



# 2024

## SCHOOL PERFORMANCE REPORT

**ST FRANCIS  
XAVIER'S**  
CATHOLIC SCHOOL

## **2024 PRINCIPAL'S REPORT**

I am pleased to present to the St Francis Xavier's Catholic School community an overview of the 2024 school year. For the first time in many years, we commenced the year with 5 Reception classes and had an intake of 2 more classes in Term 3 for a total of 7 classes. Our school is growing rapidly, and we are becoming a school of choice.

### **Building Plans**

In 2024 we commenced the process of planning 8 new classrooms and a library. Building is set to commence late in 2025. Classes will move in late 2026 or early 2027 depending on planning approvals and processes.

### **Wright Volunteer Award**

Ray Gardner was awarded the Wright Volunteer Award in 2024 which was presented by Mr Blair Boyer MP, Member for Wright.

Ray joined SFX in 2022, and he has worked tirelessly with small groups of children, particularly those in Years 4 to 6, fostering their connection with nature and teaching them invaluable lessons about gardening and sustainability. Through his guidance, our students have not only learnt about the importance of gardening, but they've also developed a deeper understanding of where our food comes from.

One of Ray's notable achievements has been his work in establishing our composting system. He has empowered students to see the value in waste and how we can turn it into something beneficial for our garden. This hands-on experience has been instrumental in nurturing the students sense of responsibility towards the environment.

Additionally, Ray has led efforts to plant a variety of fruit trees, transforming our garden into a vibrant space of growth and learning. Each tree represents not just food, but the hard work and dedication Ray has invested in teaching our children about patience, nurturing, and the rewards of cultivating our own food.

### **Dr Lorraine Hammond CF AM at SFX**

In September 2024 we were fortunate to host Dr Lorraine Hammond at our school. CESA has been working with Dr Lorraine Hammond around a hands-on professional learning opportunity for a small number of Leaders of Learning.

Lorraine has worked and researched in the area of early literacy, high impact instructional strategies, including explicit teaching and learning difficulties since 1990. Lorraine completed her Masters and PhD in the prevention of reading and spelling difficulties and in 2002 was awarded a Churchill Fellowship.

In 2019, Lorraine received an Order of Australia (AM) for her significant contribution to tertiary education and the community.

Dr Lorraine Hammond and her team worked at SFX with CESA and 20 Catholic school teachers to conduct a teaching intensive programme for a small group of Leaders of Learning in Adelaide who are currently engaged in an intensive model of support with a System Coach.

Over the three days, Lorraine worked on:

- Daily Review and Explicit Instruction
- Explicit Instruction in a lesson
- Professional Learning

### **Southern Purple Spotted Gudgeon release**

In November 2024 more than 400 [native](#) southern, purple-spotted gudgeon fish were reintroduced to the River Torrens/Karrawirra Parri after going "missing" for more than a century. As a school we were successful in breeding 40 gudgeon and we were asked by Dr Sylvia Zukowski, Senior Aquatic Ecologist at Aquasave to release the fish. The move was part of an initiative to help save the species from extinction. The gudgeon were released into a restored section of the river during a "hands-on learning experience".

Southern Purple spotted Gudgeon are endangered and as a school we have a permit with Aquasave to breed and release the fish when requested. We are so proud to be helping this important movement to restore the Gudgeon to our waterways.

### **Introduction of second Well Being dog**

In 2024 we introduced our second well-being dog, Annie to SFX. Annie is also a Labradoodle and has already made a big impact on our community.

Evidence shows that just being near a dog when stressed can reduce anxiety. In one of our surveys, 92% of students said they felt more relaxed during teaching and learning time when there was a dog in the classroom. We all know when children are more relaxed and less stressed, they're going to learn more.

Having a school dog can also help with:

#### ***School attendance***

Students experience a greater willingness to be active in the school environment when there is a school dog. Schools we have helped with said their attendance rates improved as children looked forward to seeing the dog and interacting with them.

#### ***Communication***

A dog in school gives students a shared interest with other members of the school community. This helps them interact and build connections that they may have struggled to do otherwise. [Wellbeing dogs](#) can even be used with literacy programs as children may be less self-conscious reading to dogs than teachers or their peers.

