



St Francis Xavier College

Berwick, Officer & Beaconsfield

2020

Annual Report to the School Community



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Contact Details

ADDRESS	4 Beaconsfield Avenue Berwick, Officer & Beaconsfield VIC 3807
PRINCIPAL	Vin Feeney
GOVERNING AUTHORITY	Diocese of Sale Catholic Education Ltd. Maria Kirkwood, Chief Executive Officer
SCHOOL ADVISORY COMMITTEE CHAIR	
TELEPHONE	03 9707 3111
EMAIL	principal@sfx.vic.edu.au
WEBSITE	www.sfx.vic.edu.au
E NUMBER	E4031

Minimum Standards Attestation

I, Vin 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 2020 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.

21/05/2021

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

Governing Authority Report

2020 was a year unlike any other that we have experienced.

In its third year of operation, Diocese of Sale Catholic Education Limited (DOSCEL) was challenged to provide timely advice, service and direction to Catholic primary and secondary schools across the Diocese, in both metropolitan and regional areas, throughout a prolonged period of rapidly changing circumstances.

The events of the year were as momentous in the Diocese of Sale as anywhere in Australia. The region was affected by fierce bushfires and drought, which put significant strain on families and communities. We farewelled Bishop Patrick O'Regan, and eventually welcomed our new Bishop, Greg Bennet. Our schools, offices, and churches faced the additional challenge of dealing with the COVID-19 pandemic, including extended periods of lock-down.

The resilience shown by our professional and local communities has been extraordinary. Schools successfully adapted to a new, remote style of learning and teaching faster than anyone would have thought possible. Throughout all the disruption and social distancing, we kept faith in each other, and ensured that our colleagues, students, and their families were encouraged and supported.

As an organisation, we maintained our focus on developing and maintaining rigorous reporting and accountability structures, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or online.

We continue to prioritise the provision of educational opportunities for every student, to nurture them, and enable 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 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 2020. 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 College 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 2020 was 3301 students 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

Well, you don't need me to tell you that this has been a year like no other in our collective living memory.

Clearly many things have been lost because of COVID-19, especially loved ones, and we pray for those we know who have not survived the virus. And for those whose health has been compromised.

But, this pandemic has also been an opportunity for us to deeply appreciate the reality that the educational growth of any young person is as a consequence of a 3-way partnership; the individual, their family and their school.

Never in my 40+ years in Catholic Education has this been more apparent. I want to pay tribute to all families for the heroic and stoic efforts you have made to help your daughters and sons to stay the course, stay on course and grow in their learning this year.

And to their teachers and classroom support staff for the way they have remained focussed on keeping the learning connection, the sense of belonging, the connectedness to school alive and well despite the separation.

Apart in reality, together in spirit.

I want to also honour the students for their perseverance and grit. Staying on track when quietly disappearing would have been so easy to do.

And for the parents, teachers and leaders who called them back reminding us always of the parable of the Good Shepherd (John 10:11-16).

Particularly I want to thank the student leaders who never conceded that this was a wasted year in which they could not lead and serve their communities; leaders who built connections, called students together, showed optimism, courage and zest while demonstrating every time why they were chosen by their peers and staff.

One of the gifts, even if accepted through gritted teeth, is that this year presented a series of learning moments perfectly designed to prepare young people for classic 21st century challenges. The adaptability, creative group problem-solving, communication skills and resilience that parents, students and staff had countless opportunities to develop further will make us all better able to thrive in the most turbulent of times which we may encounter.

We can all have been made stronger by facing the challenges of 2020.

But only because we never had to face them alone.

The collective energies of family, friends and school all added to our own inner resources to make not just survival but flourishing a possibility this year.

And for that we are grateful. In that we see the blessings of our God. In that we see how we have been the hands and heart of God.

Our 2020 motto has been achieved in real life despite our separation. That is success.

