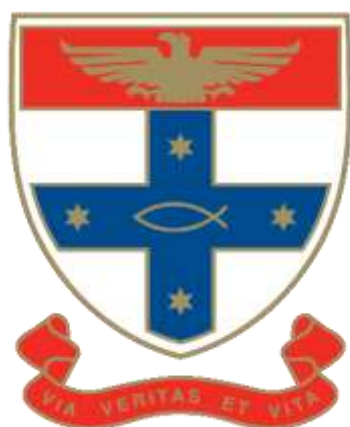


2017

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



St. Francis Xavier College

Berwick, Officer and Beaconsfield

REGISTERED SCHOOL NUMBER: 1766

Secondary College

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AUSTRALIAN GOVERNMENT EDUCATION ID NUMBER (Formerly known as DEEWR number)	14578

Minimum Standards Attestation

I, Vincent J Feeney, attest that St Francis Xavier College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

7 May 2018

Our College Vision

“I am the Way, the Truth and the Life” (John 14:16)

St Francis Xavier College is a Catholic community that is educative and supportive of the whole person. We have a clear purpose: the individuals’ development of competence, conscience and compassion formed in the Christian tradition in light of the Scriptures; one who is guided by a sense of Christian faith, hope and love who will be of service to the world. We recognise God’s presence in our lives by being a living witness to Jesus, celebrating and pursuing excellence and by living courageously with optimism and respect for the dignity of all.



STATEMENT OF DEMOCRATIC PRINCIPALS

St. Francis Xavier is committed to Australian Democratic principles including:

- elected government;
- the rule of law;
- equal rights for all before the law;
- freedom of religion;
- freedom of speech and association; and
- the values of openness and tolerance.

College Overview

St. Francis Xavier College is conducted under the auspices of the Parishes of Berwick, Narre Warren, Pakenham, Iona / Maryknoll and Koo Wee Rup. The total College population in 2017 was 2954 boys and girls from Years 7 to 12. The College consists of three campuses, two Year 7 to 9 Junior Campuses located in Berwick and Officer and a Senior School Campus catering for Year 10 to 12 students located in Beaconsfield.

The College strives to achieve the best in educational opportunities and outcomes for its students. Specifically:

- We seek to be an overtly authentic Catholic College where we promote and celebrate the Christian faith and the spirituality of all College members in partnership with our families and parishes, in dialogue with many world views;
- We aim to promote effective teaching and learning, based on our Catholic values, incorporating challenging, relevant and innovative curriculum, highlighted by engaging teaching and learning processes aimed to promote the understanding of student's place in the world;
- We strive to develop an adaptive learning environment which fosters critical thinking, creativity, collaboration, problem solving and flexibility;
- We promote and facilitate teacher collaboration, consistency and collegial accountability through teams;
- We aim to be an inclusive Catholic community where people are valued and cared for, where diversity and differences are respected and celebrated and where positive relationships are able to flourish;
- We are committed to the ongoing development of quality Christian leadership amongst our staff and our students who will guide and develop the Christian values which distinguish and transform our learning environment;
- We aim to build an effective stewardship of human and material resources thereby strengthening the provision of quality Catholic education for our students.

Principal's Report

This year has seen some significant moments in the College's development.

Community voice is a powerful force for deepening and focusing a school's direction. Much is happening to build a positive culture of listening.

The Child Safety work led by the Deputy Principal Mission has placed students at the centre; the centre of our care and concern, the centre of the growth of awareness around safety, and the centre of our messaging around whole of community responsibility. Students should now feel empowered to not only speak up but to help empower others.

In the learning sphere we have commenced work on the GPFLA at Beaconsfield which has arisen out of the 21st century sense of self as learners that the student leaders expressed to the architects at the start of the design process. Later they were able to provide feedback as to whether he had captured their needs in his design. The way students are able to customise their after-hours use of the VCE building is a daily expression of this.

The Officer Campus Learning Walks were a beginning of our attempts to communicate in more explicit ways with families. All those who participated hopefully felt this intention. Also, a number of evening sessions were held to assist families to better appreciate the way secondary schooling is conducted at the College; PAM and Maths Pathways were but two examples.