#### ***Leadership***

A school dog can give students a sense of responsibility. They learn how to take care of the dog and how to delegate care which can help grow their leadership skills.

#### ***Behaviour***

Students can see the impact of their actions on their wellbeing dog. This helps them understand how their behaviour impacts on people around them. As a result, children learn to be more empathetic and understanding.

#### ***Students dealing with trauma***

We can build programs for schools in areas where natural disasters such as fire have brought devastation to the lives of all people. We focus on bringing connectedness and finding ways to manage trauma and anxiety in conjunction with existing strategies and community links.

### **Quiz Night and Colour Run**

The Quiz Night and Colour Run were two highlights of 2024. The Quiz Night was well attended and raised funds towards the playground spaces.

The Colour Run was an event for the children, and we raised \$48,000. A small percentage of this money goes back to Colour Run and the remaining funds will go towards the Year 3 - 6 playground.

### **Chinese visitors ``**

In 2024, we had 2 cohorts of Shengfei Primary School students and teachers visit us from Sichuan province, China. Roma Chiera-Garnelli was instrumental in building the relationships between the 2 schools and it has been a successful program. The students were aged between 12 and 13 years and were quite proficient in English. The aim of the relationship between the two schools and countries is to learn about each other's cultures and improve language proficiency. We aim to continue this partnership for 2025 and beyond.

### **Staff Departures**

As always, staff move onto different schools or retire when the time is right. This year we had 6 staff depart SFX and we thank them for their service.

Gail Macnamara has been at SFX since its inception in 1983. Gail was one of the original teachers. After 41 years Gail is retiring and looking forward to spending time with her family and particularly her grandchildren. I would like to thank Gail for her service and dedication to our school over the past 41 years. Gail, you will be missed as you have been such a big part of SFX for 41 years.

Chris Whalan has been at SFX for 30 years and has ensured our ICT is up to speed. He is always available when a staff member needs him to set something up or fix something. Nothing is ever too much for Chris, and we wish him well in his retirement and in spending quality time with his family.

Lisa Karanicolou has been working at SFX for 27 years and has moved to the Catholic Education Office to be a System Coach. Lisa was instrumental in establishing our Quality Performance Team and analysing data to better inform outcomes. We wish Lisa all the best in her role at CESA.

Meaghan McCarthy departs after 2 years at SFX. Meaghan has been teaching in the Year 4 unit and is moving onto another school. All the best, Meaghan.

Leila and Jasmine Magnus are moving onto new roles, and they have both been here for 1 year and 2 years respectively. Leila is moving onto Gleeson College in a Marketing role and Jasmine is spending more time on her studies. All the best, Leila and Jasmine.

### **NAPLAN**

Our student's performance in NAPLAN in 2024 was pleasing.

<b>Year 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar</b>	<b>Numeracy</b>
<b>SFX average</b>	<b>415</b>	<b>429</b>	<b>413</b>	<b>432</b>	<b>419</b>
<b>CESA average</b>	<b>401</b>	<b>424</b>	<b>406</b>	<b>404</b>	<b>401</b>
<b>Year 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar</b>	<b>Numeracy</b>
<b>SFX average</b>	<b>489</b>	<b>493</b>	<b>496</b>	<b>493</b>	<b>486</b>
<b>CESA average</b>	<b>484</b>	<b>484</b>	<b>487</b>	<b>488</b>	<b>480</b>

### **Quality Performance Team**

In 2024 we continued working with our Quality Performance Team. This group consisted of the Principal, Deputy Principal, Leader of Learning, Karen Luhrs- Year 2 and Nathan Bruce-Gordon- Year 6. This team was responsible for monitoring data and student performance. Our focus was on using data to inform our teaching.

