

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



St. Francis Xavier College

Berwick, Officer and Beaconsfield



SCHOOL REGISTRATION NUMBER: 1766

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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 2017 (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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

4th May 2020

Governing Authority Report

2019 was a year of growth and consolidation for Catholic Education in the Diocese of Sale. A year where we truly embodied our commitment to solidarity and subsidiarity. As the first Diocese in Victoria to adopt a contemporary governance model, we are both leading and learning.

In its second year of operation, Diocese of Sale Catholic Education Limited (DOSCEL), continued to provide outstanding service and direction to Catholic primary and secondary schools across the Diocese, from Cranbourne and Narre Warren in the west, to Cowes and Wonthaggi in the south, right through to Orbost in the east.

Together with our schools, we faced a number of challenges in 2019. Unprecedented levels of population growth continued to increase the demand for high quality Catholic education in parts of our Diocese. Bushfires near Bunyip and Churchill damaged properties, threatened lives and caused short-term school closures, while a fire at St Catherine's Primary School in Berwick seriously damaged 12 learning areas, displacing hundreds of students. Each of these challenges was met with integrity and solidarity.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented and maintained, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from within the Catholic Education Office Sale, our highly-committed school leadership teams are able to maintain their focus on creating safe and welcoming learning environments where children can thrive.

We continue to prioritise the creation of educational opportunities for every student, to nurture them, and allow them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with and involve each member of our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected. I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2019. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our College Vision

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

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 PRINCIPLES

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 Diocese of Sale Catholic Education Ltd and supported by the Parishes of Berwick, Narre Warren, Pakenham, Iona / Maryknoll and Koo Wee Rup. The total College population in 2019 was 3195 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

There is no doubt that a lot has happened once again this year at St Francis Xavier College. As you read the pages that follow in the 2019 Annual Report, the richness of the experiences available to our students stands out.

2019 has been another year of excellence for the College:

Students have achieved highly and featured in the Premier's Awards, VCAA Top Acts and Top Design, attaining all-Australian selection in AFLW U/18, da Vinci challenge, SIS victories and records, casting in semi-professional musical theatre productions, state and regional sporting representation, community service and youth leadership roles through local Members of Parliament.

The list goes on and on, and these are but a few.

My reason for great pride would be the breadth of achievement which is a sign of a richly diverse student community.

Staff excellence has been apparent as well; not just in the way they have supported students to achieve excellence or simply to be able to access our programs and find a way to explore their own gifted, but also in the way they have supported students whose lives are complex, challenging or onerous.

And done so joyfully and generously.

Staff have been selected to present at significant conferences in Victoria, interstate and overseas as well, all because they are preeminent amongst their peers.

College practices and programs have been lauded or adapted for use in other schools within the diocese in areas of learning adjustment, child safety, risk management, cultural respect and leadership design.

Our new buildings have been nominated for excellence awards in architecture and there is a recognition of our success in managing to develop projects which incorporate the voices of students, staff and technical experts. Our collaborative approach is well respected.

We have successfully introduced a large number of changes to curriculum structure and delivery again using a very collaborative approach which incorporated student, parent, staff and diocesan authority voices.

The common thread in all of this is that excellence is a clear goal, but so is inclusion.

Everyone matters at this school.

That is why we have worked hard at encouraging participation by parents in our focus groups each term. Topics have included child safety, optimal forms of school-home communication and the role of parents within the Positive Learning Partnership model.

It is why the Pastoral Team supports students who find school life a challenge. We do this through one-on-one support for students, through our new Compass Program at the Beaconsfield Campus, through home visits and parent support, or through our Hands On Learning Program at both the Berwick and Officer Campuses.

It is why we do something as simple as ring home when students are absent without notification; because each moment matters as well.



Why we encourage student attendance and punctuality, or why we offer study venues in the LRCs at each campus after school each night, with extra support regularly available.

And why we encourage students to take an active role in progress meetings, by firstly attending and then participating. Why we ask teachers to assess promptly so that feedback can be timely.

Why we use OneNote to enable students to connect and communicate collaboratively with teachers and peers. To accept responsibility for their engagement in their learning program. To take ownership.

In this Annual Report you will see our achievements and how we have value added for the people who matter most: the students.

