholic School staff are on a shared journey with the aim to develop a school where children, parents and staff feel welcome, and all students are provided with the knowledge and skills required in a fast-changing world. The Pulse Survey undertaken in Term 2, 2017 suggests constructive shared beliefs are evident that provide a solid foundation for both a positive school culture and the development towards a learning organisation. Our next challenge is to translate these positive beliefs and intentions into behaviours that are easily identified and become the norm for all those who make Xavier their professional home in the future. To make progress on this journey, future efforts will focus on developing staff openness to new ideas and finding new ways of doing the old, especially using technology to improve practice. Xavier Catholic School staff agrees that positive beliefs and behaviours are occurring. Our aim is to continue to focus on developing these ideals and continue to facilitate the reinforcement of this attitude among the staff, both present and future and turn Xavier Catholic School from a 'good' to a 'great' school.

Student

The Year 5 & 6 students participated in the Gallup Student Poll in March each year. This is a 20-question survey that measures the hope, engagement and well-being of students in Years 5-12. The primary application of the Gallup Student Poll is as a measure of non-cognitive metrics that predicts student success in academic and other youth development settings. Gallup's research has shown that hope, engagement and well-being are key factors that drive students' grades, achievement scores, retention and future employment generally showed a very high satisfaction with their engagement at school. Students indicated that they were experiencing positive emotions at school, feel connected to the school and feel like they belong at the school. This was evident in their relatively strong connectedness to school and their learning confidence. Students indicated that they had positive relationships with their peers. Students also frequently commented on the feeling of safety and community that they feel throughout the school in the staff and other students. The students love the way the teachers all know who they are and show care and compassion for them.

Parent

Enrolments continue to be strong and growing mainly through recommendation thereby a good indicated of parent satisfaction. Reasons of satisfaction include the staff were nurturing of all students. Parents often commented on the positive teacher-student interactions particularly that all staff knows all children and that the high ratio of male teachers was a bonus for having lots of good male role models. Parents liked the fact that student improvement was a high focus with lots of support to help children achieve their best. Parents generally felt their children were cared for, respected and treated fairly by staff at school. Parents also were highly positive about their children's wellbeing at school and felt confident that their needs were being addressed. Families are really satisfied with the extra curricula activities. Parents see their children enjoying the learning environment offered. The involvement of parents within the school has seen many successful community building initiatives raise the spirit of the school. Parents and guardians generally work collaboratively with the school to ensure that the children have the best possible facilities available to them. Outside Hours School Care is providing a great support system for families/students. It allows the students who have working parents to stay at school where they feel safe.

8. **Post Year 6 High-school destinations:**

| | |
|------------------------------------|-------------------------|
| 16 Lumen Christi College | 1 Mazenod College |
| 3 Byford Secondary College | 1 Wesley College |
| 3 Armadale Secondary College | 1 Willetton Sr. High |
| 2 Southern Hills Christian College | 1 Kelmscott Senior High |
| 1 Serpentine/Jarrahdale Grammar | |

9. **School Income:** [link to My School Webpage](http://www.myschool.edu.au) [http://www.myschool.edu.au/](http://www.myschool.edu.au)