



St Francis Xavier College Beaconsfield

2022 Annual Report to the School Community



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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

21/03/2023

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

The 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration with parish priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Vision and Mission

Vision

Student Achievement - 'The Glory of God is a person fully formed.' [St Irenaeus]

Mission

"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 2022 was 3302 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 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 that 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

After two most extraordinary years that saw us all needing to be so adaptive and supportive, it has been wonderful to have been able to have so much time on campus - connecting, learning and celebrating our shared identity as St Francis Xavier College.

Whilst in all honesty we only have a fragile hold on our capacity to confidently gather safely, we have taken as many opportunities as we could. A few years ago I couldn't have imagined that standing in front of a campus assembly would be such a significant moment for its comparative rarity, or being in and around crowds of colleagues. But here we are. During the process for selecting student leaders for 2022 it was apparent that these moments matter for our young people, and so we have all persevered as best we could.

Whilst the health advice remains to stay home when we exhibit unhealthy symptoms, I am grateful for the families that encourage their students to be at school as often as possible. At the same time, I am grateful for the commitment and generosity of the staff who have done so much this year to enable students to continue to have consistent access to their courses despite the many interruptions. We all have found that there is a need to think differently about how community membership, learning and work operate during a pandemic for it is still a factor in 2022.

What I would like to celebrate is the fact that clearly so many in the SFX community are doing their utmost to adapt their practice, reorient their expectations and strive to make the most of their time together. Examples such as camps, sports, retreats and arts performances have shown us to be a vibrant, hopeful and agile community, and therefore we have been still able to share so much. There is no doubt that this all has been very disruptive and challenging but the arrival of students from Ukraine reminds us all the uncertainty of life. The existence of families forced to leave their countries of birth does so as well.

The master plan at Officer Campus is effectively completed, and now we have moved on to the redevelopment of the Berwick Campus. There have been some complications in the construction industry that are making the Berwick and Beaconsfield projects more complicated but hopefully we will see even further exciting works underway in 2023.

Finally, our theme for this year, Open your eyes to see God in all, served as a timely reminder of the equal dignity of all within our community, and beyond. Values such as inclusion, kindness and respect flow naturally when we actually do see God in all. These values in particular, are what make St Francis Xavier College an authentic Catholic community.

My thanks to all who have made us what we are today and given us such a strong sense of Catholic Identity, centered on Christ and part of the broader Catholic community, especially within our Diocese of Sale. We can only truly express that sense of being Catholic by striving to make the world a better place wherever we are.

At the end of this year, another group of graduates departs to take their place in the world, invited to contribute to the ongoing work of recreating it - if they can continue to Open [their] eyes to see God in all.

Vincent J Feeney
Principal

Catholic Identity and Mission

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; St Michael's and St Patrick Confirmations (Cantabile)
- Year of the liturgical program adopted for 2022 - discernment of implications for RE Units to follow the liturgical cycle, 2022 - Year of Luke and planning for Year of Matthew in 2023
- Year of Matthew theme discernment by RE specialist team
- Year 12 Retreat Day programs - 2 Reflection Day structure
- Year 11 Retreat - 8 sites for House Retreats
- 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
- 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;
- Ruben 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 - Fr Richard Leonard;
- Increased number of staff teaching RE;
- Increased numbers of staff in accreditation to teach Religious Education in a Catholic School;
- Increased hours for 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. Some activities were modified during the year in accordance with COVID-19 Restrictions.,

In 2022, we achieved this by:

- Increasing dialogue with the students in regard to their choices in Religious Education units and involvement in liturgy;
- House Names change through student dialogue, enabling stronger Catholic Identity and connection to deep Catholic narratives
- Aligning Houses with 10 Catholic organisations to unite faith and action
- Student choice of 2022 and 2023 Theme
- 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 Justice groups to bring students together to pray, to plan fundraisers like Vinnies and charity events
- Innovations project - securing the Tomothy Schmalz sculptor 'Homeless Jesus' to be delivered in 2023

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 2 completed in 2022;
- Bunurong Indigenous Jumper program - launched in 2022.
- Planning for 2023 indigenous theme design

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 CEO Sale 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 2022. Some activities were modified during the year in accordance with remaining COVID-19 Restrictions.