Vincent J Feeney

2019

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 Masses and celebration, House Masses and the Year 12 Graduation Mass;
- Year 11 and 12 Retreat programs;
- Mini-Vinnies programs
- Implementation of regular Campus 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;
- Rueben Centre Appeal fundraising;
- Staff First Friday Prayer Program;
- Implementation of the Revised Religious Education Curriculum “To live in Christ Jesus” for the Diocese of Sale;
- Staff Religious Education Professional Learning Day;
- Increased number of staff teaching RE;
- 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.
- Appointment of College Youth Minister to serve the College and St Michael’s Berwick and Our Lady Help of Christians, Narre Warren.

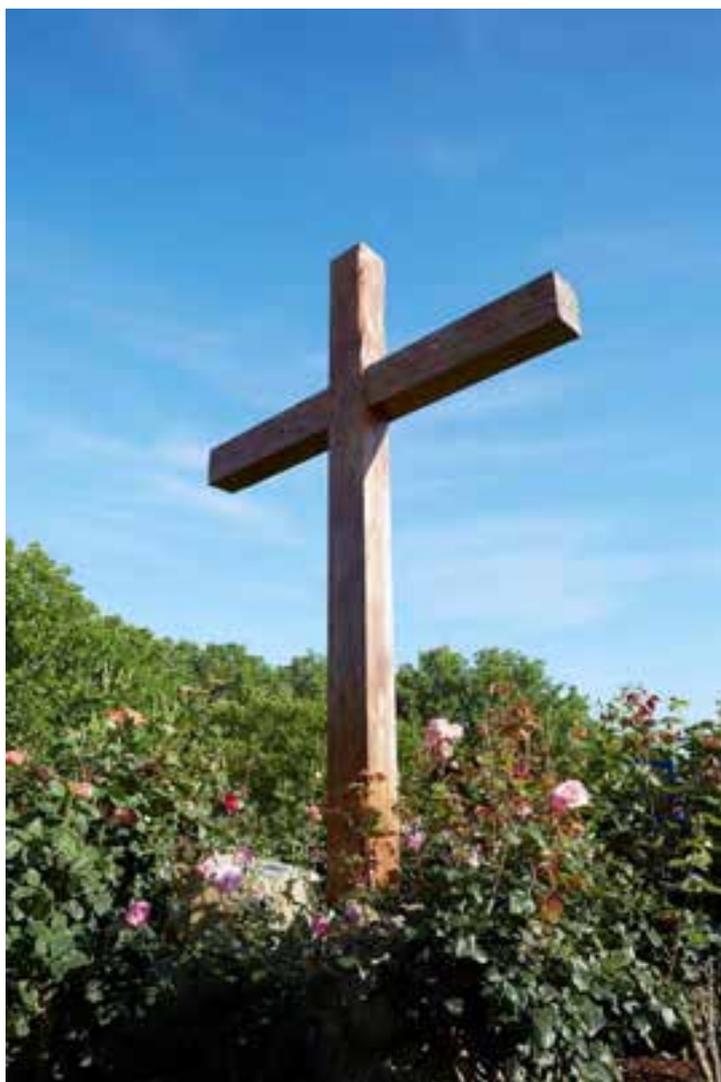


Value Added

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 2019, we achieved this by:

- Increasing dialogue with the students in regard to their choices in Religious Education units and involvement in liturgy;
- 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;
- House, Year Level and College Masses and liturgies;
- St. Francis Xavier Feast Day Masses with year level celebrations;
- Youth Ministry – City Experience;
- Year 10 Reflection Day, Year 11 and Year 12 Retreat programs and
- Year 12 Graduation Mass.



Learning and 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 achievements were made in relation to learning and teaching during 2019.

- Deeper implementation of College direction for offering a highly differentiated learning program especially through the use of rubrics for assessment and reporting and differentiated learning activities;
- Deepening of the College’s use of SIMON for online progressive reporting;
- Consolidation of Maths Pathways Program;
- Use of new music, drama and dance learning spaces at Officer Campus;

- Use of new general purpose flexible learning area building at Beaconsfield Campus;
- Use of redeveloped general purpose flexible learning areas at Berwick Campus;
- Planning for new general purpose flexible learning area building at Officer Campus;
- Planning for new arts/technology building at Beaconsfield Campus;
- Further development of VCAL curriculum;
- Engaging and purposeful dialogue between teachers through professional learning *Teaching Sprints*
- Further enhancement to the development of personal learning plans;
- Expanded application of positive education in the learning program;
- Completion of new College Curriculum, Assessment and Reporting and Student Achievement Policies;
- Application of *all teacher* professional learning relating to wellbeing, curriculum development and differentiation;



