



Diocese of Sale  
Catholic Education Ltd

# 2023

## Annual Report to the School Community



### St Francis Xavier College

4 Beaconsfield Avenue, BEACONSFIELD 3807

Principal: Vincent Feeney

Web: [www.sfx.vic.edu.au](http://www.sfx.vic.edu.au)

Registration: 1766, E Number: E4031

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## Principal's Attestation

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I, Vincent Feeney, attest that St Francis Xavier College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 06 Mar 2024

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## About this report

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St Francis Xavier College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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The 2023 school year marked my first year as Director of Catholic Education in the Diocese of Sale following the retirement of previous Director, Ms Maria Kirkwood who served in the role for ten years.

Throughout the year, I had the pleasure of visiting each of our 38 Catholic primary schools and five Catholic secondary schools. It was inspiring to witness the dedication of staff and the wonderful work taking place to provide a high-quality Catholic education for our students in a faith-filled environment.

Working with the Bishop, the Diocese of Sale Catholic Education Limited (DOSCEL) Board, DOSCEL Secretariat, schools and parishes, the mission to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best, remained at the forefront of our work.

Investing in school staff and leadership teams to promote expert learning and teaching practices was a top priority. The nation-wide shortage of teachers presented challenges, but we were committed to finding new and innovative ways to attract and retain high quality, committed Catholic educators.

Reflecting on the 2023 year, we have much to be proud of. Ongoing significant investment in new learning facilities and refurbishments through the Capital Grants Program and school community funding continued across our schools to enhance learning spaces and amenities to benefit students and staff.

During 2023, 13 blessing and opening ceremonies were held to celebrate school projects completed over the past three years, while the commencement of three new major projects were recognised with sod-turning ceremonies.

We were particularly excited to begin construction on the new St Josephine Bakhita Catholic Primary School at the newly established Five Farms estate in Clyde North. This will be the 44th school within the network of primary and secondary schools operated by DOSCEL.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility. During Child Safety Week 2023, schools and parishes were invited by DOSCEL to showcase their innovative projects and activities to keep young people safe. Many of the projects were developed by young people themselves. A video and education resource were created from the submissions to share the work and promote awareness of child safety.

Our Catholic schools continue to be places of learning and enrichment, nurturing students in their spiritual, academic, physical, and emotional development.

I extend my deep appreciation to everyone involved in Catholic education within the Diocese of Sale for their commitment to our vocation of Inspiring Faith, Inspiring Learning.

Paul Velten

Director of Catholic Education - Diocese of Sale

Chief Executive Officer - Diocese of Sale Catholic Education Limited

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## Vision and Mission

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### **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.

### **Strategic Intent**

To foster a recontextualised Catholic community which promotes wellbeing through an inclusive culture, 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.

### **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.

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## College Overview

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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 2023 was 3317 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.

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## Principal's Report

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There is no denying the fact that all human achievements are the result of the work of many. Think back over the history of medical breakthroughs, scientific discoveries, architectural wonders. All come about through the combined efforts of many.

Sure, there is a leader, even an individual who stands out, but they still need the support of their team. Of those they work with, are supported by.

It is for this reason that a key focus for all staff contributions this year was the creation of high-performing teams.

For when we combine our energies, our skills, our insights, then the results are much better than when we strive alone.

For teachers, especially, this means that there is greater sharing of workload, understandings of individual students and the development of consistent approaches to schooling.

For students it means that they were invited to contribute to the sense of purpose and order in their Caregroup, House, classes and Campus.

Post-lockdown this was a challenge for both groups to rise to because we were, put simply, down on practice. Out of the habit. Used to working more on our own.

Coming back from the lasting effects of the lockdowns will take some time to achieve. We are all different because of the experiences we had in those 2 years.

Parents and families can see this too. Households stayed connected, but what if your family was in different houses? That made a difference.

So, we have spent this year attempting to tweak how we behave as a community and this focus will continue. Doing things like Campus-time at Berwick and Officer. Reintroducing St Francis Xavier College Day as a whole of College event. Extending Caregroup and Wellbeing lesson times to deepen connections and build resilience. Focusing on the positive habits of being a member of a class; including punctuality, attention, preparation.

