



# St Francis Xavier College Beaconsfield

2021

## Annual Report to the School Community



Registered School Number: 1766

# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Governing Authority Report .....3

Our College Vision .....4

College Overview .....5

Principal’s Report .....6

Catholic Identity and Religious Education .....9

Learning and Teaching .....12

College Community and Student Wellbeing .....18

Child Safe Standards .....27

Leadership .....29

## Contact Details

|                     |  |
|---------------------|--|
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## Minimum Standards Attestation

I, Vincent 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 2021 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 Schools.

18/03/2022

**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](http://www.acnc.gov.au)

## Governing Authority Report

As we entered with hope into 2021 we were again confronted by the impact of COVID-19. The experience of 2020 went some way to enabling us to positively address the challenges that this presented. Again, the strength of our staff, students and their families is to be commended as we moved into the second year of this pandemic.

Diocese of Sale Catholic Education Limited (DOSCEL), now in its fourth year of operation, continued to work tirelessly to ensure our schools and faith communities thrived through this challenging time.

Our school communities and the DOSCEL Secretariat continued their strong focus on ensuring high quality outcomes for the students and worked to maintain a safe and supportive learning environment. The resilience shown by DOSCEL staff, parish priests, students, parents and guardians over the past year has been extraordinary. Schools have fully embraced the way of working and learning within this remote environment, ensuring colleagues, students and their families were encouraged and supported, giving witness to our Catholic faith.

Investment in school staff and their leadership teams is of the utmost importance. We continue to collaborate with and involve all members of our school communities in the pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

The focus on expert learning and teaching in support of the full implementation of the Victorian Curriculum and the Diocesan Religious Education Curriculum, *To Live in Christ Jesus*, allows our teachers and school leaders to provide educational opportunities for every student to grow, to be nurtured, to enable them to encounter God and to develop a knowledge of the Catholic faith and tradition.

Developing and maintaining rigorous reporting and accountability structures that comply with our regulatory requirements is a core focus of our organisation. 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 remotely.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese and commend the commitment of our staff and leadership teams in nurturing and empowering the children in our care to grow into independent adults with faith in their future.

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 2021 was 3321 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.**

- 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 an old Chinese saying, may you live in interesting times.

After 2020 most of us would agree that we've had enough of interesting times.

But, as challenging as these two years have been, they have not been wasted or seen us go backwards.

I wish you could see into the minds of student leaders of 2021 as well as those nominating for 2022. Such holders of hope, such beacons of light for our community as they strive to apply their creative, solution-focused minds to raising us all up.

They are a powerful sign of what good can come from difficult times when you see the way they work to support their peers. Or the way they contribute such smart ideas to keep us connected or commit to maintaining a focus on not only their learning growth, but the growth of others as well.

Whenever Heads of Campus or Catholic Identity Leaders, to name two, have sat with students we have seen the special way they are able to be future oriented, faith-filled and hope-inspired.

In short, they are revealing themselves to be the smart adaptors a-la-Darwinism.

They are ploughing on.

Whilst there have been some hits to collective resilience for many, they have shown the efficacy of perseverance and grit to their peers.

What a gift they are!

The catch cry of social justice has long been, think global, act local. 2021 has been the year for not just students to act local. That is, build community one action at a time by reaching out to those around themselves.

But, staff have done it too.

Families and students will know of the countless times staff have reached out to check in on students. I am grateful for the depth and excellence of their commitment.

Meanwhile, despite the lockdowns and its impact on the construction industry we have completed one project at Officer Campus, started two others at Beaconsfield as well as Berwick.

St Francis Xavier College is well on the way to a radical transformation one building at a time in a process which is planned out over the next 10 years or so. Next year will see two major works undertaken, but more on that closer to the time....

The revamped sports uniform has gone through an exhaustive process of consultation with parents, students and staff and will represent a stunning refresh in terms of comfort, appearance and practicality. All the while maintaining a sensitive approach to pricing.

The Catholic Identity team has work hard to maintain access to moments of prayer and reflector our community and they and our parish priests have really missed the opportunities to gather in prayerful communities. I have appreciated their work in keeping us all connected through creative approaches to liturgy in the lockdown era.

