

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



St. Francis Xavier College

Berwick, Officer and Beaconsfield



SCHOOL REGISTRATION NUMBER: 1766

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Minimum Standards Attestation

I, Vincent J 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

7 May 2019

Governing Authority Report

At the start of this year we began an exciting new chapter for Catholic Education in our Diocese. Under direction from the Bishop of Sale, Bishop Patrick O'Regan, a new company, Diocese of Sale Catholic Education Ltd (DOSCEL), was formed to allow the Priests of the Diocese to concentrate on their pastoral, faith and spirituality responsibilities without the complication of being an employer and manager of schools.

In a historically significant move, DOSCEL was recognised by the Victorian Registration and Qualification Authority as the owner and operator of 42 Catholic primary and secondary schools within the Diocese of Sale on January 1, 2018. We are the first Diocese in Victoria to centralise the ownership and administration of Diocesan Catholic schools.

DOSCEL is governed by a board of directors. The board delegates all matters associated with the day to day management of Catholic education in the Diocese to the Chief Executive Officer. This includes, but is not limited to, all matters pertaining to employment of staff, financial and other regulatory and compliance issues, which were previously the responsibility of the Parish Priest or Association of Canonical Administrators.

The Parish Priest or Canonical Administrator continues to support the school community through their pastoral presence, celebration of Mass and other liturgies, and assistance with the faith and spiritual development of members of the school community.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented in all schools to comply with the regulatory requirements of the Corporations Act. These structures were formalised in 2018 in discussion with principals.

Other structural changes occurred within the Catholic Education Office to accommodate the new reporting and accountability regime, including the establishment of an Industrial Relations and Human Resources team, and changes to the Catholic Identity, Leadership, Learning and Teaching team.

As providers of Catholic education, we aim to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best. To achieve this goal, we continue to invest in leadership and support for school communities to promote expert learning and teaching practices. We collaborate 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.

2018 was a very positive year for Catholic education in the Diocese of Sale. We have created a strong basis for the future, and I look forward to sharing that journey with you.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our College Vision

“I am the Way, the Truth and the Life” (John 14:6)

St Francis Xavier College is a Catholic community that is educative and supportive of the whole person. We have a clear purpose: the individuals’ development of competence, conscience and compassion formed in the Christian tradition in light of the Scriptures; one who is guided by a sense of Christian faith, hope and love who will be of service to the world. We recognise God’s presence in our lives by being a living witness to Jesus, celebrating and pursuing excellence and by living courageously with optimism and respect for the dignity of all.



STATEMENT OF DEMOCRATIC PRINCIPALS

St. Francis Xavier 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 2018 was 3090 boys and girls from Years 7 to 12. The College consists of three campuses, two Year 7 to 9 Junior Campuses located in Berwick and Officer and a Senior School Campus catering for Year 10 to 12 students located in Beaconsfield.

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

- We seek to be an overtly authentic Catholic College where we promote and celebrate the Christian faith and the spirituality of all College members in partnership with our families and parishes, in dialogue with many world views;
- We aim to promote effective teaching and learning, based on our Catholic values, incorporating challenging, relevant and innovative curriculum, highlighted by engaging teaching and learning processes aimed to promote the understanding of student's place in the world;
- We strive to develop an adaptive learning environment which fosters critical thinking, creativity, collaboration, problem solving and flexibility;
- We promote and facilitate teacher collaboration, consistency and collegial accountability through teams;
- We aim to be an inclusive Catholic community where people are valued and cared for, where diversity and differences are respected and celebrated and where positive relationships are able to flourish;
- We are committed to the ongoing development of quality Christian leadership amongst our staff and our students who will guide and develop the Christian values which distinguish and transform our learning environment;
- We aim to build an effective stewardship of human and material resources thereby strengthening the provision of quality Catholic education for our students.

Principal's Report

There is no doubt that a lot has happened this year at St Francis Xavier College. Behind the scenes in the work of the Advisory Board, the Principal and the College Executive and staff much has been taking place as well.

At each of our three Campuses work has commenced on updating the building masterplan. The intention is to refresh each Campus and provide our students with suitable facilities within the limits of budget and timeliness.

The General Purpose Flexible Learning Area (GPFLA) project at Beaconsfield will be completed by the end of this year and the planning for the next projects is well underway. A new Uniform Shop and Operations Hub are starting soon which will give parents a much improved experience. Other facilities are under consideration and will be announced when Diocese of Sale Catholic Education Limited (DOSCEL) approves the masterplan.

At Officer the Music Drama Dance building is under construction and should be available early next year this almost completing the specialist facilities there. Currently we are planning for a new classroom block as well as updating the masterplan for approval.

At Berwick we have commenced the design of a possible new block of classrooms for approval by DOSCEL. The refurbishment of one classroom block to enable more contemporary learning practices has been approved and the new draft masterplan currently revolves around the replacement of a number of existing facilities.

These are breakthrough moments for the College. A sign of a new chapter in an already rich history and reflect our desire to work to improve learning opportunities for our students.

And in so many different areas:

It is for this reason that so much effort has been invested in the differentiated classes being offered; classes that try to more closely align what happens in the classroom with where students are in their learning development.

And why the design of learning spaces, alongside the Digital Learning Program, coinciding with the encouragement to students to take more control of their own learning by adopting a growth mindset and identifying their character strengths is just so important.

This year we also put the finishing touches to Curriculum changes. And consulted with students and families on the changes, briefed DOSCEL staff and reconfigured the timetable. All to breakthrough to hopefully new levels and new areas for students and student achievement.