We have also tried to build on the strong sense of community in the way we celebrated St Francis Xavier Day. This event, designed in 4 parts, was conducted at the State Basketball Centre which can host nearly 4000 suitably, should be the scene of many more such day that emphasise our shared Catholic identity. And the style of the day will benefit from the insight of the SRCs at each campus as we strive to make it a better expression of belonging each year.

Towards the end of the year the new College leaders are chosen. Did you know that the outgoing College Captains both interview and then determine, alongside the Principal and Head of Campus, their successors?

This is real listening.

During this year, we commenced a review of our learning program. Consultation included families, students and staff. Most impressively over 40% of staff signed on to do extra work to help improve our College for the benefit of students. I have never seen such high participation rates which speaks volumes for their commitment and passion for excellence in human achievement. And the College leaders listened to their voice as well.

Remember also that there are others to whom a school like ours must listen. These include the bishop and the diocesan authorities, the CECV, state and federal governments as well as educational authorities like VRQA and VCAA. And that in listening to the voices of many students and families can see us trying to balance opposing or differing views, visions or priorities.

None of that is a reason to not listen.

Be assured that we do and that we know we are a better school for it.

Vincent J Feeney

Catholic Identity and Religious Education

“I am the Way, the truth and the Life” (John 14:6)

Goals & Intended Outcomes

Goal: *Our community is a living witness to the Gospel where Christ is encountered.*

Intended Outcomes

- Lead the community towards a post critical belief stance through developing an understanding of recontextualisation and dialogue in a pluralistic society.
- Fully implement the revised Religious Education Core Curriculum, “To live in Christ Jesus”, developed by the Catholic Education Office, Sale Diocese.
- Promote and Support Youth Ministry
- Educating students in identity and sexuality
- That all teaching staff are accredited or working towards accreditation.
- Maintain and enhance ties with Parish
- Further develop links with the Student Wellbeing Team in the delivery of programs that complement the development of faith.



Achievements

- College Major events: Easter Celebration (Stations of the Cross), St Francis Xavier Day Whole School Mass and celebration, House Masses and the Year 12 Graduation Mass;
- Implementation of regular Year Level Masses;
- Ongoing Development of the College Youth Ministry Program, including reaching out to our Parish Primary Schools supporting them in preparing students for their sacramental programs;
- The Participation in the Annual Caritas Project Compassion collection;
- St Vincent de Paul: Soup Van, Christmas appeal Fundraising;
- Trinity Families (Bishop of Sale) Fund Raising;
- Catholic Mission: Through new connections made between Catholic Mission with Timor Leste fundraising and Rueben Centre Appeal fundraising;
- Introduction of the staff First Friday Prayer Program;
- Implementation of the Revised Religious Education Curriculum “To live in Christ Jesus” for the Diocese of Sale.
- Introduction of Staff Religious Education Professional Learning Day.
- Increased numbers of staff in accreditation to teach Religious Education in a Catholic School.
- Increased numbers of staff undertaking accreditation to teach in a Catholic School.

Value Added

St. Francis Xavier College promotes an inclusive Catholic community where all in our community are valued; where diversity and difference are respected and positive relationships flourish.

In 2017, we achieved this by:

- Emphasising the need to build emotional resilience in our young people;
- Using the philosophy of Restorative Practices and Positive Psychology to encourage listening, understanding, respect and conflict resolution;
- Addressing the issue of bullying at every opportunity.

Building positive relationships based on Gospel Values by:

- Developing avenues for further exchange of information between the primary and secondary environments;
- Ensuring all College policies including Child Protection policies are just and accessible to all members of the College Community;
- Providing parents with information and professional advice to enhance and support adolescent development.