The Wellbeing team has made itself readily accessible through the necessary adaptation required to provide services and supports to our students ensuring that no-one need feel that help is not available.

Much has been lost to COVID. There can be no sugar coating that reality. But the adaptations that all in the community have created have ensured that this year has still been a blessing.

A blessing through creativity, connection, hope and perseverance.

Learning has still happened. Our NAPLAN results improved despite the challenges. Excellence has still been achieved despite the change in learning environments and rhythms. Staff leaders of learning have found a way to support teachers, inspire students and ensure that we have all had a chance to really make something of our year.

I know that we have thrived still in 2021 because of the work of so many; students, staff and parents.

And so, to finish, I wish to pay tribute to the work of parents who have had, in many cases, to balance their own working from home demands with encouraging and supervising their daughters and sons negotiating the strange new learning environment.

My gratitude to all parents, guardians and carers who have laboured in love with or without good internet connections to give our students every chance of success this year.

Thank you and congratulations.

We have all more than survived. We have thrived because we have been prepared to adapt and persevere. Together.

These are the building blocks of future success.

The unexpected gift of 2021.

Vincent J Feeney

## Catholic Identity and Religious Education

### Goals & Intended Outcomes

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

#### Priority Objective:

- Post Critical Belief is promoted through recontextualising and dialogical communities

#### Goal:

- Orientation towards Christ

#### Strategies:

- Continue to focus on the students, staff, and the wider College community's experience of and dialogue with the Catholic faith (Tradition, prayer, liturgy, ritual, stewardship and scripture).
- Continue to build student voice and agency in the Religious Education curriculum and broader Catholic Identity of the College as a way to engage students in our core mission
- Continue to embrace the Catholic Story, Catholic Social Teaching, life experience and questions students have in order to sustain meaningful beliefs, and values and inspire action in all students.
- Continue staff formation to develop Post Critical Belief in the community and foster a sense of belonging and purpose.
- Continue to plan collaboratively using 'To Live in Christ Jesus', exploring rich questions that challenge and are relevant to the student's circumstances and background

#### Achievements

- College Major events: Easter Celebration (Stations of the Cross), Year 12 Graduation Liturgy;
- Year of liturgical program adopted for 2022 - discernment of implications for RE Units to follow liturgical cycle, 2021 - Year of Luke
- Year 12 Retreat Day programs
- Year 11 Retreat
- Ongoing Development of the College Youth Ministry Program, including employing Yellow Arrow and also empowering Justice groups to support Reconciliation and fund-raising and advocacy for school charities
- The Participation in the Annual Caritas Project Compassion collection;
- St Vincent de Paul: Soup Van, Christmas appeal Fund-raising; Berwick Soup Van.
- Trinity Families (Bishop of Sale) Fund Raising;

- Rueben Centre Appeal fund-raising;
- 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 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.

## 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 2021, 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 fund raisers 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 and 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

Development of the St Francis Xavier College Reconciliation Action Plan (RAP)

- Bunurong artwork program - Artwork 1 completed in 2021
- Bunurong language program - Prayer in Bunurong language completed in 2021
- Bunurong Indigenous Jumper program - design approved in 2021

## Learning and Teaching

### Goals & Intended Outcomes

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

#### Expert Teacher Practice and Improved Student Outcomes

##### Priority Objective:

- Students in all schools achieve learning growth and experience success through exposure to high quality teaching practices within safe and inclusive environments.

##### Goal:

- To further realise the College's Differentiated Learning Program, Positive Learning Partnerships Program and Wellbeing for Learning Framework and facilitate growth for all.

##### Strategies:

- To deeply implement the College's Framework for Differentiation
- To deeply implement the College's Wellbeing for Learning Framework

#### Leadership for Learning

##### Priority Objective:

- Leaders within DOSCEL schools and CEOSale are supported to thrive, through professional learning, development, and practices that support wellbeing

##### Goal:

- To create optimal conditions for student achievement

##### Strategies:

- To provide targeted professional learning
- To continue to increase the culture of collaboration
- To increase appraisal and professional growth opportunities for non-teaching staff

## Achievements

The following major achievements were made in relation to learning and teaching during 2021. Many planned activities were unable to be completed due to COVID-19 Restrictions.