Vincent J Feeney

Principal

Catholic Identity and Religious Education

Goals & Intended Outcomes

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

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

The following major achievements were made in relation to Catholic Identity and Religious Education during 2020. Many planned activities were unable to be completed due to COVID-19 restrictions.

- College Major events: Affected by COVID — prayers and celebrations held online for Easter, Year 12 Graduation.
- Year 12 Retreat Day programs.
- 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 — class tasks only.
- 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.
- Jesuit Social Services 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 — online units.

- Increased number of staff teaching Religious Education.
- Increased numbers of staff in accreditation to teach Religious Education in a Catholic School — Gaining and Maintaining.
- Staff undertaking accreditation to teach in a Catholic School — Gaining and maintaining.
- Appointment of College Youth Minister to serve the College, St Michael's Berwick and Our Lady Help of Christians, Narre Warren.
- More students appointed as liturgy and justice captains to widen opportunities for participation in faith life of the College.
- Mass text sent to parents for the weekend prayer celebrations.

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. Many planned activities were unable to be completed due to COVID-19 Restrictions, however we adapted and engaged with students in different ways.

In 2020, 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.
- Using Microsoft Teams to bring students together to pray, to plan fundraisers like Vinnies and charity events.

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 of the role of ministry in the lives of young Catholics.
- Online liturgies — filmed and shared with the school community.
- Graduation liturgies.

- Year 12 Retreat day programs and
- St Francis Xavier Feast Day Liturgy — filmed and produced and shared with the school community.

Learning and Teaching

Goals & Intended Outcomes

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

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 2020. Many planned activities were unable to be completed due to COVID-19 Restrictions.

The College continued to deepen its implementation of College direction for offering a highly differentiated learning program. The College's framework for differentiation includes:

1. Teachers knowing their students
2. Students knowing themselves as learners
3. Communicating learning progressions at multiple levels
4. Providing students with the opportunity to demonstrate their learning at different levels
5. Facilitating learning activities which meet each student where they are at and suitably challenge and support them

The main areas of focus for differentiation include:

- Differentiated assessment
- Differentiated learning activities
- Literacy
- Culturally and linguistically diverse learners
- Digital learning
- Gifted learners
- Learning adjustment
- Learning analytics
- Numeracy

Remote Learning

The College's Remote Learning Program was successful. Our success criteria were:

1. Students participate in a remote learning program which:

- maintains student safety
- facilitates student engagement
- supports student wellbeing
- facilitates student achievement
- continues to build expert teacher practice
- continues to realise the College Game Plan
- fosters a culture of collaboration

2. College operations continue

Over the period of Remote Learning we reviewed evidence relating to each of the criteria.

Learning Leaders Middle Leaders

The College's new model for middle leadership is being implemented this year. It is pleasing that staff appointed to the positions are being effective already. The following list details the learning and teaching related roles and the area of influence that these leaders had during remote learning.

- Director of Digital Technology: led the College's Digital Technology Program including infrastructure, support and training.
- Director of Learning Adjustment: led the College's Learning Adjustment Team in supporting students with disability.
- Directors of Learning Culture: led the team of middle leaders.
- Differentiated Assessment Leaders: supported staff with online assessment.
- Differentiated Learning Activities Leaders: promoted strategies for differentiated learning activities.

- Culturally and Linguistically Diverse (CALD) Learners Leaders: built teacher capacity in supporting CALD students.
- Campus Curriculum Managers: ensured course documentation is ready for the school review.
- Digital Learning Leaders: supported staff with the use of the various digital technologies which facilitated the Remote Learning Program.
- Gifted Learners Leaders: offered strategies to teachers in relation to supporting students who have particular gifts and talents.
- Learning Adjustment Leaders: led teachers and Learning Support Officers in ensuring that the learning program was adjusted to provide an inclusive education for all students.
- Learning Analytics Leaders: reviewed data regarding student achievement to assist teams of staff to monitor student progress.
- Literacy Leaders: developed the College's strategy for enhancing student skill in reading
- Numeracy Leaders: supported maths teachers with realising the College's approach to teaching maths.
- Pathways and Programs Leaders: reviewed student progress and completion of weekly remote learning tasks.
- VCAA Coordinators: facilitated the process for online Year 12 assessment tasks.
- VCAL Leader: supported the further development of the VCAL Program and monitored the progress of VCAL students.
- VCAL Curriculum Leaders: planned further developments of the VCAL curriculum.
- Following the introduction of College and Campus wide video conferences for question and answer (Q and A) forums, many of the learning leaders facilitated Q and A forums relating to their area of leadership.