- Development of new College timetable to better meet the needs of the College learning program;
- Continued 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;
- Continued evolution 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 across the curriculum;
- Preparation of new VCE Vocational Major and Victorian Pathways Certificate curriculum for delivery in 2023;
- 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;
- Application of all teacher professional learning relating to wellbeing, curriculum development and differentiation;
- Continued implementation of new literacy strategy;
- Deeper implementation of numeracy strategy;
- Expansion of Arabic and Spanish through to Year 10;
- Introduction of College Careers Expo and development of Career guidance for students;
- Improvements to VET course delivery at the College.

STUDENT LEARNING OUTCOMES

Student achievement is a core focus of the College. As students and staff transitioned to being back on site full time in 2022, 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 2022.

A summary of the results is below:

Median Study Score - 29

% of study scores over 40 - 4

Dux ATAR - 98.85

% of ATARs over 90 - 5

% of ATARs over 80 - 21

Median ATAR - 65.35

Our Median ATAR improved on our 2021 results and is now the highest overall result 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, with the percentage over 80 increasing on last year. The process of analysis of VCE data is embedded within the College and helps 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 a strong focus on developing student skill in the areas of numeracy and literacy. The cohort who completed NAPLAN in 2022 are the same group of students who were unable to complete NAPLAN testing in 2020 due to the pandemic. Consequently, we do not have growth data for this cohort of students to support a full analysis of student progress.

The impact of remote learning on 2022 NAPLAN results is very clear. While we still have a significant number of our students in Years 7 and 9 meeting the minimum standards set for literacy and numeracy, there was a notable drop for our Year 9 students who spent a significant proportion of Year 7 and 8 learning remotely. At Year 7, 94.9% - 97.8% of students met all minimum national standards. At Year 9, 88.7% - 96.5% of student met the minimum national standards.

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 aims to address these two areas by focusing on differentiation. Phasing the very deliberate implementation of the College's framework for differentiation since 2016 has seen significant improvement in learning outcomes across this period of time.

The College's Differentiation Framework and implementation plan continue and have 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 Inclusion Support Program
- specific numeracy and literacy programs for students below standard
- analysis of the evidence of student achievement
- teacher professional learning and coaching through an inquiry of practice.

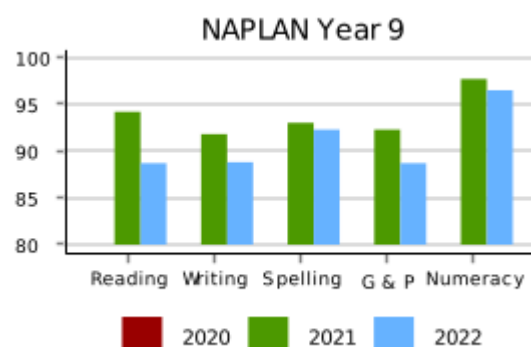
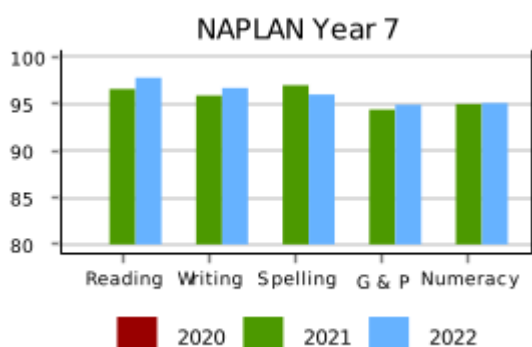
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	564.5
Year 9 Numeracy	565.5
Year 9 Reading	567.0
Year 9 Spelling	579.5
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	94.4	-	94.9	0.5
YR 07 Numeracy	-	95.0	-	95.1	0.1
YR 07 Reading	-	96.6	-	97.8	1.2
YR 07 Spelling	-	97.0	-	96.0	-1.0
YR 07 Writing	-	95.9	-	96.7	0.8
YR 09 Grammar & Punctuation	-	92.3	-	88.7	-3.6
YR 09 Numeracy	-	97.7	-	96.5	-1.2
YR 09 Reading	-	94.2	-	88.7	-5.5
YR 09 Spelling	-	93.0	-	92.3	-0.7
YR 09 Writing	-	91.8	-	88.8	-3.0

* 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.



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.

Positive Learning Partnerships were promoted through the Positive Behaviour Support work with a focus on creating routines and building positive building relationships. The Wellbeing for Learning model concepts of Relationships (We Connect), Relevance (We Matter) and Resilience (We Grow) were explored through the wellbeing curriculum and through a whole school approach to teaching the skills of wellbeing. Wellbeing literacy continues to play an important role in the development of personal and social capabilities.