- Implementation of Learning Resource Centre Review outcomes
- Review of College Digital Technology Program
- Establishment of new literacy strategy
- Deeper implementation of numeracy strategy
- Implementation of Online Medical and Excursion System on PAM;
- Implementation of College Curriculum Review Outcomes including:
 - introduction of media arts and dance to Years 8 and 9
 - introduction of VCAL to Year 10
 - introduction of VCE Environmental Science and English Language
 - introduction of VET subjects for VCAL students

- introduction of Arabic and Spanish
- combined classes of Year 8 and 9 students for some subjects
- careers education curriculum enhancement and additional staff
- remodelled mathematics pathways implementation
- introduction of the Year 8 City experience
- introduction of Year 8 and 9 Extension Academies
- introduction of a Year 7 Instrumental Music program
- introduction of an inquiry and project-based learning program across Years 7 to 10
- introduction of a wellbeing lesson
- restructured timetables including more tuition time and increased frequency of lessons for the Beaconsfield Campus
- enhanced tuition time across the College
- more choice and flexibility for student learning programs
- more targeted learning adjustment programs
- more engaging Religious Education curriculum
- introduction of Hands on Learning at Officer Campus



Student Learning Outcomes

Student achievement remains the focus of the College and there are a number of pleasing results in terms of student learning outcomes from 2019.

VCE Results

VCE results were improved in a number of areas in 2019.

A summary of results is in the following table.

Summary of 2019 VCE Results

Median Study Score	29	
% of study scores over 40	6.1	<i>Highest College result for at least 5 years</i>
Dux ATAR	99.25	
% of ATARs over 90	8.9	<i>Highest College result for at least 15 years</i>
% of ATARs over 80	20.2	<i>Increase from 2018 and 4th highest College result in the last 15 years</i>
Median ATAR	62.65	<i>3rd year in a row this result has increased</i>

The level of 'value add' for VCE students was also pleasing. Staff continue to analyse VCE data to consider how the learning program can be enhanced and how learning activities can be improved.

The increase in the proportion of students achieving higher study scores and higher ATARs is reflective of the College's focus on differentiating the learning program.