Other successes

- Use of video conferencing for engagement with parents.
- Efficiency of meetings.
- Clear focus on high priorities for learning and teaching including learning adjustment.
- Weekly tasks submitted by students and monitoring of student completion data.
- The College developed a 'program for the week' type program, as opposed to 'lesson by lesson' program, and we believe that this benefited student learning and staff wellbeing.

Reform matters

The Remote Learning Period caused significant disruption, however, it has also offered the opportunity to consider how some positive elements of the experience can be continued or further embraced in the future. A number of areas are being considered.

The College was very intentional with its goals when students returned to on-site learning. The goals were:

- Positive emotions - creating a mindset of hope, gratitude and optimism.
- Engagement - evaluating student progress, re-establishing routines and differentiating future.
- Relationships - Embracing Positive Learning Partnerships reconnecting with the school.

- Meaning - identifying and building upon strengths gained during 2020.
- Achievement - enabling student achievement and encouraging pride in this achievement.
- Health - fostering physical and psychological safety.
- Spirituality - College 2020 theme: "Be the hands and heart of God".

Other achievements in the area of learning and teaching for 2020 include:

- Deepening of the College's use of SIMON for online progressive reporting.
- Consolidation of Maths Pathways Program.
- 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.
- Application of all teacher professional learning relating to wellbeing, curriculum development and differentiation.
- Deeper establishment of new literacy strategy.
- Deeper implementation of numeracy strategy.

The College aimed to move its Teaching Climate rating from 65.4 in 2020 to 67.7 in 2021.

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 2020.

VCE Results

VCE results continued to trend in a positive direction in 2020. Achievement of students at the high end of results either remained high or continued to grow. This is most evident in the % of study scores over 40 and in the % of ATARs over 80 and 90.

Summary of 2020 VCE Results

- Median Study Score - 29
- % of study scores over 40 - 5.9
- Dux ATAR - 98.65
- % of ATARs over 90 - 7.4
- % of ATARs over 80 - 21.8
- Median ATAR - 64.35

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 ATAR's is reflective of the College's focus on differentiating the learning program where each student is challenged and supported.

Literacy and Numeracy Outcomes

The College continues to focus on the key areas of literacy and numeracy. Given the absence of NAPLAN Testing due to COVID-19 the College used class achievement data in the area of reading and numeracy to review student achievement. This data will continue to be evaluated into 2021 as students return to onsite learning more consistently and the learning outcomes from 2020 are clearer.

Remote Learning Outcomes

Throughout 2020 the College monitored student engagement and work completion during Remote Learning. This data was reviewed weekly and interventions were put in place to support the ongoing achievement of students.

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

MEDIAN NAPLAN RESULTS FOR YEAR 9

*

[Year 9 Grammar & Punctuation](#)

[Year 9 Numeracy](#)

[Year 9 Reading](#)

[Year 9 Spelling](#)

[Year 9 Writing](#)