As a team we continued to work through;

- Learning walks
- Data walls
- Case management
- Extension programs
- Pat testing Year 1- Year 6
- Literacy and Numeracy Blocks
- Resilience Project

### **School Community Events**

The major events we had in 2024 were:

- Sports Day
- Stations of the Cross
- Quiz Night
- Mother's Day and Father's Day celebrations
- Grandparents Day
- Book Week
- Colour Run
- School Disco
- Instrumental Evening
- National Walk to School Day
- Christmas Concert
- Assemblies and Masses

### **Value Add Programs**

- School camps Years 3-6
- Sacramental Programs
- SAPSASA / SACPSSA representative teams
- Instrumental Programs
- Children's University
- Peer mediation programs
- Resilience Project- whole school approach
- Festival Choir



- . Environmental Room
- . School Counsellor
- . Playgroup (increased from 2-3 days)
- . Transition program- Curious Xavier's
- . Extension Literacy
- . Stem Challenge
- . SAPSASSA sporting programs
- .

### **Community Satisfaction**

- .LLL parent surveys
- .Sacramental program feedback
- . Resilience Project feedback
- . Quiz Night feedback
- . School Concert at Influencers
- . Sacramental program feedback
- . School Values survey information
- . Wellbeing dog survey/ information/ workshop

### **Thankyou**

I would like to acknowledge the staff, my Leadership Team, Fr Kym Spurling, Mr Mikal Howard- School Board Chair, the School Board and the Parish for all their support in 2024. The past year has been filled with activity and growth throughout the school year as we take the learnings from the past and celebrate being connected as a community.

Regards

Jason Mittiga

**Principal SFX**



## 2025 FINANCE REPORT

### Student Enrolment Numbers

At August Census, the enrolment number was 563 students. This was 46 students more than February Census 2024 and 41 more than August Census in 2023.

Year Level	February Census	August Census
Reception	100	144
Year 1	75	77
Year 2	84	83
Year 3	49	51
Year 4	79	78
Year 5	69	69
Year 6	61	61
<b>Total</b>	<b>517</b>	<b>563</b>



## Historical Term Attendance

School Name: St Francis Xavier's Regional Catholi...  
 Campus: St Francis Xavier's Regional Catholi...  
 Attendance Year: 2024  
 Year Level: Multiple selections

Term	1			2			3			4			Total
Year Level	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
Reception	92.4%	93.3%	92.8%	90.9%	92.6%	91.6%	91.1%	91.4%	91.2%	92.4%	92.2%	92.3%	91.9%
Year 1	94.5%	89.3%	92.1%	92.6%	87.4%	90.1%	90.0%	85.1%	87.6%	93.0%	89.1%	91.2%	90.2%
Year 2	92.7%	90.8%	91.8%	89.6%	89.2%	89.4%	89.3%	88.0%	88.7%	89.3%	90.0%	89.6%	89.9%
Year 3	94.7%	93.2%	94.2%	91.7%	90.4%	91.2%	90.4%	91.4%	90.7%	92.6%	92.0%	92.4%	92.1%
Year 4	91.8%	93.6%	92.7%	88.9%	89.3%	89.1%	89.7%	89.5%	89.6%	90.1%	89.0%	89.5%	90.3%
Year 5	92.5%	95.3%	94.0%	89.6%	88.5%	89.0%	86.2%	91.1%	88.9%	88.9%	92.7%	90.9%	90.8%
Year 6	92.3%	91.3%	91.8%	90.2%	92.3%	91.2%	88.1%	89.6%	88.8%	89.8%	90.3%	90.0%	90.5%
<b>Total</b>	<b>93.0%</b>	<b>92.4%</b>	<b>92.7%</b>	<b>90.5%</b>	<b>89.9%</b>	<b>90.2%</b>	<b>89.6%</b>	<b>89.5%</b>	<b>89.5%</b>	<b>91.1%</b>	<b>90.8%</b>	<b>91.0%</b>	<b>90.9%</b>

### Human Resources

In 2024, St Francis Xavier's Regional Catholic School employed 69 staff in both teaching and non-teaching roles. St Francis did not identify any staff members as Aboriginal or Torres Strait Islander.