The parent focus groups signal a very real desire to engage meaningfully with parents and carers in ways that help the College become more relevant, more accessible and thereby more successful.

All this in the background whilst the quality day to day life that these pages reflect had been lived out.

I trust we will look back on the work, the achievements of 2018 and see that truly this has been a breakthrough year.

Thank you all for your support of our wonderful College and its richly varied community.



Vincent J Feeney

2018

Catholic Identity and Religious Education

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

Goals & Intended Outcomes

Goal: *Our community is a living witness to the Gospel where Christ is encountered.*

Intended Outcomes

- Lead the community towards a post critical belief stance through developing an understanding of recontextualisation and dialogue in a pluralistic society.
- Fully implement the revised Religious Education Core Curriculum, "To live in Christ Jesus", developed by the Catholic Education Office, Sale Diocese.
- Promote and Support Youth Ministry
- Educating students in identity and sexuality
- That all teaching staff are accredited or working towards accreditation.
- Maintain and enhance ties with Parish
- Further develop links with the Student Wellbeing Team in the delivery of programs that complement the development of faith.



Achievements

- College Major events: Easter Celebration (Stations of the Cross), St Francis Xavier Day Whole School Mass and celebration, House Masses and the Year 12 Graduation Mass;
- Implementation of regular Year Level Masses;
- Ongoing Development of the College Youth Ministry Program, including reaching out to our Parish Primary Schools supporting them in preparing students for their sacramental programs;
- The Participation in the Annual Caritas Project Compassion collection;
- St Vincent de Paul: Soup Van, Christmas appeal Fundraising and Christmas lunch for Soup Van clients at the College;
- Trinity Families (Bishop of Sale) Fund Raising;
- Catholic Mission: Through new connections made between Catholic Mission with Timor Leste fundraising and Rueben Centre Appeal fundraising;
- Staff First Friday Prayer Program;
- Implementation of the Revised Religious Education Curriculum “To live in Christ Jesus” for the Diocese of Sale;
- Staff Religious Education Professional Learning Day;
- Increased numbers of staff in accreditation to teach Religious Education in a Catholic School;
- Increased numbers of staff undertaking accreditation to teach in a Catholic School.



Value Added

St. Francis Xavier College promotes an inclusive Catholic community where all in our community are valued; where diversity and difference are respected and positive relationships flourish.

In 2018, we achieved this by:

- 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;
- Addressing the issue of bullying at every opportunity.

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;
- Diocese of Sale Justice Camp;
- Year 8 & 9 Healthy Relationships Day;
- The Journey So Far – a program conducted by former students of all ages who return to address our seniors on the successes and challenges they have experienced at our senior level retreats;
- House Year Level, Year Level and College Masses and liturgies;
- St. Francis Xavier Day College Mass and whole school gathering;
- Youth Ministry – City Experience;
- Year 11 Retreat and Year 12 Retreat programs and
- Year 12 Graduation Mass.

Learning and Teaching

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

Goals & Intended Outcomes

Goal: *Through the deepening of the culture of positive learning partnerships informed by Positive Psychology and the differentiated and purposeful nature of the curriculum, student achievement will be enhanced.*

Improved Student Outcomes

Intended Outcomes

- That the professional learning program is planned and purposeful to support student achievement
- That opportunities for dialogue and collaboration are provided to facilitate professional growth.
- That targeted professional learning will be provided.

Expert Teacher Practice

The glory of God is the human person fully formed – St Irenaeus 2nd Century

Intended Outcomes

- The literacy and numeracy outcomes for students will be enhanced
- The learning outcomes of VCE students will increase
- That VCAL students will be more engaged in their learning program and that their post school destinations are improved
- That student progress is increased
- Student achievement is monitored progressively
- That students will be more dedicated to achievement in their differentiated and purposeful learning program

Achievements

The following major achievements were made in relation to learning and teaching during 2018.

- Deeper implementation of College direction for offering a highly differentiated learning program especially through the use of rubrics for assessment and reporting;
- Deepening of the College's use of SIMON for online progressive reporting;
- Consolidation of Maths Pathways Program;
- Planning of learning spaces for dance, drama and music building at Officer Campus;

- Planning of learning spaces for general purpose flexible learning area building at Beaconsfield Campus;
- Development of VCAL curriculum;
- Engaging and purposeful dialogue between teachers through professional learning teams;
- Enhancement to the development of personal learning plans;
- Expanded application of positive education in the learning program;
- Consultation with staff regarding the drafts of the new College Curriculum, Assessment and Reporting and Achievement Policies;
- Application of *all teacher* professional learning relating to wellbeing, curriculum development and differentiation;
- Learning Enhancement Officers completing the Certificate III in Education Support and completion of a collaborative project between Teachers and Learning Enhancement Officers focussing on effective strategies for learning adjustment;



- Completion of Learning Resource Centre Review including the establishment of a new vision statement and new staffing model;
- Introduction of a VCAL Showcase evening;
- Established new literacy and numeracy strategy teams;
- Establishment of College statement regarding learning spaces;
- Trial of a range of resources, furniture, writing spaces and project points for general purpose classrooms;
- Introduction of Year 12 Revision lectures and expanded Commencement Program;
- Introduction of Online Medical and Excursion System on PAM;