Whilst the work to lessen the impact of lockdowns will continue into the future, I would like to thank and acknowledge all those who have worked to build a better community of SFXC for the benefit of all.

Thank you to all students, families and staff who have been positive, solution-focused, and collaborative contributors to our successes of 2023, as well as to our challenges.

Thank you to all who have striven to build us all up.



We head into 2024 with a clear desire to be even better. Together. And this is the work of many.

Vincent J Feeney

September 2023

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## Catholic Identity and Mission

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### 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 Confirmations (Cantabile);
- Launch of new House Patrons providing more explicit links to our Catholic Identity;
- Year of the liturgical program discernment of implications for RE Units to follow the liturgical cycle, Year of Matthew in 2023 and planning for Year of Mark in 2024;
- Year of Mark 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, 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;
- Robyn Horner professional program - Aggiornamento series;
- Implementation of the Revised Religious Education Curriculum “To live in Christ Jesus” for the Diocese of Sale;
- Staff Religious Education Professional Learning Day - House Patron Focus;
- 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.

### **In 2023, we achieved this by:**

- Increasing dialogue with the students regarding their involvement in liturgy;
- Implementation of new House Patrons change through student dialogue, enabling a stronger Catholic Identity and connection to deep Catholic narratives;
- Implementation Houses with 10 Catholic organisations to unite faith and action;
- Student lead development of 2024 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;
- Growth of Youth Ministry classes at Berwick Campus;
- Innovations project - securing the Timothy Schmalz sculptor 'Homeless Jesus'. Now on display across the campuses.

### **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 11 Retreat;
- Year 12 Reflection Day programs; and
- St Francis Xavier Feast Day Liturgy.

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

- Bunurong sourced artwork program - House & Theme depiction 2023;
- Bunurong Indigenous Jumper program - launched in 2022 and continued in 2023;
- Planning for 2024 indigenous theme design;
- College RAP design continued.

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## Learning and Teaching

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### 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

Student achievement through differentiation and 'Pathways for all' is a core focus of the College. In 2023, student learning outcomes continue to show the impact teachers are having on student progress and the growth of our students as we continue to emerge from the impacts of the pandemic.

The College has developed a Teacher Practice Model that has provided the framework for how we teach. This resource has allowed us to focus our teaching on evidence based pedagogical practices that we know impact student learning. Focus areas for 2023 included routines, active supervision and knowing our students as learners.

A review of the College timetable was conducted in 2023, and a new consistent timetable developed for the three campuses in 2024. This work has allowed for a more efficient timetable that better meets the needs of the College. A review of our Maths program in Years 7-10 was also completed and this work will be rolled out in 2024 and 2025.

The VCE Vocational Major and Victorian Pathways Certificates were introduced to the College in 2023. This new senior pathways certificate provides more flexible and targeted pathways options for our students. In addition to these programs, our students are also able to access School Based Apprenticeships and Traineeships (SBATs) as a pathway option in the senior school.

## **VCE Results**

VCE results remained relatively stable for 2023. A summary of the results is below:

- Median Study Score - 28
- % of study scores over 40 - 3
- Dux ATAR - 97.65
- % of ATARs over 90 - 5
- % of ATARs over 80 - 17
- Median ATAR - 62
- Study Scores of 50 - 2

Our Median ATAR declined slightly from our best ever result in 2022. However, we continue to track within the range of results for the percentage of ATAR's over 90 and over 80, with the percentage over 90 remaining the same as last year.

The process of analysis of VCE data is now deeply 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.

Student pathways achievements continue to be a highlight for the College.

In 2023, 452 Year 12 students attempted a course.

Some highlights include:

- 47 successfully attempted the VCE Vocational Major with 100% completion

- 325 students received an ATAR
- 329 applied for a course through VTAC and 93% received offers

## Student Learning Outcomes

### NAPLAN Results

The College places a strong focus on developing student skills in the areas of numeracy and literacy. The cohort who completed NAPLAN in 2023 did so under a new assessment scale so we are unable to track growth data for students completing NAPLAN until 2025. The move to March testing has also meant that data is now received earlier in the school year so that teachers can make greater use of this information as part of the data analysis process.

