



St Francis Xavier College
Berwick, Officer and Beaconsfield



Diocese of Sale
Catholic Education Ltd

STRATEGIC IMPROVEMENT PLAN: 2021 - 2024

College Vision

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

Mission Statement

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.

Educational Philosophy

St. Francis Xavier College operates under the governance of the Diocese of Sale Catholic Education Ltd (DOSCEL) and supported by the Parishes of Berwick, Narre Warren, Pakenham, Iona / Maryknoll and Koo Wee Rup.

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

We seek to be an overtly authentic Catholic College where we promote and celebrate the Christian faith and the spirituality of all College members in partnership with our families and parishes, in dialogue with many world views.

We aim to promote effective teaching and learning, based on our Catholic values, incorporating challenging, relevant and innovative curriculum, highlighted by engaging teaching and learning processes aimed to promote the understanding of student's place in the world.

We strive to develop an adaptive learning environment which fosters critical thinking, creativity, collaboration, problem solving and flexibility.

We promote and facilitate teacher collaboration, consistency and collegial accountability through teams.

We aim to be an inclusive Catholic community where people are valued and cared for, where diversity and differences are respected and celebrated and where positive relationships are able to flourish.

We are committed to the ongoing development of quality Christian leadership amongst our staff and our students who will guide and develop the Christian values which distinguish and transform our learning environment.

We aim to build an effective stewardship of human and material resources thereby strengthening the provision of quality Catholic education for our students.

College Game Plan

The College Game Plan outlines the four main areas of focus for the College guiding its ambition for student achievement. Multiple strategies rest underneath the four main area of focus, or the four plays, however, they are all aligned to this guiding plan.

Student Achievement

College Game Plan

The four plays:

Catholic Identity
Orientating towards Christ

Positive Learning Partnerships
Building stronger relationships

Differentiation
Enabling growth for all

Wellbeing for Learning
Teaching the skills of wellbeing

Strategic Intent

To foster a recontextualised Catholic community which promotes wellbeing through positive relationships, a strong sense of self-worth, and the skills of resilience in order to ensure that all students can achieve quality learning growth through differentiated programs delivered by professional, committed and capable staff striving for excellence and collective efficacy.

STRATEGIC PLAN FOCUS: High Quality Catholic Education

Improvement Domain - Catholic Identity & Religious Education

Improvement Dimension - Catholic Identity and Religious Education - "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	MEASURES OF SUCCESS	ACTIONS
Continue to focus on the students', staff and the wider College community experience of and dialogue with the Catholic faith (Tradition, prayer, liturgy, ritual stewardship and scripture).	ESCI data for Victoria Scale indicates a growing trend towards a preference for Dialogue School and all ESCI data is within the indicated ranges - students, staff & community	ECSI data each two years - Enhanced PL program for interpretation of data Insight SRC data will also be reviewed
	Insight SRC - student Catholic Culture data improves annually	Increased student involvement in mass, liturgy and other CI activities
	Insight SRC - staff Catholic Culture data improves annually	Formation of student leadership in CI
	Increased participation of staff and students in CI Identities	Review the minute of gratitude
	Increase student application for CI Leadership positions	Review prayer life of the College and implement support and accountability. Integrate scripture in a more meaningful way.
	CI student feedback data (Internal).	Review Catholic Identity markers, including buildings, statues, etc. to develop a meaningful connection with the Catholic story.
	Staff and students experience relevant, engaging and recontextualised prayer regularly	Increase student and staff awareness use of sacred spaces and times to foster prayer
	Regular opportunities for liturgy are offered in the school officiated by parish clergy	Review House names to enhance Catholic Identity
		Identify and dialogue with students who are active members of their parishes
		Seek and take opportunities to celebrate liturgies with parishes