- Completion of the College Curriculum Review which moved from ideas and concepts, into proposals which were debated within the College community, and finally the ratification of a range of recommendations for implementation in 2019 including:
 - introduction of media arts and dance to Years 8 and 9
 - introduction of VCAL to Year 10
 - introduction of VCE Environmental Science and English Language
 - introduction of VET subjects for VCAL students
 - introduction of Arabic and Spanish
 - combined classes of Year 8 and 9 students for some subjects
 - careers education curriculum enhancement and additional staff
 - remodelled mathematics pathways implementation
 - introduction of the Year 8 City experience
 - introduction of Year 8 and 9 Extension Academies
 - introduction of a Year 7 Instrumental Music program
 - introduction of an inquiry and project-based learning program across Years 7 to 10
 - introduction of a wellbeing lesson
 - restructured timetables including more tuition time and increased frequency of lessons for the Beaconsfield Campus
 - enhanced tuition time across the College
 - more choice and flexibility for student learning programs
 - more targeted learning enhancement programs
 - more engaging Religious Education curriculum
 - introduction of Hands on Learning at Officer Campus



Student Learning Outcomes

Student achievement remains the focus of the College and there are a number of pleasing results in terms of student learning outcomes from 2018.

VCE Results

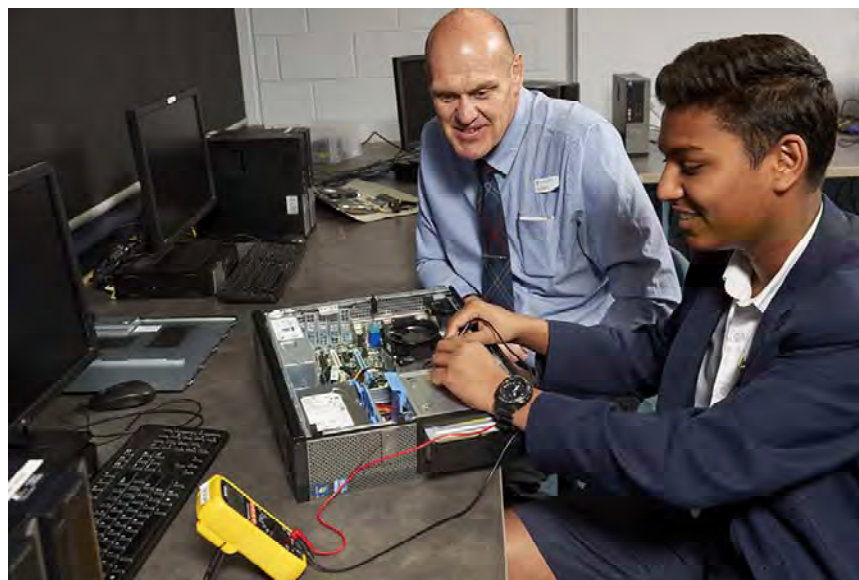
VCE results were improved in all areas in 2018

A summary of results is in the following table.

Summary of VCE Results

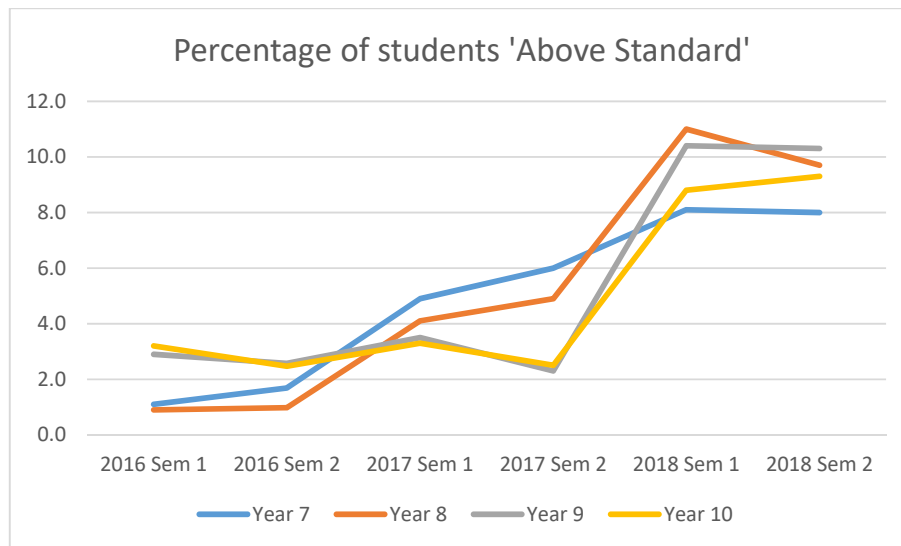
	2018	2017
Median Study Score	30	29
% of study scores over 40	5.3	4.3
Dux ATAR	99.25	95.8
% of ATARs over 90	7.1	4.4
% of ATARs over 80	18.5	12.9
Median ATAR	61.1	60.4

The level of 'value add' for VCE students was also pleasing. Staff continue to analyse VCE data to consider how the learning program can be enhanced and how learning activities can be improved.



Years 7 to 10

Internal student assessment data has been analysed deeply in terms of Victorian F-10 Progression Points. The analysis has provided base level data for the College to use to reference growth in terms of the appropriate spread of results across the 5-point Progression Point scale, as well as the proportion of students achieving above standard results. The College has been aiming to address these two areas through its focus on differentiation. Phasing the very deliberate implementation of the College’s framework for differentiation over three years has seen significant improvement in learning outcomes in 2018. A far more appropriate spread of results took place in 2018. In 2018 there was a further increase in the proportion of students achieving above standard. This trend is represented in the following graph.