While we still have a majority of our students in Years 7 and 9 meeting the proficiency standards set for literacy and numeracy, it is clear that there are some areas where we need to focus our attentions. In particular numeracy at Year 9 and reading, grammar and punctuation across the levels. This information has prompted revision of our 7-10 Mathematics offerings and a review of literacy focus areas for 2024.

### Years 7 to 10

Internal student assessment data has been analysed thoroughly 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 scale, as well as the proportion of students achieving above standard results. The College aims to address these two areas by our continued focus on differentiation.

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 remains steady at around 8%.

### Strategies for fostering high levels of learning outcomes

The following is 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.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	540	67%
	Year 9	542	48%
Numeracy	Year 7	541	71%
	Year 9	552	58%
Reading	Year 7	541	76%
	Year 9	558	62%
Spelling	Year 7	546	78%
	Year 9	566	75%
Writing	Year 7	551	73%
	Year 9	578	64%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	28
VCE Completion Rate (includes VCE VM completions)	97.00%
VCAL Completion Rate (VCAL Intermediate)	100.00%

\*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.



<b>Post-School Destinations as at 2023</b>	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

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## Student Wellbeing

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### 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

The Child Safe Standards continue to be promoted through a variety of areas of College life. The College trains staff and has process for the identification and response to child protection matters while also doing the deep work of embedding child safe practices throughout school life.

Wellbeing for Learning continues to be explored through the College's Framework. The key pillars of Relationship (We Connect), Relevance (We Matter) and Resilience (We Grow) are central to the Wellbeing Curriculum and to school activities. Research in the areas of Wellbeing Science, Positive Psychology and Trauma Informed Care inform key topics such as: mindfulness and self-regulation, connection and belonging, social-emotional intelligence, benefit mindset, character strengths, flow, personal values, goal setting, intrinsic motivation, gratitude and savouring, positive framing, growth mindset, grit, and more. The College's approach to wellbeing for every person is strengthened through its deep alignment with the Catholic Identity of the College.

Positive Learning Partnerships continues to be the cornerstone of the College's whole school approach to Positive Behaviour Support. Using a Restorative Practices approach, the college works to explicitly teach the personal and social capabilities as articulated in the Victorian Curriculum. This approach to relationships is founded on the principles of: unconditional respect, a calm and just manner, and an approach of facing challenges together with optimism. Student are supported with universal strategies (for all students), as well as targeted or intensive support for those who need it.

The College has continued its work in Respectful Relationships. In 2023, the Wellbeing Curriculum embedded a variety of lessons about respectful relationships as well as explicitly addressing tricky topics which face teens in a modern world.

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. IN particular, the focus on practices such as 'Know your students as learners and people' and 'routines' has helped to create the groundwork for a culture of wellbeing and positive relationships.

### **Child safety and wellbeing:**

- Facilitating learning opportunities for staff, students and parents
- Providing parent resources and information via 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.
- Increase in time allocated to Care Group and Wellbeing to support the development of the skills of wellbeing and to promote school belonging and connection
- Explicit teaching of the Careers curriculum in Wellbeing Lessons
- Student voice to inform staff Professional Learning (students were asked about what teachers do that promotes learning)
- Student surveys about key aspects of child safety and wellbeing (eg: Physical Spaces survey about the use of different spaces around the school)
- Student focus groups to inform planning and actions relating to College life
- Staff consultations on Positive Behaviour Support and strategies within the Teacher Practice Model

## Value Added

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

- Masses, liturgies and prayers
- Year 11 and 12 Retreat / Reflection days
- Cantabile Liturgical Choir
- Youth Ministry and Mini-Vinnies
- Soup van volunteering
- Fundraising (for charities connected to each of the House Saints)
- Student Leadership Program and Representative Council
- Benefit Mindset Challenge
- Character Strengths Challenge
- Growth Mindset Challenge
- Year 12 Valedictory
- Instrumental Music Program
- College Production (musical)
- Junior School Play
- Cabaret Night
- ANZAC Day Service
- Careers Expo
- House Athletic Carnival