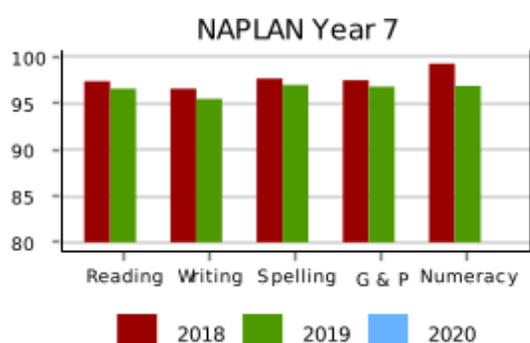
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	97.5	96.8	-0.7		
YR 07 Numeracy	99.3	96.9	-2.4		
YR 07 Reading	97.4	96.6	-0.8		
YR 07 Spelling	97.7	97.0	-0.7		
YR 07 Writing	96.6	95.5	-1.1		
YR 09 Grammar & Punctuation	96.6	92.4	-4.2		
YR 09 Numeracy	97.3	98.5	1.2		
YR 09 Reading	96.0	90.0	-6.0		
YR 09 Spelling	95.6	95.8	0.2		
YR 09 Writing	87.0	89.2	2.2		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



College Community and Student Wellbeing

Goals & Intended Outcomes

"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)

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 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 supports a whole school approach to supporting student wellbeing.

The Compass 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 the 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 2020 focus was on stamina and engagement. It accessed the wisdom of positive psychology and practice in relation to building resilience and promoting engagement.

The new Wellbeing Curriculum was modified to address the context of remote learning so that students had the opportunity to build resiliency skills for the covid-19 context.

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

Note: Many planned activities were unable to be completed due to COVID-19 Restrictions.

- Developing an understanding of wellbeing and Positive Education by facilitating presentations and learning opportunities for staff and students.
- Facilitating online 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 help-seeking behaviours through a wellbeing 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 (through a challenge).
- Facilitating parent confidence and skill development by sharing School TV resources.
- Promoting the principles of Positive Education by supporting the professional development of key staff.
- Developing suicide management plans for students at high risk and developing second tier support.
- 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 the Counselling team.
- Collaborating with the Catholic Identity team to ensure wellbeing initiatives support the spiritual growth of our community.
- Sharing a daily wellbeing message during remote learning (wellbeing tips, prayer and positive primers).
- Communicating College expectations and frameworks for a remote learning environment.
- Accessing the science of wellbeing to inform return to school student support plans.
- Facilitating online covid-19 related staff wellbeing learning.
- Facilitating a fortnightly student wellbeing and safety check survey.

- Sharing resources on online safety, consent and relationships with the parent and student community.
- College email signatures were updated to promote help-seeking behaviours in students.
- The Counselling service created a tele-health model to service student wellbeing sessions during remote learning.

The College aimed to move its Community Engagement Target from 72.1 in 2020 to 73.2 in 2021.

VALUE ADDED

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

Many planned activities were unable to be completed due to COVID-19 Restrictions.

- Access to online masses, liturgies and prayers.
- Year 12 Retreat.
- Cantabile Liturgical Choir.
- Youth Ministry and Mini-Vinnies.
- Fundraising (The Ruben Centre Appeal, Caritas Australia, St. Vincent de Paul Society, Trinity Families).
- Student Leadership Program.
- Benefit Mindset Challenge.
- Wellbeing curriculum.
- Year 12 Valedictory (online).
- Geography Competition (online where available).
- Science Competition (online where available).
- Subject support classes (online where available).
- Study Skills Seminars (online where available).
- Instrumental Music Program (online where available).
- Music Ensembles (online where available).

Southern Independent Schools Sporting & Cultural Competitions:

- Chess (online where available).
- Debating (online where available).
- Music (online where available).
- Public Speaking (online where available).

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 2020, students identified the following aspects of school life as features that made our school a 'great place':

- Friends
- Teacher
- Facilities and Resources
- Learning opportunities
- Welcome and supportive
- Cultural Diversity
- Sense of community

Student comments about the best aspect of our College included:

- Teachers care about student growth
- Everyone wants to help students do their best
- There is a supportive network of friends
- There is energy and positivity in the community
- People look out for each other
- Teachers care about students in all aspects of their life and wellbeing
- Everyone is accepted and appreciated
- Teachers build good relationships with students
- Inclusion

The College aims to move its Student Wellbeing target from 72.8 in 2020 to 74.4 in 2021.