		Retreats are planned with an explicit focus on Catholic Identity
		Continue to foster relationship with alumni to support Catholic Identity events
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	ESCI data for Victoria Scale indicates a growing trend towards a preference for Dialogue School and all ESCI data is within the indicated ranges - students	Increased student involvement in mass, liturgy and other CI activities
	Insight SRC - student Catholic Culture data improves annually	Strategic engagement of student voice to guide and energise decisions concerning Catholic Identity in the College.
	Increased participation of staff and students in CI activities	Implement strategies to collect and meaningfully implement student feedback
	Authentic public witness of students	Enable student voice through Youth Ministry programs
	CI Student feedback data (Internal).	Increase opportunities for student expressions of educational outcomes through a variety of creative media.
	Increased numbers in Youth Ministry Program	Encourage student leadership in liturgies and testimonies
Continue to embrace the Catholic Story, Catholic Social Teaching, life experience and questions students have in order to sustain meaningful beliefs, values and inspire action in all students.	ESCI data for Post Critical Belief Scale indicates a growing trend towards a preference for Post Critical Belief and all ESCI data is within the indicated ranges - students	All social justice activities (including fundraising) are approved by the CI team.
	ESCI data for Melbourne Scale indicates a growing trend towards a preference for Recontextualisation and all ESCI data is within the indicated ranges - students	Youth Ministry initiatives to drive this strategy
	Insight SRC - student Catholic Culture data improves annually	CI team to explore interfaith dialogue
	CI Student feedback data (Internal).	Promote stewardship and care of creation
	Increased numbers in Youth Ministry Program	CI team to support inclusion strategy of the College
	Students are able to identify authentic expressions of Catholic Faith	Continue the development of links with the Student Wellbeing Team in the delivery of programs that complement the development of faith.
	Catholic Social Teaching is evident in school activities, teaching and publications	Reconciliation with First Nations People - E.g.: Fire carriers program, Recognition
	School achievements and news is evident in the broader parishes	
	Greater student awareness of others through the particularity of the Catholic Faith	
Continue staff formation to develop Post Critical Belief in the community and foster a sense of belonging and purpose.	ESCI data for Post Critical Belief Scale indicates a growing trend towards a preference for Post Critical Belief and all ESCI data is within the indicated ranges - staff	Differentiated formation of Religious Education teachers, non RE teachers and non-teaching staff to assist to support the Catholic particularity of the College.
	ESCI data for Melbourne Scale indicates a growing trend towards a preference for Recontextualisation and all ESCI data is within the indicated ranges - staff	Development of resources to work towards staff accreditation
	Insight SRC - staff Catholic Culture data improves annually	Continue to unpack the game plan in light of our Catholic Identity
	An increase in number and diversity of staff involved with the College prayer life	Staff involvement in youth ministry and social justice initiatives
	Authentic public witness of staff	CIT to continue fostering relationships with staff and teaching teams to encourage dialogue and encounter
	Teachers and leaders have achieved and maintained relevant accreditation status	Creation of staff focus groups, inclusive of non-teaching staff
		Liturgies that are inclusive to staff and encourage participation
		Opportunities for staff to share authentic witness