- Continued deep 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;
- Continued Consolidation of Maths Pathways Program;
- Use of new general purpose flexible learning area building at Officer Campus;
- Planning for new arts/technology building at Beaconsfield Campus;
- Planning for new general purpose flexible learning area building and learning resource centre at Berwick Campus;
- Integration of learning technologies to support periods of remote learning;
- 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 and the use of data to inform them;
- 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 College Digital Technology Program Review outcomes;
- Implementation of new literacy strategy;
- Deeper implementation of numeracy strategy;
- Introduction of new VCE subjects including Foundation English and Philosophy;
- Expansion of Arabic and Spanish through to Year 9:

### STUDENT LEARNING OUTCOMES

Student achievement is a core focus of the College. Despite the challenges of periods of remote learning throughout 2021 student learning outcomes continue to show the impact teachers are having on student progress and the growth of our students.

## VCE Results

VCE results improved overall in a number of areas in 2021.

### A summary of the results is below:

Median Study Score - 29

% of study scores over 40 - 4.3

Dux ATAR - 99.45

% of ATARs over 90 - 8

% of ATARs over 80 - 19

Median ATAR - 64.95

Our Median ATAR is the highest overall results we've achieved during the lifetime of the ATAR which is very pleasing. We continue to track within the range of results for the percentage of ATAR's over 90 and over 80. The process of analysis of VCE data is now embedded within the College and is helping to continually improve the overall outcomes for students. The information gained by the data analysis process has assisted our teachers to make adjustments to the learning program that supports student outcomes.

## NAPLAN Results

The College places significant focus on developing student skill in the areas of numeracy and literacy. After a forced hiatus from NAPLAN testing in 2020, our students were able to once again participate in 2021. NAPLAN results remain very strong at the College. In 2021 91% - 98% 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 and reading showed strong growth from 2019.

In 2021 the College enhanced the process of developing student profiles to provide teachers with important information about students and their skill levels so that targeted teaching could be achieved. This has supported the improvements in these areas.

The area of numeracy continues to be a particular focus for the College. The trend across 2019 to 2021 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

This has been a continuing trend for a number of years.

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 focusing on reading comprehension. The evidence of the impact of this work to date is clear in the 2021 data where high growth at year 9 has improved from around 17% of students achieving high growth in 2019 to over 25% now achieving high growth, which is above the state benchmark. In addition to this our Year 9 Students continue to perform above the state in writing also. The College will begin continue to embed the literacy strategy over the years ahead.

### **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 since 2016 has seen the significant improvement in learning outcomes across this period of time.

In 2019 the proportion of students achieving above standard results was maintained. The College's Differentiation Framework and implementation plan continues and has seen the deepening of the outcomes in this important area. The percentage of students achieving above standard is steady at around 8-10%.

### **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 through an inquiry of practice

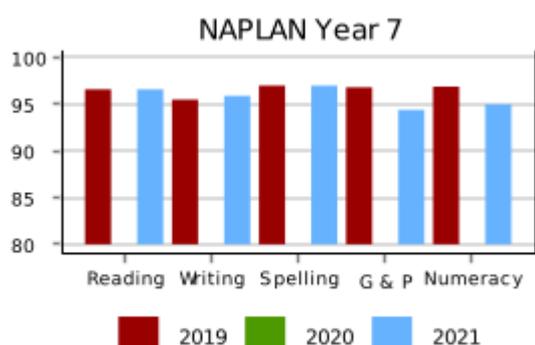
| MEDIAN NAPLAN RESULTS FOR YEAR 9 |       |
|----------------------------------|-------|
| Year 9 Grammar & Punctuation     | 567.8 |
| Year 9 Numeracy                  | 580.9 |
| Year 9 Reading                   | 585.5 |
| Year 9 Spelling                  | 577.7 |
| Year 9 Writing                   | 572.9 |