	Staff Total	FTE
Teaching	41	30.71
Non-Teaching	28	16.64
Indigenous	0	0

### Staff Attendance

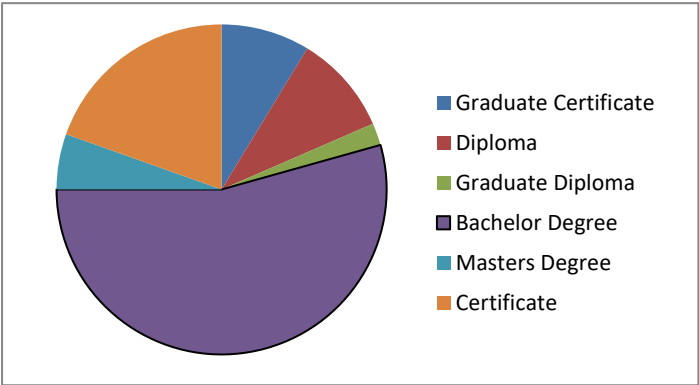
Teaching staff attendance for the 2024 school year was 91%, and the types of leave taken include sick leave, family leave, carers leave and bereavement leave.

### Staff Retention

In 2024, 95% of our teachers continued from the previous year.

**Staff Qualifications**

We are very fortunate to have many staff with two or more qualifications in education. Among our staff there are 50 Bachelor degrees, 18 Certificates, 9 Diplomas, 9 Graduate Certificates, 5 Masters Degrees and 2 Graduate Diplomas totaling 92 in all.



12%	Graduate Certificate
13%	Diploma
3%	Graduate Diploma
74%	<u>Bachelor degree</u>
7%	Masters Degree
26%	Certificate

**Professional Development**

In 2024, just over \$65,000 was spent on the professional development of staff comprising \$34,000 (TRT) and \$31,000 in course fees.

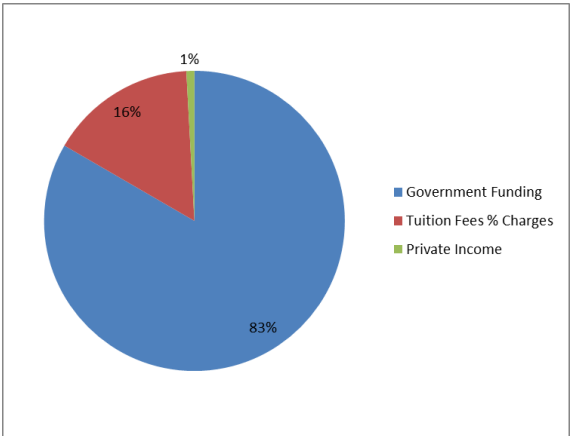
**School Funding**

As a Catholic School we rely on the prompt payment of school fees to assist with the operation of the school. The school receives its income from three main sources:

- Government funding
- Tuition fees and charges
- Private income

The graph shows 16% of School income is from school fees. Without school fees the school would be unable to provide many of the resources that we currently offer.

The school fees are set with due regard for the nature of the school community, appropriate resourcing and equity considerations, and other recommendations as determined by Catholic Education South Australia.



## **2024 CATHOLIC IDENTITY & MISSION**

### **Overview**

2024 was another busy and rewarding year for our school, marked by rich learning experiences, professional growth, and strong community engagement. Our commitment to nurturing well-rounded students, academically, socially, emotionally, and spiritually remains at the core of our mission.

### **Staff Development and Collaboration**

The year commenced with a Regional Staff Day, which brought together educators from St Francis Xavier's Catholic School, Our Lady of Hope School, and St David's Schools. This shared gathering reinforced our collaborative approach and united purpose in education. It was a meaningful opportunity to strengthen professional connections and align our goals for the year ahead.

Our staff continued their professional learning journeys, engaging in a range of development opportunities. Two staff members completed studies toward further qualifications in education, with others accessing funding support through professional formation allowances. These initiatives ensure our educators are continually enhancing their skills to provide high-quality, contemporary learning experiences for students.

However, ongoing reflection and analysis of student engagement, particularly in Religious Education, have identified a need to further develop the theological understanding of our teaching staff. Strengthening this area will help enhance lesson delivery and deepen students' learning and connection to Religious Education content.

### **Curriculum, Learning and Data Insights**

Throughout the year, students engaged in a rich curriculum encompassing key learning areas as well as values-based education. A particular focus in 2024 was on embedding core school values of Service, Compassion, and Respect into classroom learning and school culture. These values guided both staff and student actions, providing a foundation for character development and positive relationships.