NAPLAN – Literacy and Numeracy

NAPLAN results were very strong. The results of Year 7 students beginning at the College were increased lower than in the past. Net increase across all areas for Year 7 and Year 9.

Student achievement in literacy and numeracy at the College is very positive.

The overall trend across 2016 – 2018 for the median result is increasing.

The net proportion of students meeting the minimum standards across all areas of literacy and numeracy in Year 7 and Year 9 increased from 2017 to 2018.

The results of students growing their literacy and numeracy skills across Years 7 to 9 (2016 – 2018) are pleasing. The College has levels of growth between Year 7 and 9 at medium or high levels for reading, writing, grammar and punctuation and spelling.

The area of numeracy has been an area of specific focus for the College. A different way for students to study maths began at Year 7 half way through 2016. Significant focus has been placed on teacher professional learning, student engagement, parent information in relation to maths education at the College. It is pleasing to report that the proportion of students achieving high levels of growth in numeracy skills from Year 7 to Year 9 (2016 – 2018) has increase by 8.5%.

The College has engaged the services of online software to convert NAPLAN and PAT Testing data into Victorian F-10 Curriculum Progression Points. This is assisting teachers to identify even better the level of achievement students in their class should be achieving.



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:

- teaching: professional learning and coaching
- analysis of evidence of student achievement
- specific numeracy and literacy programs for students below standard
- programs for enrichment and extension
- targeted teaching
- evidence based teaching practice
- highly differentiated learning program
- deliberate strategies for numeracy and maths education
- establishment of a new strategy for literacy learning outcomes



College Community and Student Wellbeing

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

Goals & Intended Outcomes

Goal: *That students are able to manage their wellbeing more effectively through the development of a culture informed by our Catholic Identity and enriched by evidenced based positive psychology.*

Goal: *That parent engagement is increased and parents experience opportunities to collaborate with staff in order to improve student wellbeing.*

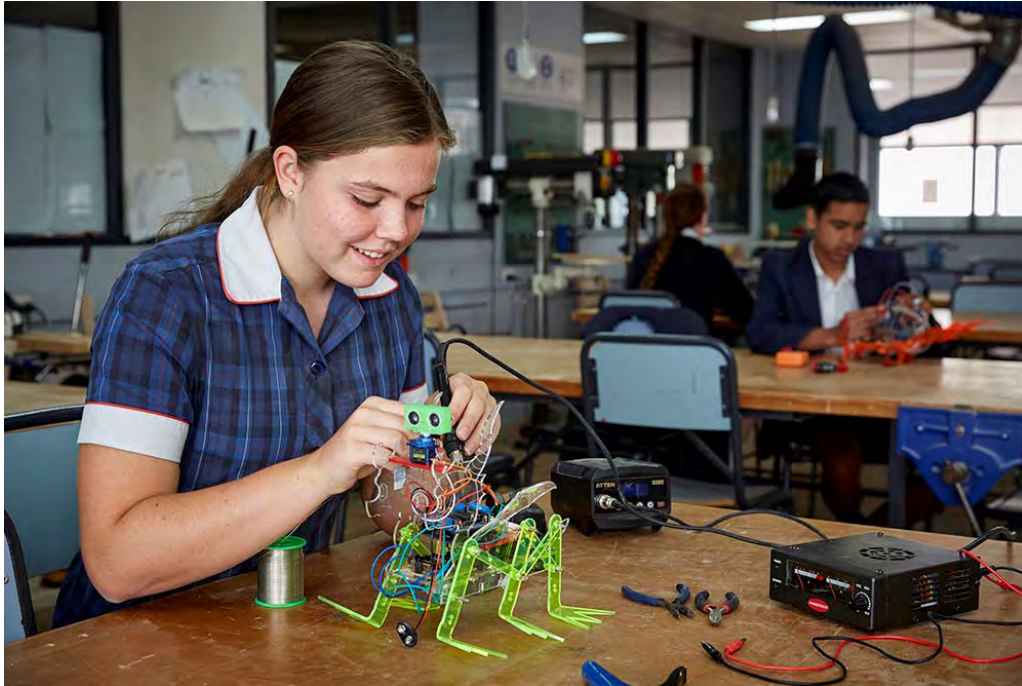
Intended Outcomes

- Further development links with the Catholic Identity Team in the delivery of wellbeing programs that complement the development of faith.
- That a strategy for managing student records is developed to inform wellbeing support
- Develop wellbeing programs to support learning
- Develop wellbeing skills in staff and students
- Develop parent forums to support student learning

Achievements

We are committed to the ongoing practice of using an appreciative strengths lens to influence our relationships and sense of community at the College. We have continued to access the wisdom of Positive Psychology and Positive Education to promote a flourishing community where everyone's potential is maximised. This has been prioritised through the activities and operations of the College as well as through its systems and approaches. Our ongoing development of a culture of wellbeing is driven by the relationship between Catholic Identity and the care of the whole person alongside the development of personal wellbeing for each member of our community. Once again, our work in this space has been celebrated at a National Conference where we shared our approach and understanding of the complimentary relationship between our Catholic Identity and our approach to embedding Positive Education.

The access to counselling and pastoral support for staff and students was reviewed, leading to the establishment of two separate teams, each with their own Team Leader. The reviewed structure intends to further support student learning by streamlining the support services offered to students and their families, particularly those experiencing need for personal support.



In order to promote and further develop Positive Learning Partnerships, all staff have started professional learning in the Berry Street Education Model. This model uses the wisdom of Trauma Informed Care and Positive Education to offer practical strategies for staff to support student achievement and promote success at school. The Berry Street Education Model drives student personal, social and academic progress by equipping staff with training, resources and practical strategies for working with young people from a variety of backgrounds.