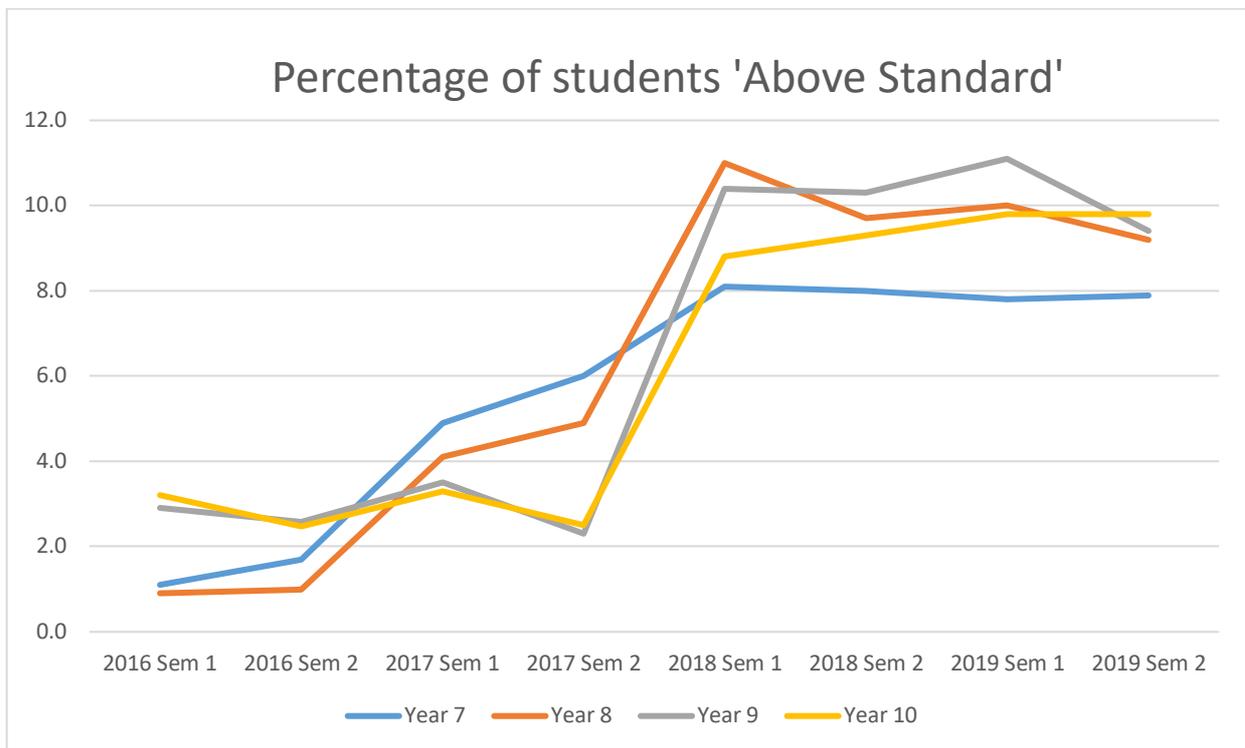


Years 7 to 10

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 has been aiming to address these two areas through its focus on differentiation. Phasing the very deliberate implementation of the College's framework for differentiation over four years has seen the significant improvement in learning outcomes seen in 2018 maintained in 2019.

In 2019 the proportion of students achieving *above standard* results was maintained. The College's Differentiation Framework and implementation plan was continued in 2019 and has seen the deepening of the outcomes in this important area. 8% - 10% of students (across Years 7 – 10) achieve *above standard* which is a significant increase from 0- 1% in 2016.

This trend is represented in the following graph.



NAPLAN – Literacy and Numeracy

The College places significant focus on developing student skill in the areas of numeracy and literacy. Pleasingly NAPLAN results remain very strong at the College. In 2019, 89% – 99% of students in Years 7 and 9 met the minimum standards set for literacy and numeracy. Achievement Levels for Year 9 students in the areas of writing, spelling and numeracy all increased in 2019 from the 2018 results.

In 2019 the College developed a system of student profiles to provide teachers with important information about students and their skill levels so that targeted teaching could be further developed.

The area of numeracy has continued to be a particular focus for the College. The trend across 2016 to 2019 highlights that:

- less students are achieving low levels of growth between Years 7 and 9
- more students are achieving high levels of growth between Years 7 and 9



The College has had a targeted approach to numeracy which includes:

- significantly differentiating the learning program
- teacher professional learning
- student engagement
- parent engagement

In 2019 the College established a literacy project team to develop and lead the implementation of a new strategy for literacy skill development. This strategy will focus on reading comprehension. In 2019 the team developed the strategy and implementation plan for 2020 and 2021. 2019 NAPLAN data highlighted that growth in reading skill, and levels of achievement in writing and spelling are areas of strength for the College. Students are performing above the state in writing and spelling, and growth in reading skills is high. The College will begin implementing its new strategy for literacy skill development in 2020.



Strategies for fostering high levels of learning outcomes

The following are a summary of the strategies used at the College to facilitate growth for all students:

- highly differentiated learning program
- documented learning progressions across all learning areas
- teachers knowing their students well and targeting teaching to their student's need
- evidence based teaching practice
- deliberate strategies for numeracy and maths education
- programs for enrichment and extension
- strong Learning Adjustment Program
- specific numeracy and literacy programs for students below standard
- analysis of evidence of student achievement
- teacher professional learning and coaching



College Community and 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.*

Goal: *That parent engagement is increased and parents experience opportunities to collaborate with staff in order to improve student wellbeing.*

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
- Further develop parent forums to support student learning

Achievements

We are committed to the ongoing practice of using an appreciative strengths lens to influence our relationships and sense of community at the College. We have continued to access the wisdom of Positive Psychology and Positive Education to promote a flourishing community where everyone's potential is maximised. This has been prioritised through the activities and operations of the College as well as through its systems and approaches. Our ongoing development of a culture of wellbeing is driven by the relationship between Catholic Identity and the care of the whole person alongside the development of personal wellbeing for each member of our community.

A cross-campus wellbeing strategic leadership team has been established to support a whole school approach to student wellbeing. This team has met regularly to provide clarity and direction to the three campuses and the wellbeing support teams as they work together to promote the wellbeing and engagement of all students. This has included the ongoing evaluation of programs and interventions to assist students with a variety of needs. These range from strategies that build community in everyday interactions to responding to complex social-emotional needs.