Caring for the well-being of students, parents and staff by:

- developing a wellbeing program and philosophy that supports our Catholic identity;
- enhanced Youth Ministry program that focuses on academic and spiritual;
- development and the role of ministry in the lives of young Catholics;
- Diocese of Sale Justice Camp;
- Year 8 & 9 Healthy Relationships Day;
- The Journey So Far – a program conducted by former students of all ages who return to address our seniors on the successes and challenges they have experienced at our senior level retreats;
- House Year Level, Year Level and College Masses and liturgies;
- St. Francis Xavier Day College Mass and whole school gathering;
- Retreat Programs;
- Year 11 Retreat and Year 12 Retreat programs and
- Year 12 Graduation Mass

Learning & Teaching

“I have come that you may have life and have it to the full” (John 10:10)

Goals & Intended Outcomes

Goal: Through the deepening of the culture of positive learning partnerships informed by Positive Psychology and the differentiated and purposeful nature of the curriculum, student achievement will be enhanced.

Improved Student Outcomes

Intended Outcomes

- That the professional learning program is planned and purposeful to support student achievement
- That opportunities for dialogue and collaboration are provided to facilitate professional growth.
- That targeted professional learning will be provided.

Expert Teacher Practice

The glory of God is the human person fully formed – [St Irenaeus 2nd Century](#)

Intended Outcomes

- The literacy and numeracy outcomes for students will be enhanced
- The learning outcomes of VCE students will increase
- That VCAL students will be more engaged in their learning program and that their post school destinations are improved
- That student progress is increased
- Student achievement is monitored progressively
- That students will be more dedicated to achievement in their differentiated and purposeful learning program

Achievements

The following major achievement were made in relation to learning and teaching during 2017.

- Deepening of focus on differentiation;
- Establishment of curriculum review process and completion of major elements of consultation and investigation;
- Introduction of the Digital Learning Program at Year 7;

- Deepening of the College's use of SIMON for online progressive reporting;
- Consolidation of Maths Pathways Program;
- Planning of learning spaces for dance, drama and music building at Officer Campus;
- Planning of learning spaces for general purpose flexible learning area building at Beaconsfield Campus;
- Introduction of additional lessons for a differentiated Year 12 English program;
- Development of the College's Learning Enhancement Framework;
- Development of VCAL curriculum;
- Engaging and purposeful dialogue between teachers through professional learning teams;
- Enhancement to the development of personal learning plans;
- Introduction of a Coaching Program in consultation with an external expert
- Introduction of the Emerging Leaders Program;
- Further use of positive education in the learning program;
- Drafting of the new College Curriculum, Assessment and Reporting and Achievement Policies and
- Increase in the proportion of students attending progress meetings.



Student Learning Outcomes

Student achievement remains the focus of the College. VCE results were similar to previous years. The level of 'value add' was pleasing. Staff continue to analyse VCE data to consider how the learning program can be enhanced and how learning activities can be improved.

Internal student assessment data has been analysed deeply in terms of Victorian F-10 Progression Points. The analysis has provided base level data for the College to use to reference growth in terms of the appropriate spread of results across the 5 point Progression Point scale, as well as the proportion of students achieving above standard results. The College is aiming to address these two areas through its focus on differentiation.

NAPLAN results were very strong. The results of Year 7 students beginning at the College were marginally lower than in the past. A very positive element was the increase in percentage of students meeting the national minimal standard at Year 9 level. This increase was seen in the following areas:

- Grammar and punctuation
- Numeracy
- Reading
- Spelling

The College has engaged the services of online software to convert NAPLAN and PAT Testing data into Victorian F-10 Curriculum Progression Points. This will assist teachers to identify even better the level of achievement students in their class should be achieving.



College Community & Student Wellbeing

What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God - Micah 6:8

Goals & Intended Outcomes

Goal: *That students are able to manage their wellbeing more effectively through the development of a culture informed by our Catholic Identity and enriched by evidenced based positive psychology.*

Intended Outcomes

- Further development links with the Catholic Identity Team in the delivery of wellbeing programs that complement the development of faith.
- That a strategy for managing student records is developed to inform wellbeing support
- Develop wellbeing programs to support learning
- Develop wellbeing skills in staff and students

Achievements

We are committed to developing an appreciative strengths lens which supports the positive learning partnership through the use of character strengths. Continuing the introduction of Positive Education into both the curriculum and systems across the College has been a focus this year. This work has been done in collaboration with the Catholic Identity team ensuring the wellbeing philosophy is developed from our spirituality and the unique identity of the Saint Francis Xavier community culture. We have shared our journey of developing the wellbeing philosophy at a National conference and are confidently building resources and developing knowledge in staff of how Positive education strategies supports the spiritual development of the community. Mindfulness has continued to be a focus both with students and staff.