		Communicate clearly to staff accreditation expectations and requirements
Continue to plan collaboratively using 'To Live in Christ Jesus', exploring rich questions that challenge and are relevant to the students' circumstances and background	ESCI data for Post Critical Belief Scale indicates a growing trend towards a preference for Post Critical Belief and all ESCI data is within the indicated ranges - students	Create opportunities to meaningfully integrate classroom curriculum with community prayer and liturgy
	ESCI data for Victoria Scale indicates a growing trend towards a preference for Dialogue School and all ESCI data is within the indicated ranges - students	CI units at Years 10 and 11 with possible expansion to Junior campuses
	ESCI data for Melbourne Scale indicates a growing trend towards a preference for Recontextualisation and all ESCI data is within the indicated ranges - Students	Continue to review and update curriculum so as to reflect student interest
	Insight SRC - Student Catholic Culture data improves annually	Continue to enable RE staff to take ownership of their curriculum
	Students are able to express their faith through Catholic Identity language	Establish a formal process to encourage and celebrate best-practice
	Staff involved in the writing of their respective units	Continue to explore a range of pedagogy that fosters collaboration between staff and subjects
	Feedback process which involves both staff and student	Encourage opportunities for RE staff to express challenges and develop confidence
	Teachers planning and teaching is in line with the diocesan religious education curriculum and sexuality education in Catholic School documents	
	Staff utilise a broad range of scripture in planning for student learning in RE	
Improvement Domain - Learning and Teaching		
<i>Improvement Dimension - Expert Teacher Practice and Improved Student Outcomes "I have come that you may have life and have it to the full" (John 10:10)</i>		
PRIORITY OBJECTIVE: Students in all schools achieve learning growth and experience success through exposure to high quality teaching practices within safe and inclusive		
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	MEASURES OF SUCCESS	ACTIONS
To deeply implement the College's Framework for Differentiation	Higher proportion of students achieving above standard	Implementation of the elements of the College's Differentiation Framework through the explicit instruction and collaborative inquiry leadership facilitated through by POL holders
	Enhanced growth across Years 7 – 10 through progression points	Implementation of the College's Literacy and Numeracy Strategies
	Greater achievement levels and growth for literacy and numeracy, including in NAPLAN and PAT Results	Further development of the College's Learning Adjustment Program
	Student success in various pathways	Further development of the VCAL curriculum
	Increased VCE median study score and ATAR scores	Further development of VCE data analysis and collaborative inquiry
	Insight SRC -student perception of learning confidence increases	
	Insight SRC - The teaching climate improves each year	
To deeply implement the College's Wellbeing for Learning Framework	Increase sense of belonging and connection	Mental health awareness and promotion
	Increased sense of self through articulation of strength, values and goals	Implementation of student engagement programs for Tier 2 and 3

	Increase in factors that promote resilience	Deepening Tier 2 and 3 supports and interventions
	Higher rate of student attendance	Implementation of attendance strategy
	Decrease in antisocial behaviours/ increase in prosocial behaviours	Realising Positive Learning Partnerships through teacher behaviours which positively impact on student behaviours
	Increase access to targeted and intensive interventions to support engagement	Explicit teaching of personal and social skills
	Increased experiences of success	Embed positive student behaviours (Positive Behaviour Support)
	Insight SRC - The student social emotional climate improves each year	Wellbeing literacy through embedding the Wellbeing for Learning Framework
	Inclusive school culture promoting human dignity	

STRATEGIC PLAN FOCUS: High Quality Catholic Education and Sustainable Organisation

Improvement Domain - Leadership

Improvement Dimension - Leadership for Learning "I have come that you may have life and have it to the full" (John 10:10)

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	MEASURES OF SUCCESS	ACTIONS
To provide targeted professional learning	Implementation of professional learning program	Provide targeted progression learning for: <ul style="list-style-type: none"> - Executive Team - Senior Leaders - Emerging Leaders - Graduate teachers - Leaders - Teachers with 2 - 5 years experience - Catholic Identity - Wellbeing - Operational matters - Compliance matters
	Increase the learning pillar of Insight SRC Survey data	OPL is utilized to record all staff Professional Learning
To continue to increase the culture of collaboration	Increase the clarity pillar of Insight SRC Survey data	Strategically and deliberately dialogue in relation to and facilitate plans surrounding collaboration, empowerment and psychological safety
	Insight SRC - Teacher confidence; quality teaching and engaging practice indicators strengthen	Implement the use of the psychological safety survey
	Insight SRC - Improve the Organisational Climate aggregate indicator consistently over the four year period	
	Internal survey data	
	Psychological safety survey data	
To increase appraisal and professional growth opportunities for non teaching staff	Increase in learning pillar of Insight SRC Survey Internal survey data	Implement the annual review cycle for all staff and provide targeted professional learning

Improvement Dimension - Child Safety "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 CEO Sale 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 CEO Sale