As the result of the direction of the wellbeing strategic leadership team, a working group was established to explore innovative and evidence-based ways to help students who require targeted or intensive support with their social-emotional and academic progress. In Semester Two, the Compass Program was piloted at the Beaconsfield Campus. The program aims to provide a differentiated learning environment and academic program which particularly targets the social, emotional, spiritual and academic needs of students who require individualised interventions. It aims to positively influence school attendance, academic performance, personal wellbeing and a sense of belonging and connectedness at school.



Putting into practice the Positive Learning Partnerships has continued to be positively influenced by the Berry Street Education Model. All staff have participated in next session of professional learning in this model which uses the wisdom of Trauma Informed Care and Positive Education to offer practical strategies for staff to support student achievement and promote success at school. The 2019 focus was on relationships. It accessed the wisdom of positive psychology in theory and practice relating to forming meaningful attachments, unconditional positive regard, empathy, active constructive feedback, and person versus process praise.

The new Wellbeing Curriculum was developed and launched in 2019. Every student now participates in a weekly Wellbeing lesson which aims to explicitly teach the skills that are known to boost wellbeing and impact positive learning outcomes. The curriculum and format for these lessons were discussed and reviewed as the experience of the first year unfolded so that improvements and developments could be responsive to the needs of students and increase positive impact in 2020.

Towards the end of 2019, staff and students were also given the opportunity to contribute to discussion about the many aspects of wellbeing that inform our College community. Surveys and discussion forums were used to gather data to inform future planning about the common language and approach of positive education and wellbeing at the College.



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

- developing an understanding of wellbeing and Positive Education by facilitating presentations and learning opportunities for staff and students
- facilitating strengths-based parenting evenings to support wellbeing
- promoting wellbeing learning activities which support the pastoral care of students and the Catholic Identity of the College
- exploring character strengths, mindfulness and positive emotions to enhance staff and student wellbeing
- developing a foundational understanding, that with a purposeful concentrated effort we can all develop greater wellbeing (that is, the skills of wellbeing can be taught just as the skills of basketball or English and Mathematics can be taught)
- raising awareness about suicide through a Suicide Awareness Program which communicates to students the ways to recognise a friend in need of support as well as how to get that support from an adult
- connecting the positive behaviours promoted by the College to the development of wellbeing through the model of Positive Learning Partnerships
- presenting child safety presentations to students



- promoting Benefit Mindset by hosting Ash Buchanan to work with Year 8 students and encouraging all staff and student to participate in a Benefit Mindset Challenge
- facilitating parent confidence and skill development by hosting a parent seminar 9 Ways to a Resilient Child delivered by Dr Justin Coulson.
- promoting the principles of Positive Education by supporting the professional development of key staff
- promoting activities and events to celebrate our College community, particularly during cultural diversity week

- developing suicide management plans for students at high risk and developing second tier support
- providing camps and retreats for students
- 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
- promoting the tenets of Positive Education (eg: gratitude, character strengths, optimism, grit, etc) in assemblies and student activities such as House Time
- researching data collection programs for Counselling team
- collaborating with the Catholic Identity team to ensure wellbeing initiatives support the spiritual growth of our community



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
- Year 9 Outdoor Education Experience Reflection Day
- Cantabile Liturgical Choir
- Youth Ministry and Mini-Vinnies
- Soup Van
- Fundraising (The Ruben Centre Appeal, Caritas Australia, St. Vincent de Paul Society, Trinity Families);
- 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 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;
- Musical Production – Footloose;
- 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
- Big Night Concert
- Chess
- Cross Country
- Debating
- Music
- Public Speaking
- Swimming
- Teen MasterChef
- Theatre Sports
- Weekly Interschool Sport;
- 100km Running Club;
- College based AFL umpiring academy and
- Rugby Team.



Student Satisfaction

Students are introduced to the College pastoral culture through the Care Group / House system. A culture of connection is fostered through shared experiences of various activities, House assemblies, fundraising, focus wellbeing days and wellbeing challenges.

Students have a variety of forums that invite their contribution to the review and planning of aspects of College operations. 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.