STUDENT 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.
- During on site learning: 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.
- During remote learning: Student attendance and engagement was monitored via a daily check-in and via completion of weekly tasks
- All absences are recorded in 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 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.

YEARS 9 – 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	84.2%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	93.9%
Y08	90.8%
Y09	91.4%
Y10	87.2%
Overall average attendance	90.8%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	99.0%
VCAL Completion Rate	88.0%

POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	46.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	6.0%
Deferred	19.0%
Employment	15.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

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. Many planned activities were unable to be completed due to COVID-19 Restrictions.

Promoting the home-school partnership continues to be a priority.

The following are opportunities for parent engagement:

- Strength based parent evening; (online)
- Subject Selection Meetings (online)
- Subject Selection Information evenings (online)
- Presentation Night (online)
- Maths Information evenings(online)
- Prospective Student Parent Information Evening; (online)
- Differentiation Information evenings; (online)
- Curriculum Review Surveys;
- Parent Focus Groups; (online)

- Performing Arts evenings; (online)
- VCE Art and Technology Exhibition; (online)
- Student Progress Meetings; (online)
- Program Support Group Meetings. (online)

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 Director of 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 Director of Community Engagement promotes the importance of these relationships through acknowledging diversity in the community and building rich connections between the College and its communities.

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 communications 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 2021, the College will look to improve its Community Engagement rating from 72.1 in 2020 to 73.2 in 2021.

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, Resources Committee, 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 procedures for Contractors and visitors to the College and has communicated these policies and procedures to all in the St. Francis Xavier Community.

As part of the 2020 College School Improvement Review, student leaders from across the College were interviewed about specific aspects of the Child Protection program. Students at both the junior and senior levels were able to identify how policies of the College create a safe environment for students. They spoke about the different educational programs that are built into the wellbeing curriculum including the specific child safety training that is delivered to students throughout the year. Students were able to identify who they could speak to in reference to child safety concerns for themselves or their friends including the process in order to seek support. Students spoke about the inclusive nature of the child protection and wellbeing programs and how they are always listened to and supported by the teachers and well-being leaders of the College. The students also commented that this support was also made available to students online or by telephone during the COVID-19 lock down.

Student Leaders will continue to be involved in consultation about our child protection program and in 2021, 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.

In 2020, the College adapted its Child Safe practices for an online learning environment and promoted messaging specific to child safety during remote learning. An online platform was developed to share staff resources specific to maintaining a child safe environment in an online context. Remote learning practices were developed with child safety risk assessment completed and risk mitigation strategies in place.

In collaboration with the Wellbeing team, a fortnightly child safety and wellbeing student survey was facilitated. This survey was targeted at identifying risk and concern relating to child abuse (including domestic violence) as well as risk and concern relation to family resources or student

wellbeing. This survey gave staff further information from students and invited students to share concerns and seek adult support. The Counselling Team, Pastoral Team and House Leaders worked collaboratively to reach out to students who required targeted support during remote learning as well as to provide regular check-ins for students requiring that support.

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

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

Achievements

The College continued to offer clarity in terms of its direction through the use 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

The most significant area of focus for College leadership in 2020 was responding to COVID-19. The College established a COVID-19 response team who worked collaboratively to address matters relating to OH&S, wellbeing, human resources, facilities, Remote Learning and working from home. The College is proud of the way in which all staff worked professionally, flexibly and with such great commitment to ensure the provision of learning continuity, and continued employment safely throughout 2020.

- Intentional practices to build an even stronger culture of collaboration among staff.
- Student leaders offered authentic opportunities to lead and develop their skills.
- 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.