Data gathered from the LLL (Living Learning Leading) Framework supports the impact of our efforts. It is evident that our sustainability initiatives and SMART goals, and outreach programs are positively influencing students, families, and staff. The data highlights increased student awareness of social justice, improved participation in service-learning opportunities, and a growing sense of community responsibility.

In Religious Education, our Year 4 students participated in the sector-wide Religious Literacy Assessment Tool (ReLAT). We are pleased to report that the results for all Year 4 students were above the state average. The ReLAT does not measure personal faith but provides a reliable snapshot of students' understanding of religious concepts, particularly those aligned with the Crossways Outcomes.

This result affirms our teaching practices, though we also recognise the opportunity to deepen student engagement by continuing to build the theological understanding of staff, ensuring lessons are both meaningful and enriching.

### **Community and Student Wellbeing**

Our school continues to foster a strong sense of community and belonging. Each term, classes led whole-school events such as assemblies, liturgies, and Community Prayer gatherings, providing regular opportunities for families and students to come together in celebration and reflection.

The school's celebration of key calendar events, including Harmony Day, Reconciliation Week, RU OK? Day, and end-of-year gatherings reflected our dedication to student wellbeing and social responsibility. These events were complemented by regular opportunities for student voice, leadership development, and peer-to-peer support.

In Terms 1 and 2, students from our school participated in the parish Sacramental Program, completing the sacraments of Eucharist and Confirmation. This marked the culmination of a program that supports personal growth and community engagement.



## Student Wellbeing and Engagement

In 2024, our school participated in the **Resilience Project Wellbeing Survey**, targeting students from **Year 3 to Year 6**. The results provided valuable insights into student resilience and their readiness to learn.

The data showed that:

- **76% of students** were rated as **resilient**, indicating strong coping skills and emotional regulation.
- **17%** were identified as **moderately resilient**, suggesting some support may be needed to build long-term wellbeing.
- **5%** were **less resilient**, and **3%** were **moderately resilient**

In terms of **readiness to learn**, the results revealed:

- **65% of students** were classified as **ready to learn**, meaning they were emotionally regulated, engaged, and open to new learning.
- **16%** were **disengaged**, requiring additional support to re-engage with classroom.
- **8%** were identified as **anxious**, and a further **11%** were both **anxious and disengaged**, highlighting areas where targeted wellbeing interventions may be required.

These findings affirm the importance of integrating social-emotional learning across the curriculum and enhancing classroom strategies that support emotional wellbeing. In response to the survey results, the school is working to refine its student support structures, increase staff awareness around emotional literacy, and implement targeted initiatives that help all learners feel safe, connected, and ready to engage.

## Values in Action and Social Outreach

The launch and integration of our core school values were a major achievement in 2024. These values were brought to life through classroom activities, student initiatives, and visible signage at key school entrances.

In a tangible expression of our value of Service, the staff undertook a reflection and outreach day inspired by the mission of Catherine House. The day featured a guest speaker and concluded with staff preparing meals for women experiencing homelessness. It was a moving and meaningful way to model service in action.

Our students and families also demonstrated exceptional generosity throughout the year by supporting initiatives such as the Caritas Project Compassion Appeal, the St Vincent de Paul Winter and Christmas Appeals, and local food drives. These efforts highlight the school's ongoing commitment to social justice and civic responsibility.

## Looking Ahead

As we reflect on the achievements of 2024, we are proud of our collective growth and community spirit. The LLL data affirms that our strategic goals and values-based initiatives are making a measurable difference. In 2025, we aim to build on this momentum by further supporting teacher development, particularly in the area of theological understanding to enhance student engagement in Religious Education and beyond.

We look forward to the year ahead with hope, knowing we are continually growing in our commitment to student excellence, community partnership, and holistic education.