- House Swimming Carnival
- House Cross Country Carnival
- Colour run
- Lunchtime clubs and activities (eg: Chess club, Minecraft club, sports)
- Year 8 City Experience
- College Tour and Open day Guides
- Arts week activities
- Book week activities
- Languages week activities
- International Women's Day activities
- Science week activities
- Dignity week activities
- Writing and Oral competitions

### **Southern Independent Schools Sporting & Cultural Competitions:**

- Chess
- Debating
- Music
- Public Speaking
- Sports
- Book in a Day

### **Student Satisfaction**

The Care Group and House System continue to be integral to the College's approach to child safety and wellbeing, in particular, pastoral care, inclusion, and belonging. Peer relationships are supported and promoted through activities that foster a sense of empathy and a community orientation.

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 2023, highlights from the AWE data include:

- Strong peer relationships
- Student resilience and over all 'AWESome score' when compared to the rest of Australia
- Spirituality and community life
- Students recognition of strengths, supports and opportunities at the College
- Bullying instances reported remains low

The College aims to move its Insight SRC Student Wellbeing target from 59.3 in 2023 to 60.9 in 2024.

## **Student Attendance**

### **Attendance Strategy**

The College has developed an Attendance Strategy which is a tiered approach to monitoring and responding to attendance. As part of this strategy attendance data is regularly sourced, shared and responded to.

Fortnightly data tracking is designed to enable the early identification of patterns of absences so that early interventions can be put in place and ongoing absence can be supported via targeted student attendance support plans.

Termly data reports provide summary information about attendance patterns to inform whole school planning.

### **The College continues to support attendance through the following:**

- Employment of a Student Attendance Officer at each campus to monitor daily attendance and assist in the Management of strategies that promote attendance
- Following up unexplained absences and irregular absences through notification processes
- Promoting class engagement through regular school 'sweeps' by leaders
- Communicating with parents/carers to raise awareness about the importance of attendance and attendance processes
- Communicating with parents when absences impact learning
- Working with students and their families to engage in support planning for students with significantly low 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 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 follow up on absences from individual classes.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	79.2%

<b>Average Student Attendance Rate by Year Level</b>	
Y07	89.4%
Y08	87.6%
Y09	85.5%
Y10	82.2%
Overall average attendance	86.2%

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## Leadership

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### Goals & Intended Outcomes

#### Priority Objectives:

- Leaders within DOSCEL schools and CEOSale are supported to thrive, through professional learning, development, and practices that support wellbeing
- 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
- All parts of DOSCEL use effective systems that manage compliance and risk

#### Goal:

- To create optimal conditions for student achievement
- To embed a culture of Child Safety in the College
- To effectively resource 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 support staff
- 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
- To increase student enrolments
- Provide affordable College School Fees to ensure that the College remains an option for all families
- To provide facilitates 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 the College Game Plan outlining the four main focus areas for the College, guiding its ambition for student achievement.

### **Developed strategic directions and artefacts aligned to our College priorities.**

- The *College Playbook* was launched in 2023. The Playbook aims to connect and deepen our work across the four areas of the College Game Plan. The Playbook is our roadmap for optimising the College Game Plan. St Francis Xavier College leaders are called to bring to life this framework to support all staff professional practice, dialogue, wellbeing, and learning. Each pillar of the playbook looks to support staff wellbeing.

Deepening this work, we developed the Teacher Practice Model and Professional Practice Model. Both were launched in 2023.

- The Teacher Practice Model was introduced to support the development and growth of our teaching staff. Built upon evidence-based strategies, this model is designed to systematically enhance teacher capacity. Our aim is to cultivate a dynamic learning environment that not only benefits our teachers but, most importantly, positively impacts the academic achievement and growth of our students. Through the Teacher Practice Model, we foster a culture of continuous improvement, ensuring that our teachers are equipped with the latest insights and tools to deliver impactful and student-centered instruction.
- The focus of the Professional Practice Model is to enhance the professional learning and growth of our Education Support Employees. This model is carefully designed to systematically build the capacity of our support staff. By embracing the principles of the Professional Practice Model, we promote continuous improvement, ensuring our Education Support Employees have the latest insights and tools for making effective and valuable contributions to our College.