We continued measuring student satisfaction and personal wellbeing using the Assessing Wellbeing in Education (AWE) measure. In 2019, students identified the following aspects of school life as features that made our school a 'great place':

- Friends
- Teacher
- Facilities and Resources
- Support for students
- Welcome and positive interactions
- Learning opportunities



Student comments about the best aspect of our College included:

- *They have introduced more opportunities more students, subjects we are curious about and what we want to study as we become older preparing to learn about career pathways etc.*
- *Teachers are very kind and truly care about their students.*
- *Seeing people who are happy to see you.*
- *The majority of the students are nice and look out for each other.*
- *There is a lot of support and if you need help, there is always someone that can help you.*
- *Students have a variety of forums that invite their contribution to the review and planning of aspects of College operations. 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.*
- *One thing that makes my school a great place is that the teachers respect all the students and are always understanding and comforting in times of need. They are always willing to lend a helping hand and easily give off a friendly vibe.*
- *The teachers treat you like adults and understand and respect your feelings/opinions.*
- *Probably how lucky we are to have modern teaching in our classrooms and the large variety of different subjects that the school has to offer.*
- *The fact that my teachers have taken the time to get to know my style of learning and about me in general.*
- *The diversity and how accepting majority of the people are.*
- *That this school includes everyone, even people from different places and different religions*
- *Probably the sense of community. Whether this is our house, or care group, we always have a place that we belong. These spaces and people also encourage you in your work, while also becoming your friends along the way.*

In 2020, the College will look to improve its Student Wellbeing rating from 64.4 in 2019 to 66.4 in 2020.

Student Attendance

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 the 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 the Parent Access Module (PAM), via the SkoolBag app or by telephoning the college and should be made prior to the start of the school day.
- Attendance is recorded by class teachers each scheduled lesson of the day and at least twice a day (Morning and Afternoon) for excursions and other events which are a variation of the school day. This is recorded electronically in SIMON - Learning School Management Software.
- All absences are recorded in the SIMON - Learning School Management Software.
- 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 - Learning School Management Software 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, class attendance percentage and any reasons for absence.

Following Up Unexplained Student Absences

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

- Where an absence has not been explained an SMS Text, message is forwarded to the student's parents notifying them of the absence on the same day and requesting that they immediately contact the college. Parents can reply via phone or the SkoolBag 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.

Irregular attendance in the course of a given day

- In the event that a student is absent for a lesson, the teacher when marking the roll will check that the student has a reason for their absence. If no reason is provided and the student had previously been marked present, teachers will follow the Campus student alert process to engage support in ascertaining the whereabouts of the student.

Unexplained student absences of 5 days

- The Student Attendance Officers monitor the tally for students for the calendar year. When a student reaches 5 days with unexplained absences the parent or carer are called to a meeting with the Director of Students to discuss the matter and put a support plan in place.
- Student attendance is recorded on students' files and is accessible via PAM and published on the school report.
- If repeated absence is significantly hindering learning, teachers and or Heads of House will make contact to discuss support plans with parents or carers.
- When a student is absent for 5 explained consecutive days, Care Group teachers will make contact to check on the wellbeing of the student.

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 College 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 continues to be a priority.

The following are opportunities for parent engagement:

- Strength based parent evening;
- Year 12 Retreat Family Dinner;
- 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;
- Parent Focus Groups;
- College Musical;
- Performing Arts evenings;
- VCE Art and Technology Exhibition;
- Student Progress Meetings;
- House Athletics Carnival and
- 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.

In 2019 a new senior role was introduced into the College. The Deputy Principal Community Engagement role is to foster the development of positive parent and community partnerships as we know that they are a significant factor in student achievement and organisational health. The Deputy Principal Community Engagement promotes the importance of these relationships through acknowledging diversity in the community and building rich connections between the College and its communities.

One of the first achievements of the Deputy Principal Community Engagement was to establish a Parent Focus Group. The Parent Focus Group was established to facilitate parent input and perspective regarding key College issues such as communication, parenting strategies and positive learning partnerships. This group meets on a termly basis and provides valuable feedback for school improvement and builds College connectedness. Parents were invited to connect with Catholic School Parents Victoria and avail themselves of additional resources available to parents whose children are enrolled in Catholic schools. Parent resources are posted in the College newsletter and highlighted at Parent Information Evenings. The College hosted the CSPV Community Conversation event for parents of children in Catholic schools in the Diocese of Sale. Parents were invited to participate in a community conversation-style discussion about various topics in education.



During this session, CSPV gathered insight and feedback from parents who attended and contributed their perspective to CSPV advocacy research into various advocacy areas and parent leadership.

We are in partnership with nine Catholic Feeder Primary Schools. Principals 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 DOSCEL Complaints and Grievances Management 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. In 2020, the College will look to improve its Community Engagement rating from 69.4 in 2019 to 71.3 in 2020.