Several whole school activities promoted the practice of wellbeing skills. These included:

- Strengths challenges which promote the identification and sharing of character strengths that staff and student see in each other.
- A growth mindset challenge which prompts our community to build grit through exploring passion and perseverance towards a goal.
- A benefit mindset challenge which helps the community to put into practice the principle of kindness in creating a context where people are supported and cared for by the community.

The college also started its work as a Respectful Relationships school. Initial training and forums for staff have started the conversation about the principles of Respectful Relationships and how these can be accessed alongside current college practices to promote a healthy and welcoming community.

The Compass Program and Hands on Learning Program provided a differentiated learning environment and provided the class context for students to develop a sense of belonging and connection and to practice skills that will promote their achievement and success. These programs continue to offer an opportunity for the college to live its vision and mission, with particular regard to students who require support in the areas of: school attendance, academic performance, personal wellbeing and belonging.

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. The creation of a college Teacher Practice Model has provided a framework for staff to embed evidence based skills in their every day practice.

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

Note: Some activities were modified during the year in accordance with COVID-19 Restrictions.

- Developing an understanding of wellbeing and Positive Education by facilitating presentations and learning opportunities for staff and students.
- Facilitating parenting evenings to support wellbeing.
- Parent communications about child safety and wellbeing
- Promoting wellbeing learning activities which support the pastoral care of students and the Catholic Identity of the College.
- 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.
- Promoting child safety messages in sessions and information available 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 in the Wellbeing for Learning Champions Program.
- Promoting the tenets of Positive Education (eg: gratitude, character strengths, optimism, grit, etc) in assemblies and student activities such as House Time.
- Developing personalised management plans and small group activities for students requiring tier 2 and 3 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 with the college SharePoint and Simon (wellbeing tips, prayer and positive primers).
- Facilitating the Assessing Wellbeing in Schools (AWE) measure and other surveys to gather information about and respond to student needs.

VALUE ADDED

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

Some activities were modified during the year in accordance with COVID-19 Restrictions.

- Access to masses, liturgies and prayers.
- 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.
- Benefit Mindset Challenge.
- Character Strengths Challenge
- Growth Mindset Challenge
- Year 12 Valedictory.
- Instrumental Music Program.
- ANZAC Day Service
- Careers Expo

Southern Independent Schools Sporting & Cultural Competitions:

- Chess
- Debating
- Music
- Public Speaking
- Sport

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. This occurs at both the campus and whole college level so that student voice is present in all areas of college life.

We continued measuring student satisfaction and personal wellbeing using the Assessing Wellbeing in Education (AWE) measure. In 2022, 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 62.3 in 2022 to 64.2 in 2023.

STUDENT ATTENDANCE

The College continues to support attendance through the following:

- Monitoring attendance
- Following up unexplained absences
- Following up irregular attendance
- Communicating with parents/carers when absences impact learning.

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 Simon Everywhere 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 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.

Following Up Unexplained Student Absences

The following are the systems and procedures to follow up on 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.
- Where the absence remains unexplained the matter will be reported to the Care Group teacher for investigation and follow up. Attendance Offices are also called upon to follow up unexplained absences.
- 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.

Each campus has also developed processes for identifying and responding to:

- Patterns of absence
- Minutes late to or out of class

Semester 1 School Attendance Percentage

Year 7 Berwick Campus (358 students): 91.12%

Year 8 Berwick Campus (331 students): 88.37%

Year 9 Berwick Campus (350 students): 86.26%

Year 7 Officer Campus (223 students): 90.55%

Year 8 Officer Campus (219 students): 87.74%

Year 9 Officer Campus (259 students): 86.38%

Year 10 Beaconsfield Campus (612 students): 85.61%

Year 11 Beaconsfield Campus (563 students): 84.84%

Year 12 Beaconsfield Campus (464 students): 85.73%

Totals and Averages (3379 students): 87.40%

Semester 2 School Attendance Percentage

Year 7 Berwick Campus (346 students): 88.19%
 Year 8 Berwick Campus (328 students): 84.87%
 Year 9 Berwick Campus (349 students): 83.80%
 Year 7 Officer Campus (224 students): 86.07%
 Year 8 Officer Campus (221 students): 83.65%
 Year 9 Officer Campus (262 students): 82.20%
 Year 10 Beaconsfield Campus (620 students): 80.40%
 Year 11 Beaconsfield Campus (545 students): 80.61%
 Year 12 Beaconsfield Campus (446 students): 82.68%
 Totals and Averages (3369 students): 82.93%

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	86.5%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	89.4%
Y08	87.0%
Y09	85.6%
Y10	84.3%
Overall average attendance	86.6%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	96.0%
VCAL Completion Rate	82.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
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%

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 DOSCEL Secretariat 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 DOSCEL Secretariat.