After consultation with the College community during the College review process, the development of a new Wellbeing Curriculum was initiated with planning for implementation in 2019. The curriculum was outlined to enable students to develop the skills of wellbeing and in turn promote personal success in learning. This curriculum has been developed in consultation with the campus wellbeing teams and will begin for all students who will access one timetabled lesson a week in 2019.

The staff retreat utilised a collaborative approach to the enhancing the spiritual and personal development of staff for the benefit of their work with students. The retreat created opportunities for many staff to lead their colleagues in workshops which promoted positive emotions, mindfulness, spiritual development and personal prayerful reflection.

A Parent Focus Group was established to facilitate parent input regarding key College issues such as communication, parenting strategies and positive learning partnerships. 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.



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

- developing an understanding of wellbeing and Positive Education by facilitating presentations and learning opportunities for staff and students
- facilitating strengths-based parenting evenings to support wellbeing
- promoting wellbeing learning activities which support the pastoral care of students and the Catholic Identity of the College
- exploring character strengths, mindfulness and positive emotions to enhance staff and student wellbeing
- developing a foundational understanding, that with a purposeful concentrated effort we can all develop greater wellbeing (that is, the skills of wellbeing can be taught just as the skills of basketball or English and Mathematics can be taught)
- raising awareness about suicide prevention by facilitating the Suicide Safer Schools Session which communicates to students the ways to recognise a friend in need of support as well as how to get that support from an adult
- connecting the positive behaviours promoted by the College to the development of wellbeing through the model of Positive Learning Partnerships
- presenting child safety presentations to students

- promoting Benefit Mindset by hosting Ash Buchanan to work with Year 8 students and encouraging all staff and student to participate in a Benefit Mindset Challenge
- Promoting the principles of Positive Education by supporting the professional development of key staff
- leading other schools to develop an understanding of the link between Catholic Identity and Positive Education by facilitating a workshop at the national Positive Education in Schools Association (PESA) Conference
- promoting activities and events to celebrate our College community, particularly during cultural diversity week
- developing suicide management plans for students at high risk and developing second tier support
- providing camps and retreats for students
- improving and extending support structures for beginning teachers
- improving and extending support structures for new members of staff
- increasing the recognition of the significant role played by non-teaching staff
- promoting the tenets of Positive Education (eg: gratitude, character strengths, optimism, grit, etc) in assemblies and student activities such as House Time
- researching data collection programs for Counselling team
- providing training to Director of Counselling team to develop mindfulness practice in teaching staff
- collaborating with the Catholic Identity team to ensure wellbeing initiatives support the spiritual growth of our community
- embedding wellbeing strategies into the Year 12 retreat and the Year 7 camp



Value Added

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

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

- Class, House and College Masses & liturgies
- College Feast Day: St. Francis Xavier Day
- Year 11 Retreat, Year 12 Retreat
- Year 9 Outdoor Education Experience Reflection Day
- Diocese of Sale Justice Camp
- Cantabile Liturgical Choir
- Youth Ministry
- Soup Van
- Fundraising (The Ruben Centre Appeal, Caritas Australia, St. Vincent de Paul Society);
- Student Leadership Program;
- House Program:
 - House Athletics Carnival
 - House Cross Country Carnival
 - House Dance
 - House Debating
 - House Fundraising
 - House Swimming Carnival;
- Camps Program - Year 7, Year 9 Outward Bound;
- Year 8 Character strengths day;
- Year 8 Benefit Mindset;
- Benefit Mindset Challenge
- Wellbeing curriculum;
- Year 11 Presentation Balls;
- Year 12 Valedictory Dinner;
- Study Tour of Japan;
- Hosting of students from Japan;
- Tournament of Minds;
- Public Speaking Competition;
- Debating;
- Geography Competition;
- Science Competition;
- Subject support classes;
- Study Skills Seminars;
- Musical Production – Footloose;
- Jazz Evening;
- Instrumental Music Program;
- Music Ensembles;
- Cabaret Evening;
- Glee/Dance Team;
- ANZAC Day Service;
- Air Force Cadets;

Southern Independent Schools Sporting & Cultural Competitions:

- Art Exhibition
- Athletics
- Big Night Concert
- Chess
- Cross Country
- Debating
- Music
- Public Speaking
- Swimming
- Theatre Sports
- Weekly Interschool Sport;
- 100km Running Club;
- College based AFL umpiring academy and
- Rugby Team.



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.

We measure student satisfaction and personal wellbeing using the Assessing Wellbeing in Education (AWE) measure. Each campus presented the data to their campus where student concerns and satisfaction are discussed. Student feedback from the AWE measure names teachers, friends and feeling welcome as the things that make the College a great place.

Students and staff are encouraged to use their strengths of character every day to be the best they can be in all that they do. In this way, they are encouraged through the wellbeing strategies, activities and programs to fulfil their God-given gifts and to use these gifts to positively impact their community. This enhances the development of compassion for the self and for others while being of service in the community.

The Principal regularly meets with students to discuss their feedback on a variety of issues. These moments are always welcomed as an opportunity to learn and grow together. In 2018, the College will look to improve its Student Wellbeing rating from 65.2 in 2018 to 67.1 in 2019.