GOAL: To embed a culture of Child Safety in the College

STRATEGIES	MEASURES OF SUCCESS	ACTIONS
Continue to enhance an inclusive Child Safety culture in the College	Child Safety is evident and embedded in practice across the College	DP Mission & Compliance and AP Wellbeing ensure that Child Protection processes are evident in all aspects of College life.
	The College maintains an up to date child safe risk assessment register	The College enhances its communication of its Child Protection program to the wider community
	There is evidence that diversity of student population has been taken into account in relation to child safe policy and procedures	Compliance Coordinator ensures that the risk register is reviewed each semester or when new risks are identified.
		Continue to review the Child Protection program to ensure that diversity is taken into account in the training and implementation of the program.
		Continue to engage with student leaders to ensure that student voice is evident in the Child Protection program
		Embed programs and practices that promote the voice of students, especially those from vulnerable groups.
Monitor and support the ongoing process of policy, procedure and practice implementation in relation to child safety in the College	The College has evidence that all teachers have valid VIT registration	HR Manager to ensure that College HR processes are implemented with regard to VIT registration
	The College has evidence that 100% of school employees complete mandatory reporting training on an annual basis	Compliance Department to monitor completion rates for mandatory reporting.
	The College has evidence that all volunteers; employees and contractors have WWCC	HR Manager to ensure that College HR processes are implemented
	Employment practices are compliant with the child safety standards	Embedding practices for tracking and reporting on child safety concerns (reports of abuse)
		HR Manager to ensure that College employment processes of new staff are implemented
Ensure all students, parents, employees, volunteers and contractors are given appropriate support and training regarding child safety	The College has evidence that 100% of school employees undertake training in Child Protection and identifying the signs of abuse, Mandatory Reporting and Reportable Conduct on an annual basis	Compliance Department to monitor completion rates for mandatory reporting, reportable conduct and that all staff attend or view the internal Child Protection PL.
	The College has evidence of policies and procedures that support the use of the PROTECT protocols	Wellbeing, Compliance and HR leaders continue to undertake professional learning in the area of Child Protection to maintain best practice.
		Continue to implement Child Safety Information evenings for our parents, carers and guardians
		Continue to enhance the Child Protection program for students
		Continue to enhance Child Protection Professional Learning program.

Improvement Dimension - Resources "The greatest among you will be your servant" (Matthew 23:11)

PRIORITY OBJECTIVE:

DOSCEL schools and CEO Sale 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	MEASURES OF SUCCESS	ACTIONS
To increase student enrolments	Student enrolments at Year 7 Officer Campus to increase to 312	Orientation and marketing activities implementation Implementation of Marketing Strategy
Provide affordable College School Fees to ensure that the College remains an option for all families	All families are able to access an education at the College	Ensuring that Fee Support processes are promoted to the College Community Analysis of College School Fees to ensure they remain affordable for our community Analysis of College School Fee Relief to ensure that it continues to support those families in need
To provide facilities and infrastructure to meet enrolments and learning and teaching objectives	Completed Officer Campus GPFLA Complete Beaconsfield Campus Arts and Technology Building Complete Berwick Campus GPFLA To have completed the new Uniform Shop Internal Survey to measure effectiveness of Digital Technology services To have maintained up to date Masterplans for each campus	Maintaining and developing masterplans Completion of Officer GPFLA Building of Berwick Campus GPFLA Building of Uniform Shop To implement Digital Technology Review outcomes Continue to research new and emerging technologies to support learning and teaching objectives of the College Conclusion of design and building of Beaconsfield Campus Arts and Technology building
A professional culture is developed and sustained within the College that meets and exceeds all legislative requirements	Development of a culture of compliance in the College The College successfully completes all ongoing VRQA widget testing	Audit systems to ensure that policy and procedures are being enacted Maintain VRQA Compliance at all times
Risk management processes and procedures across the College are strengthened	Up to date risk management system	Establishment of risk and policy register Establishment risk and policy and procedure SharePoint site