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 new Child Safe Standards for Victoria have been embedded into the college in a number of ways:

- Updates to college child safety and wellbeing policies, procedures, processes and template
- Updates to the college child safety risk assessment and risk register
- Updates to child protection and wellbeing staff training
- Review and updates to process relating to child protection (eg: court order processes, data management)

A consultative and collaborative process was adopted to these updates with opportunities for staff, students and parent representatives to engage with the new standards and how they are implemented at the college.

Staff training is seen as an essential element to the prevention, early identification and early response to child protection concerns, as well as playing a key role in building a child safe culture. Staff engage in regular training in the areas of:

- Recognising and responding to abuse
- Record keeping
- Referrals and supports for students impacted by abuse
- Child Safety Codes of Conduct
- De-escalating challenging and unsafe student behaviours.

The PROTECT framework is used as the basis for practices that are codified for the college context.

Leadership

Goals & Intended Outcomes

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

Priority Objective:

- DOSCEL schools and DOSCEL Secretariat 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 Matthew.
- Strategic planning for 2023 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.

- The 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.
- 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.
- Ongoing 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 2022

Description of Professional Learning Undertaken In 2022

- 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
- 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
- Students with learning needs
- Teaching Sprints

- Various VCE workshops/information sessions
- VCAA compliance
- VCAL program specific PL - Preparation for VCE VM
- VCE data analysis
- VET specific professional learning
- Victorian F-10 Curriculum

Number of teachers who participated in PL in 2022	292
Average expenditure per teacher for PL	\$900

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 many opportunities to develop their understanding of the faith and participate in prayer, liturgy and Mass.

Teachers are proud of their work at the College and are energised by their frequent discussion and sharing of teaching methods and strategies with colleagues. Teachers believe that their colleagues support them well and feel that their goals align with the school’s strategic plan.

The 2022 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 members believe students' behaviour is better in the classroom than in the schoolyard.
- The way staff work together to manage students' behaviour consistently is an area for improvement.

The professional learning program in 2022 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 that 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 2023, the College will look to improve its Organisational Climate rating from 59.8 in 2022 to 61.5 in 2023. The College will also look to improve its Teaching Climate rating from 59.5 in 2022 to 61.5 in 2023.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.9%

ALL STAFF RETENTION RATE	
Staff Retention Rate	83.1%

TEACHER QUALIFICATIONS	
Doctorate	1.5%
Masters	34.0%
Graduate	23.3%
Graduate Certificate	7.3%
Bachelor Degree	81.3%
Advanced Diploma	5.0%
No Qualifications Listed	1.1%

STAFF COMPOSITION	
Principal Class (Headcount)	8.0
Teaching Staff (Headcount)	333.0
Teaching Staff (FTE)	307.3
Non-Teaching Staff (Headcount)	234.0
Non-Teaching Staff (FTE)	213.3
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

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

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

The College 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 College Director of Community Engagement promotes the importance of these relationships by 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 term basis, provides valuable feedback for school improvement, and builds College connections. 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.

In 2023, the College will look to improve its Community Engagement rating from 63.2 to 64.4.

VALUE ADDED

Students have available to them a vast range of extra-curricular offerings: Some activities were modified during the year in accordance with COVID-19 Restrictions.

- 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

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. Some activities were modified during the year in accordance with 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
- Maths Information evenings (online)
- Prospective Student Parent Information Evening; (online and in person)
- Differentiation Information evenings (online)
- Curriculum Review Surveys
- Parent Focus Groups; (online)
- Performing Arts evenings
- Student Progress Meetings (online)
- Program Support Group Meetings (online and in person)

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 student's academic development remains a key focus, ensuring student career goals are linked closely to their performance at school. Parents must understand that the College is open to the feedback they may wish to provide. Regularly, the Principal is responsible for interviewing many students and their parents.

We are in partnership with nine Catholic Feeder Primary Schools. Principals in these schools are keenly interested in their former students' progress and well-being as they transition from Grade 6 to Year 7. Strong and open lines of communication between the primary and secondary environment exist. 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 dissatisfaction, our policy is that each enjoys the opportunity to be heard respectfully and, where necessary and possible, a negotiated outcome be arrived at. If the concern is serious, the College has 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 high satisfaction with their children's education at the College. In 2023, the College will look to improve its Community Engagement rating from 63.2 to 64.4.