- Implementation of the College Position of Leadership structure for 2020 - 2022 including further induction and coaching for staff appointed to roles
- Implementation of the outcomes of the College's IT, AV and eLearning functions.
- Graduate and new teacher mentoring program.
- 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 including Art/Technology building for Beaconsfield Campus, General Purpose Flexible Learning Area and new entrance for Berwick Campus and a new uniform shop at Beaconsfield Campus.
- Overseeing the building of the Flexible Learning Area building at Officer Campus.
- Overseeing the construction of roofs to cover new synthetic courts at Officer and Beaconsfield Campuses for outdoor Health and PE classes.
- Further redevelopment of a number of general-purpose classrooms at Berwick Campus.
- Ongoing internal professional learning opportunities for all staff, with an emphasis upon curriculum, leadership, spiritual and contemporary issues for students.
- Continued development of the College's approach to occupational health and safety.
- Developing an enhanced ARM and professional learning and development process for non-teaching staff.
- Further expansion of the College's risk management human resources to manage compliance.
- Strategic planning for 2021 College directions.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Description of Professional Learning Undertaken In 2020

- Accreditation to Teach in a Catholic school
- Accreditation to Teach Religious Education
- Anaphylaxis Management
- Assessment and reporting
- Asthma Management
- Careers education
- Catholic Identity
- Child Safety Standards training
- Classroom pedagogy
- Clinical teaching

- Coaching for student achievement
- College culture
- Counselling skills
- COVID-19 Compliance
- Culturally and linguistically diverse learners
- Developing and differentiating the curriculum
- Differentiation — learning progressions, assessment and reporting, learning activities
- Digital learning
- English as an Additional Language
- eLearning
- Gifted learners
- Human resources training
- Inclusive education
- Leadership
- Learning adjustment
- Learning analytics
- Learning area specific VCE professional learning
- Learning space application
- Literacy education
- Maths Pathway
- NAPLAN
- NCCD implementation
- New arrivals and refugee students
- New staff induction
- Numeracy education
- Office 365 training
- Online progressive reporting
- Operations Team training
- PAT Testing
- PL relating to individual Learning Areas
- Personal Learning Plans
- Positive education
- Professional learning team

<ul style="list-style-type: none"> • Remote Learning • Senior leadership professional learning • SIMON — Learning Management System • Staff communication • STILE software • Student attendance • Student behaviour tracking • Student wellbeing including Berry Street Program • Students with learning needs • Various VCE workshops/information sessions • VCAA compliance • VCAL curriculum • VCE data analysis • VET specific professional learning • Victorian F-10 Curriculum 	
Number of teachers who participated in PL in 2020	295
Average expenditure per teacher for PL	\$681

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.

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 2020 from 61.5 to 66.9 and the Teaching Climate indicator increased from 62.1 to 65.4. These results indicate that staff felt well-supported by the College leadership throughout the Remote Learning period. In 2021, the College will look to improve its Organizational Climate rating from 66.9 in 2020 to 68.3 in 2020. The College will also look to improve its Teaching Climate rating from 65.4 in 2020 to 67.7 in 2020.

All indicators from the Insight SRC Survey suggest a high degree of satisfaction from our parents in 2020. 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 2021, the College will look to improve its Community Engagement rating from 72.1

in 2020 to 73.2 in 2021. Students too were very appreciative of their teacher efforts in 2020 as demonstrated in the growth in teacher relationships, engagement in learning and teaching and learning measures in the survey. The student wellbeing indicator increased from 64.4 to 78.8 with students ranking their teachers in the top 25% of all Victorian Secondary Schools.

The focus of teachers in 2021 will 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. In 2021, we hope that we will be able to continue with the extensive professional learning program to support the development of teacher professional practice that was reduced due to the COVID-19 lock down.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.9%
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TEACHER QUALIFICATIONS

Doctorate	0.8%
Masters	29.7%
Graduate	23.2%
Graduate Certificate	6.8%
Bachelor Degree	75.3%
Advanced Diploma	5.3%
No Qualifications Listed	0.4%

STAFF COMPOSITION	
Principal Class (Headcount)	8.0
Teaching Staff (Headcount)	309.0
Teaching Staff (FTE)	288.8
Non-Teaching Staff (Headcount)	202.0
Non-Teaching Staff (FTE)	176.8
Indigenous Teaching Staff (Headcount)	0.0