Focus groups mindfulness courses have been conducted at the junior campus by the Director of the Counselling team. Professional development has also been supported by the College to further develop the capacity of the Director of the counselling team to support staff in their mindfulness practice.

Suicide safer communities project has been rolled out across the College years 9-12 ensuring staff feel confident to identify and refer students and colleagues. An acronym BESAFE has been developed and printed on business cards to remind students how best to support peers. The purpose of the presentations are to inform students on how to support a person who may be considering to take their life and how to get them appropriate support. The presentations have been well received by students and the parent community.



Caring for the well-being of students and staff by:

- offering staff and student presentations for the purpose of developing an understanding the impact wellbeing has on student / staff achievement and engagement;
- presented Strength based parenting to support work college focus on wellbeing;
- developing a wellbeing program and philosophy that supports our Catholic identity;
- exploring the pillars of Character strengths, mindfulness and positive emotions to enhance staff and student wellbeing and creating a foundational understanding, that with a purposeful concentrated effort we can all develop greater wellbeing (skills of wellbeing can be taught no differently than the skills of basketball or English and Math);
- developing wellbeing skills to ensure success of Positive learning Partnerships across the college;

- further developing Child safety policies and processes in line with current government guidelines;
- presenting child safety presentations to students;
- implementation of the Suicide safer school program by trained teaching staff for students;
- hosting Ash Buchanan and Jack Grieve for Benefit Mindset Year 8 presentations;
- participate in Benefit Mindset challenge;
- Brett lee from Internet Safe Education to speak with Middle schools students on the dangers of digital social platform highlighting how vulnerable students allow themselves to be on line;
- implementing professional development for key staff on Positive education;
- 9 staff attending PESA conference;
- DP Wellbeing attending and presenting at IPEN conference in Dallas;
- working with student body to celebrate diversity of staff and students at the College;
- developing suicide management plans for students at high risk and develop second tier support;
- providing camps and/or retreats at each year level;
- improving and extending support structures for beginning teachers;
- improving and extending support structures for new members of staff;
- increasing the recognition of the significant role played by non-teaching staff;
- achieved through a Gratitude assembly by students;
- researching data collection programs for Counselling team;
- providing training to Director of Counselling team to develop mindfulness practice in teaching staff;
- collaborate with Catholic Identity team to ensure wellbeing initiatives support the spiritual growth of our community;
- Imbed wellbeing strategies in Year 12 retreat and Year 7 camp;
- refine processes for Pastoral Associate offering support to families and
- delivering professional development in wellbeing skills for non- teaching staff.



Management of Student Non-Attendance

Monitoring Daily Attendance

The following are the systems and procedures to monitor the daily attendance of students and identify absences from college or class:

- Parents are responsible for ensuring that they notify the college to explain the absence of their children on any particular school day. Notification may be provided via email or by telephoning the college and should be made prior to the start of the day.
- Class teachers take the class roll promptly at the commencement of the school day, at the beginning of each period and at Care Group at the end of each day.
- All absences are recorded in the College Student Administration System - SIMON. Parent notified absences are automatically recorded notifying Care Group and Subject Teachers electronically.
- Students attending the College late or leaving early are also recorded in the SIMON database and teachers receive notification electronically through their class rolls.
- This SIMON Database register of attendance is retained indefinitely and stored electronically and backed up externally. The register is kept for each calendar year, and shows the twice-daily attendance checks and any reasons for absence.

Following Up Unexplained Student Absences

The following are the systems and procedures to follow up unexplained absences from college:

- Where an absence has not been explained an SMS Text message is forwarded to the student's parents notifying them of the absence and requesting that they immediately contact the college. Parents can reply via phone or the Skool Bag app.
- Where the absence remains unexplained the matter will be reported to the Care Group teacher for investigation and follow up.
- All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's school report.
- Subject Teachers are required to follow up on absences from Individual Classes. Heads of House need to be notified if required.