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS |           |           |                             |           |                             |
|--|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS   | 2019<br>% | 2020<br>* | 2019 – 2020<br>Changes<br>* | 2021<br>% | 2020 – 2021<br>Changes<br>* |
| YR 07 Grammar & Punctuation                          | 96.8      | -         | -                           | 94.4      | -                           |
| YR 07 Numeracy                                       | 96.9      | -         | -                           | 95.0      | -                           |
| YR 07 Reading  | 96.6      | -         | -                           | 96.6      | -                           |
| YR 07 Spelling                                       | 97.0      | -         | -                           | 97.0      | -                           |
| YR 07 Writing  | 95.5      | -         | -                           | 95.9      | -                           |
| YR 09 Grammar & Punctuation                          | 92.4      | -         | -                           | 92.3      | -                           |
| YR 09 Numeracy                                       | 98.5      | -         | -                           | 97.7      | -                           |
| YR 09 Reading  | 90.0      | -         | -                           | 94.2      | -                           |
| YR 09 Spelling                                       | 95.8      | -         | -                           | 93.0      | -                           |
| YR 09 Writing  | 89.2      | -         | -                           | 91.8      | -                           |

\* 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**

#### Priority Objective:

- Students in all schools achieve learning growth and experience success through exposure to high quality teaching practices within safe and inclusive environments.

#### Goal:

- To further realise the College's Differentiated Learning Program, Positive Learning Partnerships Program and Wellbeing for Learning Framework and facilitate growth for all.

#### Strategies:

- To deeply implement the College's Framework for Differentiation
- To deeply implement the College's Wellbeing for Learning Framework

### 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. 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.

The Compass Program and Hands on Learning 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 (Tier 2 and Tier 3) interventions. It aims to positively influence school attendance, academic performance, personal wellbeing and a sense of belonging and connectedness at school.

Positive Learning Partnerships were promoted through the Positive Behaviour Support work with a focus on explicitly teaching skills of wellbeing through the personal and social capabilities. The Wellbeing for Learning model concepts of Relationships (We Connect), Relevance (We Matter) and Resilience (We Grow) were embedded. The promoting of Wellbeing literacy saw the introduction of a 'Wellbeing Word of the Week' which linked to the Wellbeing Curriculum and the weekly prayers.

A Growth Mindset Challenge was introduced amid the remote learning period. Students and staff engaged in learning something new purely for fun and to track their learning and the practice of passion and perseverance towards a long term goal. Members of our community learned a variety of skills such as Auslan, a new instrument, another language, juggling, solving a rubics cube, and more.

Staff have continued to engage in Professional Learning related to the evidence-based areas of: Wellbeing science, trauma informed care, restorative practices and a whole school approach to positive behaviour support. Staff also engaged in a process to build a staff wellbeing strategy. The College is aware of the impact of staff wellbeing on student achievement and have built a framework to promote staff wellbeing and help all members of the community to thrive.

The College community has engaged in an exploration of College values. Staff, students and parents were consulted via surveys and representatives of each of these groups were part of narrative explorations of a number of values. After a process of discernment the following values for identified as our current key values: respect, hope, curiosity and gratitude.

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.
- Parent communications about wellbeing
- Promoting wellbeing learning activities which support the pastoral care of students and the Catholic Identity of the College.
- 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, respond to them and refer them to 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.
- 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.
- Promoting the tenets of Positive Education (eg: gratitude, character strengths, optimism, grit, etc) in assemblies and student activities such as House Time.
- Developing suicide management plans for students at high risk and developing second tier support.

- Collaborating with the Catholic Identity team to ensure wellbeing initiatives support the spiritual growth of our community.
- Sharing regular wellbeing messages and access to resources 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 and approaches to promote wellbeing through teaching and learning.
- Facilitating online covid-19 related staff wellbeing learning.
- Facilitating a student wellbeing and safety check survey as needed.
- Facilitating the Assessing Wellbeing in Schools (AWE) measure and other surveys to gather information about and respond to student needs.
- 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.
- Ongoing use of the tele-health model to service student wellbeing sessions as needed for remote learning or students at home.

#### 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. Many activities were facilitated online where remote learning was in place.