### **Review and redesign of the Position of Leadership model.**

Staff input and consultation into the redesign of the 2024+ POL structure allowed for staff to directly influence and contribute to the design of a structure that supported them.

Developed a new Positions of Leadership (POL) Model for our school, which became effective from the start of 2024. In designing this model, we have:

- Taken into account where we stand with our strategic plan and our future aspirations for Catholic Identity, Wellbeing, and Learning & Teaching
- Conducted a thorough analysis of our contextual and environmental factors, ensuring that the model we propose is future-focused and responsive to the needs of our school community from 2024

- Includes leadership positions that prioritise building staff capacity through coaching, promoting a culture of continuous improvement and learning.
- Designed roles with flexibility in mind, recognizing the importance of accommodating individual strengths and interests while also ensuring that all essential functions are covered. By streamlining our leadership structure, we are able to offer fewer roles while still meeting all necessary functions.
- Designed to embrace collegiality and foster career growth for all members of our community.
- Designed to integrate the essential strategies and building blocks of the pillars specified in the College Staff Wellbeing Strategy.
- Based on College data sets that indicate our staff's preference for teamwork, the model is designed to revolve around collaborative teams.

### **Provided targeted professional learning for all staff**

Launched the *SFXC Learning Hub*. The *SFXC Learning Hub (EC by Go1)* is an online platform that provides the opportunity for staff to access hundreds of online professional learning resources including courses, podcasts, books, etc.

Revamped the Forum structure. This included changing the language from Meeting to Forum to promote a workshop-based approach, aligning each forum to our strategic plan, and developing a structure that adheres to working arrangements outlined in the DOSCEL 2022 agreement.

Our Forums and College Professional Learning days have been planned with the intent to provide opportunities that cater to the diverse needs and preferences of our staff. We aim to support and resource our staff by a multifaceted approach, taking into account varying levels of experience, expertise, and individual learning styles.

Leverage staff expertise and tap into the collective wisdom of our staff. Our Forums and Professional Learning Days serve as a vibrant opportunity where staff share insights, best practices, and innovative ideas.

Annual offering of the College Wellbeing for Learning Champion PL program which aims to develop skills in Wellbeing Science and to work on embedding positive psychology practices at the College.

Each year we sponsor staff for further study to increase our pool of expert and specialist staff. Examples of sponsored study include:

- Masters in Evidence-Based Teaching
- Masters in Education and Theology
- Careers Development Sponsored Study
- TAE sponsored study

Expansion of the College new staff Induction program. Developed Induction procedures, programs and supports for new staff. This included:

- formalising a structure for Induction day at the start of the year and for staff that begin with us throughout the year,
- compulsory SFXC Learning Hub Induction course with information about the College for all new staff to complete,
- Optional New Staff Support Sessions across Semester 1
- New Staff lunches with senior leaders each term
- Allocation of an Induction Buddy.

Graduate Support Forums and Provisionally Registered Teacher MS Team established.

Formalised the process of provisional registration to full registration across the College.

Increased number of VIT trained mentors to support graduate staff.

Implemented annual review cycle for all ESE staff. The review invites staff to determine goals based on the Professional Practice Model.

#### **Offered leadership development opportunities for leaders at every level:**

- Emerging Leaders 3-day Seminar Series focusing on building leadership capacity with tangible evidence-based tools built the confidence and skill of staff to take on positions of leadership.
- Senior Leaders Professional Learning Program with Zalt Group focusing on Building capacity to have better conversations. The College Leadership Team, College Directors, and Campus Leadership Team members participated in these PL opportunities which included workshops and online peer coaching sessions.
- Senior Leader 1:1 coaching to focus on individual leadership goals and growth.
- College Leadership Team attendance at all DOSCEL Learning & Teaching Network days.
- Middle leader participation in the annual DOSCEL Leadership program.
- Cameron Schwab coaching for Operations Team Leaders in 2023.