Notification of Parents and Guardians of Unsatisfactory Attendance

The following are the systems and procedures to notify parents and guardians of unsatisfactory attendance:

- Where a student is unsatisfactorily absent from the college, the college will contact the parents directly to seek an explanation and to remind parents of their child's obligation to attend school.
- Where parents repeatedly fail to inform the college of absences the Care Group Teacher will contact them directly seeking an explanation and to remind them of their obligation to report absences.
- If required meetings are arranged with Senior College staff to discuss with parents / guardians concerns over unsatisfactory attendance by students.

Value Added

Students have available to them a vast range of extra-curricular offerings:

- Class, House and College Masses & liturgies;
- College Feast Day: St. Francis Xavier Day;
- Year 11 Retreat, Year 12 Retreat;
- Diocese of Sale Justice Camp;
- Cantabile Liturgical Choir;
- Youth Ministry and
- Soup Van.

Fundraising (The Ruben Centre Appeal, Caritas Australia, St. Vincent de Paul Society);

- Student Leadership Program;
- House Program:
 - House Athletics Carnival
 - House Cross Country Carnival
 - House Dance
 - House Debating
 - House Fundraising
 - House Swimming Carnival;
- Camps Program - Year 7, Year 9 Outward Bound;
- Year 8 Character strengths day;
- Year 8 Benefit Mindset;
- Benefit Mindset Challenge
- Wellbeing curriculum;
- Year 11 Presentation Balls;
- Year 12 Valedictory Dinner;
- Study Tour of Japan;
- Hosting of students from Japan;
- Tournament of Minds;
- Public Speaking Competition;
- Debating;
- Geography Competition;
- Science Competition;
- Subject support classes;
- Study Skills Seminars;
- Learning area themed;
- Musical Production – Our House;
- Jazz Evening;
- Instrumental Music Program;
- Music Ensembles;
- Cabaret Evening;
- Glee/Dance Team;
- ANZAC Day Service;
- Air Force Cadets;

Southern Independent Schools Sporting & Cultural Competitions:

- Art Exhibition
- Athletics
- Chess
- Cross Country
- Debating
- Music
- Public Speaking
- Swimming
- Theatre Sports
- Weekly Interschool Sport;
- 100km Running Club;
- College based AFL umpiring academy and
- Rugby Team.



Student Satisfaction

Students are introduced to the College culture through the Care Group / House system. A culture of connection is fostered through shared experiences of various activities, House assemblies, fund raising, focus wellbeing days and wellbeing challenges. We measure student satisfaction through the wellbeing measure AWE biannually. Each campus presents the data to their campus where student concerns and satisfaction are raised.

Student feedback from the AWE measure names teachers, friends and feeling welcome when asked “What one thing, more than anything else, makes your school a great place? A friendly supportive environment is also reported by students. The data indicates that bullying is down and resilience is high with students reporting “they usually come through difficult times”. Students and staff are encouraged to use their strengths of character every day to be the best they can be in all that they do. They are encouraged to use their strengths to benefit others through the benefit mindset challenge which enhances the social justice activities created by the Catholic identity team. This enhances the development of compassion and benefits others in the community.

The Principal regularly meets with students to discuss their feedback on a variety of issues. These moments are always welcomed as an opportunity to learn and grow together.



Parent Satisfaction

Parental engagement is more likely to assist in positive self-regard, adolescents feel more positive toward learning and the school and students are more likely to maintain high aspirations and build a career. With this in mind St Francis Xavier is actively seeking new and innovative ways to ensure parents are engaged and able to support their children and their education.

Promoting the home-school partnership has been a priority at the Berwick and Officer Campuses in 2017. The Year 7 Information night was solely focused on parents working with their sons and daughters to establish long/short term goals along with identifying strengths in each other. The evening concluded with parents exploring suggested strategies to enhance their involvement in their son's / daughters academic journey. At the Officer Campus parents were invited to participate in learning walks to see the Campus in action and develop a deeper understanding of the strategies used to support their children while at school. Each Campus has also conducted multiple parent focus groups to discuss the curriculum review proposal to gauge ideas and responses to many concepts presented as well as being consulted about traffic congestion.