Service



Compassion



Respect

## **2024 Information Communication Technologies (ICT)**

During 2024 the School Leadership team in conjunction with the School Finance and ICT teams and with input from teaching and educator staff, worked together to ensure that the technologies available at SFX would meet the needs of all members of the school community, including students and all staff (teaching, support and admin). The information below provides a summary of the tasks undertaken:

- Maintenance of the ICT renewal program. This will ensure that ICTs are routinely updated to meet the changing technological landscape and that replacement costs are appropriately staggered over three or four years (depending on items).
- Rollout of new Laptop devices for all students in Year 3, this is an ongoing rollout, where devices stay with students year to year.
- Purchase and rollout of new ICT equipment as required to replace aging or damaged devices/infrastructure.
- Repurposing a bank of previously used laptop devices and for student use in the Ignatius Building (Years 1 & 2).
- Purchase of charging stations to facilitate the increase in devices.
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- Ongoing use of SEQTA (Learning Management System) for reporting purposes in line with CESA guidelines.
- Pilot School for the CESA Community Portal – providing families information on accounts and student reports.
- Purchase and installation of SMART Panels for Room 32 & 33 (Mid-Year Reception Classes)
- Ordering and installation of RedCat Soundfields for Rooms 32, 33 and Music Room.
- Purchase or renewal of online subscriptions for student administration, reporting, curriculum and well-being.
- Purchase of new portable speakers and microphones for outdoor events.
- Implementation of a Mobile Phone and Wearable Devices policy and an updated ICT Acceptable Use Agreement for students in Year 3-6.
- Chris Whalan (ICT Support) retired from SFX after 17 years.
- CESA ICT support maintained at 4.5 days per week to meet our growing student numbers and ICT requirements.
- Participation in CESA initiatives regarding Information Stewardship and the protection of privacy and data.



## **2024 SPORTS COMMITTEE REPORT**

### **School Sport SA – Tea Tree Gully (TTG) District Events**

- School Sport SA – TTG District Swimming Carnival – 1 March
- School Sport SA – TTG District Athletics Carnival – 22 March
- School Sport SA - TTG District Cross Country Carnival – 10 May
- School Sport SA - TTG District Soccer Carnival – 23 May
- School Sport SA - TTG District Boys Football Carnival – 14 June
- School Sport SA - TTG District Girls Football Carnival – 28 June
- School Sport SA – State Championships - Girl and Boys – 5 August  
**(Boys State Champions)**
- School Sport SA - TTG District Netball Carnival – 29 August
- School Sport SA - TTG District Tennis Carnival – 13 September
- School Sport SA – TTG District Softball Carnival – 26 September
- School Sport SA – T20 Blast Cricket – 25 October
- School Sport SA – Golf Championships

- SACPSSA Netball Carnival – 220 students attended Years 4-6 – 2 July
- SACPSSA Touch Carnival – 21 August
- SACPSSA Athletics Carnival – 1 November
- SACPSSA Years 3/4 Tennis Carnival – 14 November

### **After School Sports**

2024 teams included:

- 5 basketball teams
- 6 netball teams
- 4 Futsal Indoor Soccer teams

### **Before School Sports**

- Reception – Year 2 Hot Shots Tennis with Coach Craig Mousley, Golden Grove Tennis Club.

### **After School Clinics**

- Reception – Year 2 NAB AFL AusKick, supported by Norwood FC Game Development Officers
- Reception – Year 2 Simply Sports:
  - KICKStart Soccer (Term 1)
  - NETStart Netball (Term 2)
  - JUMPStart Basketball (Term 3)
  - NEWBall Cricket (Term 4)

### **Sporting Schools**

- Gymnastics with Tri Skills Australia
- Softball with Softball SA
- Netball with Netball SA

### **Extracurricular Events**

- Whole School Sports Day.

## **2024 STUDENT LEADERSHIP**

In 2024, all Year 6 students were assigned a specific leadership committee that they managed with the aim of implementing change and improvements within the school.

The leadership committees comprised: Sustainability, Newsletter, Personal Responsibilities, Religious Education, Peer Mentoring, Early Childhood Support, Library, ICT, Music, Drama, Sport, Public Relations.

The students embraced their roles and demonstrated initiative, teamwork and organisation.

We also ran the Student Representative Council (SRC) for Reception – Year 6 who met fortnightly with the school Principal to discuss school issues and improvements.