- Class, House and College Masses & liturgies
- College Feast Day: St. Francis Xavier Day
- Year 11 Retreat, Year 12 Retreat
- 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 (sports, dance, house time)
- Camps Program - Year 7

- Year 8 Benefit Mindset;
- Benefit Mindset Challenge
- Character Strengths Challenge
- Growth Mindset Challenge
- Year 12 Valedictory Dinner;
- Tournament of Minds;
- Public Speaking Competition;
- Debating;
- Geography Competition;
- Science Competition;
- Subject support classes;
- Study Skills Seminars;
- Instrumental Music Program;
- Music Ensembles;
- ANZAC Day Service;

Southern Independent Schools Sporting & Cultural Competitions:

- Art Exhibition
- Athletics
- Big Night Concert
- Chess
- Cross Country
- Debating
- Music
- Public Speaking

## 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 2021, students identified the following aspects of school life as features that made our school a 'great place':

- Friends
- Teacher
- Facilities and Resources
- Help is available
- Welcoming and supportive environment
- Sense of community

Student comments about the best aspect of our College included:

- Teachers and the students make the school very welcoming
- Focus on student wellbeing with teachers who are supportive and genuinely care
- Positive feedback from staff
- Everyone is welcoming and the school teaches the right values
- A wide range of options to choose from (classes and activities)

The College aims to move its Student Wellbeing target from 65.4 to 67.1 in 2022.

## 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.
- 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.

**YEARS 9 – 12 STUDENT RETENTION RATE**

|                                      |       |
|--------------------------------------|-------|
| Years 9 to 12 Student Retention Rate | 84.9% |
|--------------------------------------|-------|

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

|                            |       |
|----------------------------|-------|
| Y07                        | 90.6% |
| Y08                        | 87.4% |
| Y09                        | 86.4% |
| Y10                        | 84.8% |
| Overall average attendance | 87.3% |

**SENIOR SECONDARY OUTCOMES**

|                      |       |
|----------------------|-------|
| VCE Median Score     | 29.0  |
| VCE Completion Rate  | 99.0% |
| VCAL Completion Rate | 85.0% |

| POST-SCHOOL DESTINATIONS AS AT 2021  |       |
|--|-------|
| Tertiary Study   | 49.0% |
| TAFE / VET   | 16.0% |
| Apprenticeship / Traineeship   | 13.0% |
| Deferred   | 5.0%  |
| Employment   | 12.0% |
| Other – The category of Other includes both students Looking for Work and those classed as Other | 5.0%  |

## 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's 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 newsletter and highlighted at Parent Information Evenings.

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 2022, the College will look to improve its Community Engagement rating of 73.6 from 72.3.

## Child Safe Standards

### Goals & Intended Outcomes

**"Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs." (Mark 10:14)**

#### Priority Objective:

- DOSCEL schools and CEOSale continue to plan for and provide a safe and suitable environment for all students and staff
- Child safety and vulnerable adult practices are embedded within the culture of every DOSCEL school and CEOSale

#### Goal:

- To embed a culture of Child Safety in the College

#### Strategies:

- Continue to enhance an inclusive Child Safety culture in the College
- Monitor and support the ongoing process of policy, procedure and practice implementation in relation to child safety in the College
- Ensure all students, parents, employees, volunteers and contractors are given appropriate support and training regarding child safety

### Achievements

St Francis Xavier College is committed to creating a child safe community. We work proactively to prevent any form of abuse or bullying and will respond with compassion and care if concerns are raised. We intentionally build a culture which promotes the safety and wellbeing of all members of our community. . 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 and our annual staff briefing. 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.

Child Protection matters are always included as an agenda item at all senior meetings: College Executive, Resources Committee, Leadership Team and Campus Leadership Team meetings. At these meetings, there is regular 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.

The Parent Focus Group and groups of representative students were consulted on child safe procedures and practices. This included a discussion of the data from student and parent surveys about the identified areas of priority for further work.

Student Leaders will continue to be involved in consultation about our child protection program and in 2022, we plan to undertake a review of the Child Protection Code of conduct.

The Wellbeing curriculum 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. This curriculum will continue to develop in relation to child safety topics and resources.

## Leadership

### Goals & Intended Outcomes

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

#### Priority Objective:

- DOSCEL schools and CEOSale continue to plan for and provide a safe and suitable environment for all students and staff
- All parts of DOSCEL use effective systems that manage compliance and risk.