The following are opportunities for parent engagement : Strength based parent evening; Subject Selection Meetings; Subject selection Information evenings; College Intranet Information evenings; Presentation Night; Study Tour Information evenings; Maths Information evenings; Prospective Student Parent Information Evening; Differentiation Information evenings; Curriculum Review Surveys and Parent Focus Groups as well as the College Musical; Performing Arts evenings; VCE Art and Technology Exhibition; Student Progress Meetings; House Athletics Carnival; House Swimming Carnival and Program Support Group Meetings.

Student subject selection is completed only after parental consideration has been reached. Our highest priority is always the pastoral care and well-being of our students. The academic development of the students remains a key focus, ensuring student career goals are linked closely to their performance at school. It is essential that parents believe that the College is open to the feedback they may wish to provide. On a regular basis, the Principal has the responsibility of interviewing many students and their parents.

The Parents and Friends Association is an open forum for every member of our parent community. The College Principal or a member of the College Executive is always in attendance at meetings of the Parents and Friends Association.

We are in partnership with nine Catholic Feeder Primary Schools. Principal's in these schools display a very keen interest in the progress and well-being of their former students as they make the transition from Grade 6 to Year 7. Strong and open lines of communication between the primary and secondary environment exists. This is a further avenue for the College leadership to gain an impression of parent satisfaction with the program, protocols and culture of St. Francis Xavier College.

When members of our community feel the need to air a degree of dissatisfaction it is our policy that each enjoys the opportunity to be heard respectfully and, where necessary and possible, a negotiated outcome be arrived at. If the concern is of a serious nature the College has in place a process to enable clear communication and effective negotiation for an outcome, known as the Concerns and Complaints Policy.

Situated in a rapidly expanding growth corridor in outer metropolitan Melbourne, St. Francis Xavier College experiences a high demand for enrolment at each year level. Students seeking enrolment are interviewed in the company of their parents.

All indicators from the Insight SRC Survey suggest a high degree of satisfaction from our parents. In general, the parent's responses to the School Improvement Parents Surveys indicate a high level of satisfaction with the education their children receive at the College.



Child Safe Standards

Goals & Intended Outcomes

Goal: *St Francis Xavier College has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse by creating a culture of Child Protection in all aspects of College life.*

Intended Outcomes

- That all children have the right to be safe.
- That the welfare and best interests of the child are paramount.
- The views of the child and a child's privacy must be respected.
- That clear expectations for appropriate behaviour with children are established in our Child Safety Code of Conduct and Staff and Student Professional Boundaries Policy.
- That child safety awareness is promoted and openly discussed within our College community.
- We implement procedures to screen all staff, Direct Contact Volunteers, third party contractors and external education providers who have direct contact with children.
- That all in the community understand that Child safety and protection is everyone's responsibility and that we have a zero tolerance to child abuse.
- That Child protection training is mandatory for all Association of Canonical Administrators and Advisory Board members, staff and Direct Contact Volunteers.
- We implement procedures for responding to alleged or suspected incidents of child abuse and ensure that these are accessible for all members of the College community.
- That children from culturally or linguistically diverse backgrounds have the right to special care and support including those who identify as Aboriginal or Torres Strait Islander.
- That children who have any kind of disability have the right to special care and support.

Achievements

St Francis Xavier College is committed to developing a culture to maintain the safety of each student in our care. At St Francis Xavier, we have a zero tolerance for child abuse and are committed to acting in children's best interests and keeping them safe from harm.

The College regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture. As a result, we have developed a Child Safe Policy and Code of Conduct to embed our child safe practices in our processes and procedures. The Child Safe Policy is an overarching document that provides key elements of our approach to protecting children from abuse. The Child Safety Code of Conduct lists behaviours that are acceptable and those that are unacceptable. It provides a high-level statement of professional boundaries, ethical behaviour and acceptable and unacceptable relationships. This Code of Conduct has a specific focus on safeguarding children and young people at the College against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes including our Staff and Student Professional boundaries policy.