Student Attendance

Management of Student Non-Attendance

Monitoring Daily Attendance

The following are the systems and procedures to monitor the daily attendance of students and identify absences from the College or class:

- Parents are responsible for ensuring that they notify the college to explain the absence of their children on any particular school day. Notification may be provided via the Parent Access Module (PAM), via the SkoolBag app or by telephoning the college and should be made prior to the start of the school day.
- Attendance is recorded by class teachers each scheduled lesson of the day and at least twice a day (Morning and Afternoon) for excursions and other events which are a variation of the school day. This is recorded electronically in SIMON - Learning School Management Software.
- All absences are recorded in the SIMON - Learning School Management Software.
- Parent notified absences are automatically recorded notifying Care Group and Subject Teachers electronically.
- Students attending the College late or leaving early are also recorded in the SIMON - Learning School Management Software and teachers receive notification electronically through their class rolls.
- This SIMON Database register of attendance is retained indefinitely and stored electronically and backed up externally. The register is kept for each calendar year, and shows the twice-daily attendance checks, class attendance percentage and any reasons for absence.

Following Up Unexplained Student Absences

The following are the systems and procedures to follow up unexplained absences from the College:

- Where an absence has not been explained an SMS Text, message is forwarded to the student's parents notifying them of the absence on the same day and requesting that they immediately contact the college. Parents can reply via phone or the SkoolBag app.
- Where the absence remains unexplained the matter will be reported to the Care Group teacher for investigation and follow up.
- All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's school report.
- Subject Teachers are required to follow up on absences from Individual Classes. Heads of House need to be notified if required.

Notification of Parents and Guardians of Unsatisfactory Attendance

The following are the systems and procedures to notify parents and guardians of unsatisfactory attendance:

- Where a student is unsatisfactorily absent from the College, the College will contact the parents directly to seek an explanation and to remind parents of their child's obligation to attend school.
- Where parents repeatedly fail to inform the College of absences the Care Group Teacher will contact them directly seeking an explanation and to remind them of their obligation to report absences.
- If required meetings are arranged with Senior College staff to discuss with parents / guardians concerns over unsatisfactory attendance by students.

Irregular attendance in the course of a given day

- In the event that a student is absent for a lesson, the teacher when marking the roll will check that the student has a reason for their absence. If no reason is provided and the student had previously been marked present, teachers will follow the Campus student alert process to engage support in ascertaining the whereabouts of the student.

Unexplained student absences of 5 days

- Student Administration staff monitors the tally for students for the calendar year. When a student reaches 5 days with unexplained absences the parent or carer are called to a meeting with the Director of Students to discuss the matter and put a support plan in place.
- Student attendance is recorded on students' files and is accessible via PAM and published on the school report.
- If repeated absence is significantly hindering learning, teachers and or Heads of House will make contact to discuss support plans with parents or carers.
- When a student is absent for 5 explained consecutive days, Care Group teachers will make contact to check on the wellbeing of the student.



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 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. Multiple parent focus groups to discuss the curriculum review proposal to gauge ideas and responses to many concepts presented as well as being consulted about traffic congestion.

The following are opportunities for parent engagement:

- Strength based parent evening;
- Subject Selection Meetings;
- Subject selection Information evenings;
- College Intranet Information evenings;
- Presentation Night;
- Study Tour Information evenings;
- Maths Information evenings;
- Prospective Student Parent Information Evening;
- Differentiation Information evenings;
- Curriculum Review Surveys;
- Parent Focus Groups;
- College Musical;
- Performing Arts evenings;
- VCE Art and Technology Exhibition;
- Student Progress Meetings;
- House Athletics Carnival and
- House Swimming Carnival and Program Support Group Meetings.

Student subject selection is completed only after parental consideration has been reached. Our highest priority is always the pastoral care and well-being of our students. The academic development of the students remains a key focus, ensuring student career goals are linked closely to their performance at school. It is essential that parents believe that the College is open to the feedback they may wish to provide. On a regular basis, the Principal has the responsibility of interviewing many students and their parents.

The Parents and Friends Association is an open forum for every member of our parent community. The College Principal or a member of the College Executive is always in attendance at meetings of the Parents and Friends Association.

We are in partnership with nine Catholic Feeder Primary Schools. Principals in these schools display a very keen interest in the progress and well-being of their former students as they make the transition from Grade 6 to Year 7. Strong and open lines of communication between the primary and secondary environment exists. This is a

further avenue for the College leadership to gain an impression of parent satisfaction with the program, protocols and culture of St Francis Xavier College.

When members of our community feel the need to air a degree of dissatisfaction it is our policy that each enjoys the opportunity to be heard respectfully and, where necessary and possible, a negotiated outcome be arrived at. If the concern is of a serious nature the College has in place a process to enable clear communication and effective negotiation for an outcome, known as the Concerns and Complaints Policy.

Situated in a rapidly expanding growth corridor in outer metropolitan Melbourne, St. Francis Xavier College experiences a high demand for enrolment at each year level. Students seeking enrolment are interviewed in the company of their parents.

All indicators from the Insight SRC Survey suggest a high degree of satisfaction from our parents. In general, the parent's responses to the School Improvement Parents Surveys indicate a high level of satisfaction with the education their children receive at the College. In 2018, the College will look to improve its Community Engagement rating from 67.7 in 2018 to 69.6 in 2019.