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, 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, this is part of our annual Child Safety training. The College has implemented 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'. Staff training includes all staff undertaking training in the Department of Education and Training mandatory reporting module.



The College has also implemented extensive Human Resources 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. These processes also extend to our contractors who are also inducted into our child protection processes and required to have WWCC.

At all senior meetings, College Executive, Leadership Team and Campus Leadership Team meetings, Child Protection matters are always included as an agenda item where analysis of how the College is continuing to meet its child protection obligations is discussed.

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.

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.

In 2018 a child-friendly, child safety policy was developed in a number of workshop sessions with student leaders from across the College. Student leaders from Year 9 met over a number of meetings to develop a child friendly version of the policy, ensuring that the language and key messages were accessible to all in our community. In groups students came up with two versions of the child friendly policy that were then developed into a draft that we could take for further feedback to leaders at the Senior Campus. The final workshop session was held with the Senior School Captains and Vice Captains to gain a perspective from senior students. The perspective of the senior students was invaluable in editing the language and ensuring that the child friendly policy also reflected issues of child protection relating to older students.

Both the junior and senior school leaders were briefed on how the child safe policy must incorporate the inclusion of vulnerable children as these children including Aboriginal and Torres Strait Islander children are the most at risk in terms of abuse. The child friendly child safety policy was launched to the College community at Campus assemblies and was sent to all in the community electronically.

Student Leaders have continued to be involved in consultation about our child protection program and in 2020, we plan to undertake a review of the Child Friendly Child Protection Policy.

The new Wellbeing program introduced in 2019 has incorporated key elements of our ongoing child protection program including how to raise concerns with key leaders at the College and how to support friends should they disclose child protection concerns.

Our risk management processes also ensure that appropriate arrangements are made to support vulnerable children undertaking incursions/excursions and College based events. All activities are planned to ensure that they are accessible ensuring that these activities can be accessed by all students.

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

“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

- Establishment of the College Game Plan for student achievement. The four plays are:
 - Catholic Identity: Orientating towards Christ
 - Differentiation: Enabling growth for all
 - Positive Learning Partnerships: Building stronger relationships
 - Wellbeing for Learning: Teaching the skills of wellbeing
- 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.
- Engaging Staff Retreat Day conducted to continue to celebrate and enhance our Catholic identity
- Strategic planning for 2020 College directions
- Review of College Position of Leadership structure and development of new model for 2020 – 2022 including the appointment and induction of those appointed to roles for 2020
- Review of the College’s IT, AV and eLearning functions

- Continued implementation of Emerging Leaders Program for those in their first three years of holding a position of leadership
- Introduction of a specific professional learning program for senior leaders
- Graduate and new teacher mentoring program;
- Further development of the College's coaching program
- Student leaders offered authentic opportunities to lead and develop their skills
- 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;
- Planning for future capital projects
- Overseeing the building of the Music, Drama and Dance building at Officer Campus
- Overseeing the building of the General-Purpose Flexible Learning Area building at Beaconsfield Campus
- Redevelopment of a number of general-purpose classrooms at Berwick 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
- Effective implementation of the Annual Review Meeting process for all teachers;
- Continued development of the College's approach to occupational health and safety
- Further expansion of the College's risk management human resources to manage compliance



Expenditure and Teacher Participation In Professional Learning

Description of PL Undertaken In 2019

- Accreditation to Teach in a Catholic school
- Accreditation to Teach Religious Education
- Anaphylaxis Management
- Assessment and reporting
- Asthma Management
- Careers education
- Child Safety Standards training
- Classroom pedagogy
- Clinical Teaching
- Coaching for student achievement
- Counselling skills
- Developing and differentiating the curriculum
- Differentiation – learning progressions, assessment and reporting
- eLearning
- Human resources training
- Inclusive education
- Leadership conferences
- Leadership networks
- Learning adjustment
- Learning area specific VCE professional learning
- Learning space application
- Literacy education
- Mission
- NAPLAN
- NCCD implementation
- New staff induction
- Numeracy education
- Office 365 training
- Online progressive reporting
- Operations Team training
- PL relating to individual Learning Areas
- Personal Learning Plans
- Positive Education
- Professional learning team
- New arrivals and refugee students
- Senior leadership professional learning
- SIMON – Learning Management System

- Staff communication
- Student attendance
- Student behaviour tracking
- Student wellbeing including Berry Street Program
- 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	260 Teachers
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$890.00

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.