#### Goal:

- To effectively resource for student achievement

#### Strategies:

- To increase student enrolments
- Provide affordable College School Fees to ensure that the College remains an option for all families
- To provide facilities and infrastructure to meet enrolments and learning and teaching objectives
- A professional culture is developed and sustained within the College that meets and exceeds all legislative requirements
- Risk management processes and procedures across the College are strengthened

### Achievements

Continued commitment to embedding the College Game Plan for student achievement. Focusing on the four plays:

- Catholic Identity: Orientating towards Christ
- Differentiation: Enabling growth for all
- Positive Learning Partnerships: Building stronger relationships
- Wellbeing for Learning: Teaching the skills of wellbeing
- Online engaging Staff Retreat Day focusing on the Gospel of Luke
- Strategic planning for 2022 College directions
- Continued implementation of the Emerging Leaders Program for those in their first three years of holding a position of leadership
- Specific professional learning program for senior leaders
- Coaching for senior leaders

- Graduate and new teacher mentoring program;
- Student leaders offered authentic opportunities to lead and develop their skills including Cross Campus opportunities
- 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.
- Continue to support those staff undertaking the Master of Education & Theology
- 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 General-Purpose Flexible Learning Area building at Officer Campus
- Redevelopment of a number of general-purpose classrooms at Berwick Campus
- Master planning across the College
- Support for staff to attend and engage in a range of professional learning opportunities to build professional practice and capacity. Most PL in 2021 was undertaken online.
- On-going internal professional learning opportunities for all staff, with an emphasis upon differentiation, positive behaviour support, psychological safety, compliance, and well-being for learning
- Effective implementation of the Annual Review Meeting process for all teachers and support staff;
- 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 Professional Learning undertaken in 2021

#### Description of Professional Learning Undertaken In 2021

- 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 Behaviour Support training
- 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 well-being including Berry Street Program
- Students with learning needs
- Teaching Sprints
- Various VCE workshops/information sessions
- VCAA compliance
- VCAL program specific PL
- VCE data analysis
- VET specific professional learning
- Victorian F-10 Curriculum

Number of teachers who participated in PL in 2021

314

Average expenditure per teacher for PL

\$895

**TEACHER SATISFACTION**

The pandemic continued to impact the day to day operations of the College and the teaching and learning program.

Teachers were required to prepare teaching and learning programs for on-site and remote delivery, and adapt swiftly to as the state entered in and out of multiple lockdowns throughout the year. St Francis Xavier College staff are to be commended for their commitment to student engagement and student achievement throughout the pandemic.

The 2021 Insight SRC survey staff data indicated the following:

- there is a positive tone in the school
- the staff work well together
- staff are providing feedback to one another
- that staff believe the behaviour of students is better in the classroom than in the school yard.
- the way staff work together to consistently manage students' behaviour is an area for improvement.

The data indicates that there is still work to be done in how we help our staff collaborate and are activated in their work.

The professional learning program in 2021 continued to see the implementation 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. In 2022, the College will look to improve its Organizational Climate rating from 60.2 in 2021 to 61.6 in 2022. The College will also look to improve its Teaching Climate rating from 61.5 in 2021 to 63.9 in 2022.

**TEACHING STAFF ATTENDANCE RATE**

|                                |       |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 91.3% |
|--------------------------------|-------|

**ALL STAFF RETENTION RATE**

|                      |       |
|----------------------|-------|
| Staff Retention Rate | 89.8% |
|----------------------|-------|

**TEACHER QUALIFICATIONS**

|                          |       |
|--------------------------|-------|
| Doctorate                | 0.7%  |
| Masters                  | 32.4% |
| Graduate                 | 21.3% |
| Graduate Certificate     | 6.6%  |
| Bachelor Degree          | 76.5% |
| Advanced Diploma         | 4.8%  |
| No Qualifications Listed | 0.4%  |

| STAFF COMPOSITION                     |       |
|---------------------------------------|-------|
| Principal Class (Headcount)           | 7.0   |
| Teaching Staff (Headcount)            | 314.0 |
| Teaching Staff (FTE)                  | 290.3 |
| Non-Teaching Staff (Headcount)        | 220.0 |
| Non-Teaching Staff (FTE)              | 198.5 |
| Indigenous Teaching Staff (Headcount) | 1.0   |