All staff have received specific training in identifying Child Abuse and the requirement to report such abuse to the appropriate authorities. The College has also implemented HR Processes to screen all potential employees and volunteers and provides training to ensure that new members of staff understand the importance of child safety and wellbeing, and enable them to consistently follow our child safety policies and procedures.

The Student Wellbeing team has also developed strategies to promote child empowerment and participation including the processes for students to contact staff if they need support in this area. The College has also appointed staff to act as Child Protection Officers. Each Child Protection Officer is available to answer any questions that members of the community may have with respect to the Child Protection and Safety Policy and the Child Protection Program and receive ongoing training.

Finally, the College has also implemented new procedures for Contractors and visitors to the College and has communicated these policies and procedures to all in the St. Francis Xavier Community.

All these new policies and procedures work together to support the development of a Culture at St. Francis Xavier College that maintains the safety of each student in our care.

Leadership & Stewardship

“The greatest among you will be your servant” (Matthew 23:11)

Goals & Intended Outcomes

Goal: *All staff see themselves as intelligently loyal leaders for student achievement.*

Leadership for Learning

Intended outcomes

- That the College develops enhanced processes to communicate with all stakeholders in the College.
- That our leadership model is student achievement centred.
- To continue to build a strong professional culture.

Resources

Intended outcomes

- Review and upgrade Masterplan for all campuses
- Further develop religious sites as per religious masterplan
- Continue to enhance our Occupational Health and Safety obligations and practices.
- Support resources and practices that are progressive, ethical, sustainable and environmentally proactive.

Achievements

- Continued increase in the number of teachers undertaking further studies to enhance their qualifications with a focus on those staff wishing to gain accreditation to teach in a Catholic School and those looking to gain accreditation to teach Religious Education.
- Further integration of our Positions of Leadership structure to deliver better support to teaching staff across all three campuses;
- Student Leaders present and deliver speeches and awards at assemblies, information evenings and Presentation Night;
- Effective stewardship of College resources to allow for building new works and refurbishment of existing facilities to cater for growing numbers of students at each of our campuses;
- Implementation of open mornings to allow for our community to attend learning walks with our Head of Campus;
- Support for staff to attend local, national and international conferences to build professional practice;
- On-going internal professional learning opportunities for all staff, with an emphasis upon curriculum, leadership, spiritual and contemporary issues for students
- Graduate and new teacher mentoring program;
- Implementation of new roles to support the Student Wellbeing Team;
- Effective implementation of the Annual Review Meeting process for all teachers;
- Implementation of coaching program for Senior Leaders.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2017**

- Accreditation to Teach in a Catholic school
- Accreditation to Teach Religious Education
- Anaphylaxis Management, Asthma Education, Managing Epilepsy
- Assessment and reporting
- Careers education
- Child Safety Standards training
- Classroom pedagogy
- Coaching for student achievement
- College operations
- Counselling skills
- Developing and differentiating the curriculum
- Differentiation – assessment and reporting\
- eLearning
- Emerging Leaders
- Encounter Coaching
- First Aid Training
- Gifted and talented education
- Graduate Teacher Program
- Inclusive education
- Leadership conferences
- Leadership networks
- Learning area specific VCE professional learning
- Literacy
- Mission
- NAPLAN
- New staff induction
- Office 365 training
- Online progressive reporting
- Operations Team training
- PL relating to individual Learning Areas
- Positive Education
- Professional learning team
- Refugee students
- SIMON – Learning Management System
- Staff communication
- Student attendance
- Student behaviour tracking
- Student wellbeing

- Students with learning needs
- Suicide Safer Schools Program
- Various VCE workshops/information sessions
- VCAA compliance
- VCAL
- VCE data analysis
- VET specific professional learning
- Victorian F-10 Curriculum

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	287 Teachers
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$530.00



Teacher Satisfaction

The Insight SRC and Enhancing Catholic Identity surveys showed strong support among staff for St. Francis Xavier College's role to support each student to grow in faith in our Catholic Tradition. Teachers report that they have been provided with many opportunities to develop their understanding of the faith as well as participate in prayer, liturgy and Mass. Teachers are proud of the work that they undertake at the College and are energized by the way they frequently discuss and share teaching methods and strategies with colleagues. They believe that they are well supported by their colleagues and feel that their own goals are aligned with the school's strategic plan but would like to be further involved in decisions that affect their day-to day work.