The professional learning program in 2019 included the introduction of Teaching Sprints. These collaborative sessions saw teachers reflect on their practice, research and student data to further the College's ambition for a highly differentiated learning program which enables growth for all.

School improvement is a shared responsibility and teachers express a continuing desire to focus on improving the quality of teaching experienced by students. The Organisational Climate indicator increased in 2019. In 2020, the College will look to improve its Organizational Climate rating from 61.5 in 2019 to 63.0 in 2020. The College will also look to improve its Teaching Climate rating from 62.1 in 2019 to 64.4 in 2020.



Staff also commented on the extensive consultation that took place in the development of a new model of Positions of Leadership. The new model of leadership aims to better support the College's Learning program built on the College Game Plan. This Game Plan introduced at the start of 2019 defines the four major focuses for the College in support of Student Achievement.

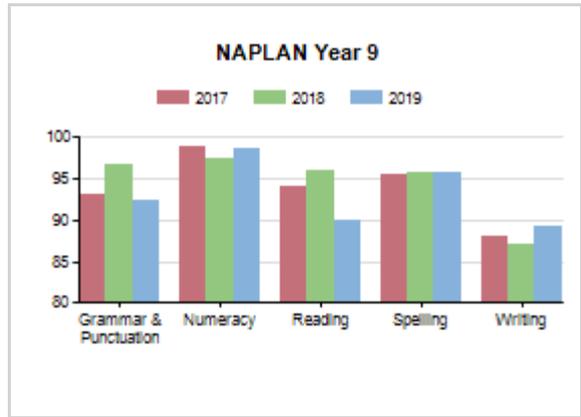
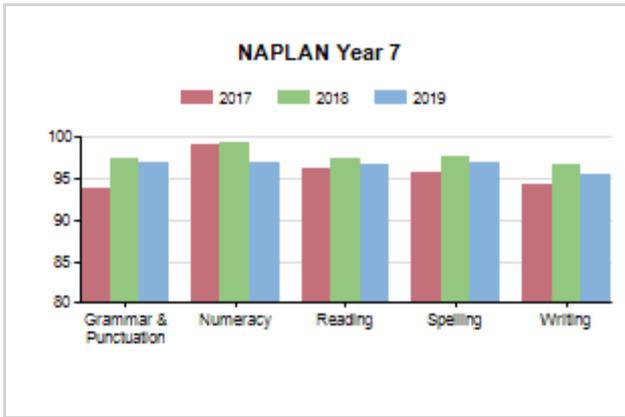


The focus of teachers will in 2020 again be on the *Four Plays* of the *College Game Plan*. The College strives to deepen the alignment of these *Plays* with all areas of College function including leadership positions and forums for collaboration.

School Performance Data Summary

E4031
St Francis Xavier College, Beaconsfield

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	93.8	97.5	3.7	96.8	-0.7
YR 07 Numeracy	99.0	99.3	0.3	96.9	-2.4
YR 07 Reading	96.2	97.4	1.2	96.6	-0.8
YR 07 Spelling	95.8	97.7	1.9	97.0	-0.7
YR 07 Writing	94.2	96.6	2.4	95.5	-1.1
YR 09 Grammar & Punctuation	93.1	96.6	3.5	92.4	-4.1
YR 09 Numeracy	98.9	97.3	-1.6	98.5	1.2
YR 09 Reading	94.1	96.0	1.9	90.0	-6.0
YR 09 Spelling	95.5	95.6	0.1	95.8	0.2
YR 09 Writing	88.0	87.0	-1.0	89.2	2.2



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	85.0%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	91.5
Y08	89.9
Y09	88.6
Y10	85.6
Overall average attendance	88.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.3%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	83.0%

TEACHER QUALIFICATIONS	
Doctorate	0.8%
Masters	29.7%
Graduate	24.8%
Graduate Certificate	6.8%
Bachelor Degree	76.7%
Advanced Diploma	6.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	8
Teaching Staff (Headcount)	298
Teaching Staff (FTE)	277.7
Non-Teaching Staff (Headcount)	206
Non-Teaching Staff (FTE)	186.3
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.6
Year 9 Numeracy	573.4
Year 9 Reading	580.4
Year 9 Spelling	581.8
Year 9 Writing	560.2

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	99%
VCAL Completion Rate	89%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	47.0%
TAFE / VET	18.0%
Apprenticeship / Traineeship	6.0%
Deferred	8.0%
Employment	17.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	4.0%

Note: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au