#### **Developed a College-wide coaching model**

- A working party was formed and undertook 6 months project work to develop a College wide approach to coaching.
- The 2024+ POL model was designed with a desire to embed a coaching-approach across all facets of the College.

**Effective stewardship of College resources to allow for building new works and refurbishment of existing facilities**

- Master planning across the College.
- Learning Spaces Master Plan Completed at Officer Campus
- Building of the new GPFLA at Berwick Campus has begun
- All campuses continue to receive minor refurbishments

**Continued development of the College's approach to occupational health and safety and compliance.**

- The Compliance Department has successfully built processes to support risk assessment, taking the burden off teachers.
- The establishment of a Risk and Compliance SharePoint Site, including a policy and procedure page, has been successful in providing staff with easy access to relevant policies and procedures.
- The OH&S Committee has successfully created a culture of safety within the community

## **Expenditure And Teacher Participation in Professional Learning**

### List Professional Learning undertaken in 2023

- 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
- 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

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<ul style="list-style-type: none"> <li>• Student behaviour tracking</li> <li>• Student well-being</li> <li>• Students with learning needs</li> <li>• Teaching Sprints</li> <li>• Various VCE workshops/information sessions</li> <li>• VCAA compliance</li> <li>• VCAL program specific PL - Preparation for VCE VM</li> <li>• VCE data analysis</li> <li>• VET specific professional learning</li> <li>• Victorian F-10 Curriculum</li> </ul>	
Number of teachers who participated in PL in 2023	285
Average expenditure per teacher for PL	\$910.00

### Teacher Satisfaction

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 2023 Insight SRC survey staff data indicated the following:

- Staff are enthusiastic and passionate about their work.
- Staff feel equal amounts of distress working alone and in the classroom, and when they are coming together to work.
- Leadership styles characterised by supportive behaviours.
- Staff can collaborate effectively.
- Our staff place importance on appraisal and recognition.
- Reflects a balance in workload that is in line with a healthy work environment.
- The Clarity pillar has increased incrementally since 2021.

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 59.1 in 2023 to 60.9 in 2024. The College will also look to improve its Teaching Climate rating from 56.7 in 2023 to 59.0 in 2024.

<b>Teacher Qualifications</b>	
Doctorate	0.7%
Masters	22.8%
Graduate	13.9%
Graduate Certificate	4.3%
Bachelor Degree	51.1%
Advanced Diploma	3.7%
No Qualifications Listed	3.5%

<b>Staff Composition</b>	
Principal Class (Headcount)	9
Teaching Staff (Headcount)	330
Teaching Staff (FTE)	308.9
Non-Teaching Staff (Headcount)	226
Non-Teaching Staff (FTE)	212.6
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### 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 relationship between the parish and the school in the provision of Catholic education is crucial to the faith development and learning outcomes of students, the enlivening of parish life and the development of community. The establishment of the Advisory Committee encourages partnership and participation of school, parish and the wider community in the life of the school. This Committee 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 Parent Access Model (PAM) and highlighted at Parent Information Evenings.



## Parent Satisfaction

Parental engagement is more likely to assist in positive self-regard, adolescents feel more positive toward learning and the school, and students are more likely to maintain high aspirations and build a career. With this in mind, St Francis Xavier College is actively seeking new and innovative ways to ensure parents are engaged and able to support their children and their education.

**Promoting the home-school partnership continues to be a priority. The following are opportunities for parent engagement:**

- Strength-based parent evening
- Subject Selection Meetings
- Subject selection Information evenings
- Presentation Night
- Maths Information evenings
- Prospective Student Parent Information Evening (online and in person)
- Differentiation Information evenings
- Curriculum Review Surveys
- School Advisory Committee
- Performing Arts evenings
- Student Progress Meetings
- Program Support Group Meetings
- Mother's and Father's Day celebrations.
- Career's information expo.

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.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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).

For more detailed information regarding our school please visit our website at [www.sfx.vic.edu.au](http://www.sfx.vic.edu.au)