Child Safe Standards

Goals & Intended Outcomes

Goal: *St Francis Xavier College has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse by creating a culture of Child Protection in all aspects of College life.*

Intended Outcomes

- That all children have the right to be safe.
- That the welfare and best interests of the child are paramount.
- The views of the child and a child's privacy must be respected.
- That clear expectations for appropriate behaviour with children are established in our Child Safety Code of Conduct and Staff and Student Professional Boundaries Policy.
- That child safety awareness is promoted and openly discussed within our College community.
- We implement procedures to screen all staff, Direct Contact Volunteers, third party contractors and external education providers who have direct contact with children.
- That all in the community understand that Child safety and protection is everyone's responsibility and that we have a zero tolerance to child abuse.
- That Child protection training is mandatory for all, staff and Direct Contact Volunteers.
- We implement procedures for responding to alleged or suspected incidents of child abuse and ensure that these are accessible for all members of the College community.
- That children from culturally or linguistically diverse backgrounds have the right to special care and support including those who identify as Aboriginal or Torres Strait Islander.
- That children who have any kind of disability have the right to special care and support.

Achievements

St Francis Xavier College is committed to developing a culture to maintain the safety of each student in our care. At St Francis Xavier, we have a zero tolerance for child abuse and are committed to acting in children's best interests and keeping them safe from harm.

The College regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture. As a result, we have developed a Child Safe Policy and Code of Conduct to embed our child

safe practices in our processes and procedures. The Child Safe Policy is an overarching document that provides key elements of our approach to protecting children from abuse. The Child Safety Code of Conduct lists behaviours that are acceptable and those that are unacceptable. It provides a high-level statement of professional boundaries, ethical behaviour and acceptable and unacceptable relationships. This Code of Conduct has a specific focus on safeguarding children and young people at the College against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes including our Staff and Student Professional boundaries policy.

All staff have received specific training in identifying Child Abuse and the requirement to report such abuse to the appropriate authorities. The College has implemented 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'. Staff training includes all staff undertaking training in the Department of Education and Training mandatory reporting module.

The College has also implemented HR Processes to screen all potential employees and volunteers and provides training to ensure that new members of staff understand the importance of child safety and wellbeing and enable them to consistently follow our child safety policies and procedures.

At all senior meetings Child Protection matters are always included as an agenda item where discussion of how the College is continuing to meet its child protection obligations is discussed.

The Student Wellbeing team has also developed strategies to promote child empowerment and participation including the processes for students to contact staff if they need support in this area. The College has also appointed staff to act as Child Protection Officers. Each Child Protection Officer is available to answer any questions that members of the community may have with respect to the Child Protection and Safety Policy and the Child Protection Program and receive ongoing training.

The College has also implemented new procedures for Contractors and visitors to the College and has communicated these policies and procedures to all in the St. Francis Xavier Community.

In 2018 a child-friendly, child safety policy was developed in a number of workshop sessions with student leaders from across the College. Student leaders from Year 9 met over a number of meetings to develop a child friendly version of the policy, ensuring that the language and key messages were accessible to all in our community. In groups students came up with two versions of the child friendly policy that were then developed into a draft that we could take for further feedback to leaders at the Senior Campus. The final workshop session was held with the Senior School Captains and Vice Captains to

gain a perspective from senior students. The perspective of the senior students was invaluable in editing the language and ensuring that the child friendly policy also reflected issues of child protection relating to older students.

Both the junior and senior school leaders were briefed on how the child safe policy must incorporate the inclusion of vulnerable children as these children including Aboriginal and Torres Strait Islander children are the most at risk in terms of abuse. The child friendly child safety policy was launched to the College community at Campus assemblies and was sent to all in the community electronically.

All these new policies and procedures work together to support the development of a culture at St. Francis Xavier College that maintains the safety of each student in our care.



Leadership

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

Goals & Intended Outcomes

Goal: *All staff see themselves as intelligently loyal leaders for student achievement.*

Leadership for Learning

Intended outcomes

- That the College develops enhanced processes to communicate with all stakeholders in the College.
- That our leadership model is student achievement centred.
- To continue to build a strong professional culture.

Resources

Intended outcomes

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

Achievements

- 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.
- Engaging Staff Retreat conducted to continue to celebrate and enhance our Catholic identity
- Strategic planning for 2019 College directions
- Further integration of our Positions of Leadership structure to support student achievement
- Continued implementation of Emerging Leaders Program for those in their first three years of holding a position of leadership
- Introduction of a specific professional learning seminar for senior leaders
- Graduate and new teacher mentoring program;
- Further development of the College’s coaching program
- Student leaders offered authentic opportunities to lead and develop their skills
- 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 Music, Drama and Dance building at Officer Campus

- Overseeing the building of the General Purpose Flexible Learning Area building at Beaconsfield Campus
- Support for staff to attend local, national and international conferences to build professional practice;
- On-going internal professional learning opportunities for all staff, with an emphasis upon curriculum, leadership, spiritual and contemporary issues for students
- On site facilitation of Certificate III in Education Support for Learning Enhancement Officers
- Effective implementation of the Annual Review Meeting process for all teachers;
- Continued development of the College's approach to occupational health and safety
- Expansion of the College's risk management human resources to manage compliance



Expenditure and Teacher Participation In Professional Learning

Description Of PL Undertaken In 2018

- Accreditation to Teach in a Catholic school
- Accreditation to Teach Religious Education
- Anaphylaxis Management
- Assessment and reporting
- 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
- Emerging Leaders
- Encounter Coaching
- First Aid Training
- Gifted and talented education
- Graduate Teacher Program
- Inclusive education
- Leadership conferences
- Leadership networks
- Learning area specific VCE professional learning
- Literacy
- Mission
- NAPLAN
- NCCD implementation
- New staff induction
- Office 365 training
- Online progressive reporting
- Operations Team training
- PL relating to individual Learning Areas
- Personal Learning Plans
- Positive Education
- Professional learning team
- New arrivals and refugee students
- SIMON – Learning Management System
- Staff communication
- Student attendance