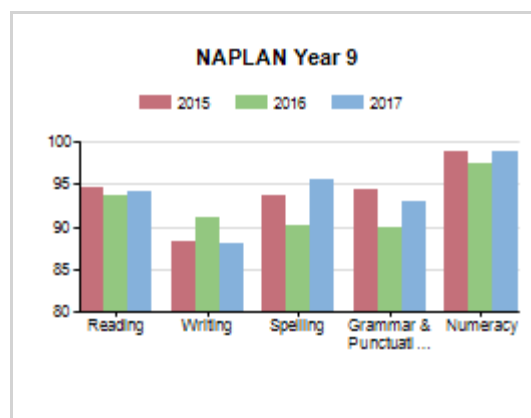
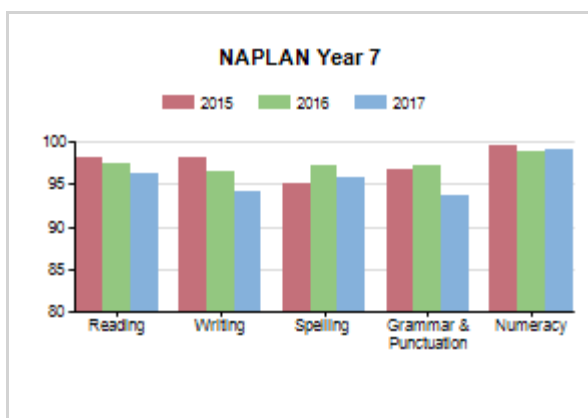
School improvement is a shared responsibility and teachers express a continuing desire to focus on improving the quality of teaching experienced by students. There has been a fall in some of the staff wellbeing indicators from the 2015 survey across the different campuses that the school will look to address in 2018 with the introduction of a new Strategic Plan that will guide the development of the teaching and learning programs across the three campuses.

Staff would also like for the school to develop formal and informal processes that enable staff to receive feedback on how they are performing in their role as well as the extent to which their individual efforts are being recognized. In 2018, the College will look to improve its Organizational Climate rating from 45.4 in 2016 to 48.1 in 2018.



VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	96.7	97.3	0.6	93.8	-3.5
YR 07 Numeracy	99.6	98.9	-0.7	99.0	0.1
YR 07 Reading	98.2	97.5	-0.7	96.2	-1.3
YR 07 Spelling	95.1	97.1	2.0	95.8	-1.3
YR 07 Writing	98.2	96.4	-1.8	94.2	-2.2
YR 09 Grammar & Punctuation	94.3	89.9	-4.4	93.1	3.2
YR 09 Numeracy	98.8	97.5	-1.3	98.9	1.4
YR 09 Reading	94.7	93.6	-1.1	94.1	0.5
YR 09 Spelling	93.8	90.2	-3.6	95.5	5.3
YR 09 Writing	88.2	91.1	2.9	88.0	-3.1



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	86.89%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y7	94.14
Y8	92.05
Y9	91.84
Y10	88.90
Overall average attendance	91.73

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.67%

STAFF RETENTION RATE	
Staff Retention Rate	79.80%

TEACHER QUALIFICATIONS	
Doctorate	0.92%
Masters	27.65%
Graduate	35.48%
Certificate Graduate	8.29%
Degree Bachelor	77.88%
Diploma Advanced	8.76%
No Qualifications Listed	1.38%

STAFF COMPOSITION	
Principal Class	8
Teaching Staff (Head Count)	287
FTE Teaching Staff	259.098
Non-Teaching Staff (Head Count)	155
FTE Non-Teaching Staff	131.226
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	574.30
Year 9 Writing	570.30
Year 9 Spelling	579.30
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	574.00

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	99%
VCAL Completion Rate	90%

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	44.0%
TAFE / VET	21.0%
Apprenticeship / Traineeship	12.0%
Deferred	7.0%
Employment	16.0%