- Student behaviour tracking
- Student wellbeing including Berry Street Program
- Students with learning needs
- Suicide Safer Schools Program
- Various VCE workshops/information sessions
- VCAA compliance
- VCAL
- VCE data analysis
- VET specific professional learning
- Victorian F-10 Curriculum

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	260 Teachers
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$655.00



Teacher Satisfaction

The Insight SRC and Enhancing Catholic Identity surveys showed strong support among staff for St. Francis Xavier College's role to support each student to grow in faith in our Catholic Tradition. Teachers report that they have been provided with many opportunities to develop their understanding of the faith as well as participate in prayer, liturgy and Mass. Teachers are proud of the work that they undertake at the College and are energized by the way they frequently discuss and share teaching methods and strategies with colleagues. They believe that they are well supported by their colleagues and feel that their own goals are aligned with the school's strategic plan but would like to be further involved in decisions that affect their day-to day work.

School improvement is a shared responsibility and teachers express a continuing desire to focus on improving the quality of teaching experienced by students. Both Organisational Climate and Teaching Climate indicators increased in the 2018 survey's and staff commented positively on the great amount of time that was taken to consult with staff on the Curriculum Review that took place in 2018.

Staff would also like for the school to develop formal and informal processes that enable them to receive feedback on how they are performing in their role as well as the extent to which their individual efforts are being recognized. To this end in 2019 a coaching program will be implemented for College middle level leaders as a trial for implementation for all staff in 2020 / 2021.

In 2018, the College will look to improve its Organizational Climate rating from 61.2 in 2018 to 62.5 in 2019. The College will also look to improve its Teaching Climate rating from 64.4 in 2018 to 67.1 in 2019.

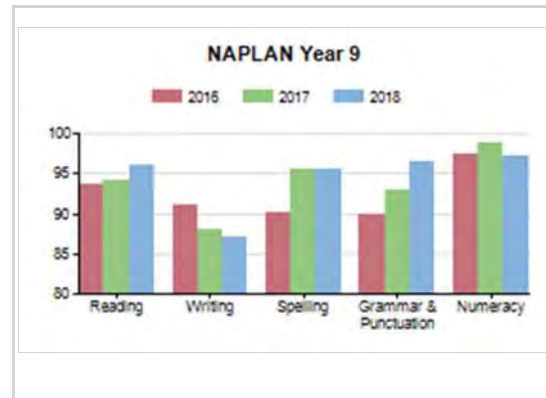
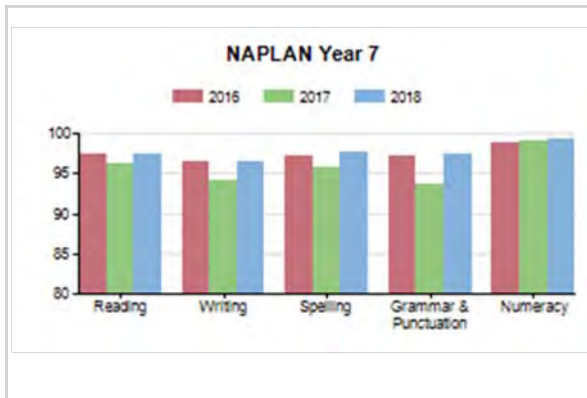


School Performance Data Summary

E4031
St Francis Xavier College, Beaconsfield

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	97.3	93.8	-3.5	97.5	3.7
YR 07 Numeracy	98.9	99.0	0.1	99.3	0.3
YR 07 Reading	97.5	96.2	-1.3	97.4	1.2
YR 07 Spelling	97.1	95.8	-1.3	97.7	1.9
YR 07 Writing	96.4	94.2	-2.2	96.6	2.4
YR 09 Grammar & Punctuation	89.9	93.1	3.2	96.6	3.5
YR 09 Numeracy	97.5	98.9	1.4	97.3	-1.6
YR 09 Reading	93.6	94.1	0.5	96.0	1.9
YR 09 Spelling	90.2	95.5	5.3	95.6	0.1
YR 09 Writing	91.1	88.0	-3.1	87.0	-1.0



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	88.7%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.4
Y08	91.7
Y09	91.1
Y10	88.3
Overall average attendance	91.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.1%

STAFF RETENTION RATE	
Staff Retention Rate	80.8%

TEACHER QUALIFICATIONS	
Doctorate	0.9%
Masters	30.3%
Graduate	30.3%
Graduate Certificate	7.8%
Bachelor Degree	78.4%
Advanced Diploma	7.4%
No Qualifications Listed	0.9%

STAFF COMPOSITION	
Principal Class (Headcount)	7
Teaching Staff (Headcount)	296
Teaching Staff (FTE)	268.2
Non-Teaching Staff (Headcount)	184
Non-Teaching Staff (FTE)	170.1
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	581.1
Year 9 Numeracy	581.5
Year 9 Reading	581.6
Year 9 Spelling	585.1
Year 9 Writing	558.0

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30
VCE Completion Rate	99%
VCAL Completion Rate	89%

POST-SCHOOL DESTINATIONS AS AT 2018	
Tertiary Study	45.9%
TAFE / VET	18.4%
Apprenticeship / Traineeship	12.2%
Deferred	9.7%
Employment	11.7%
Other - The category of Other includes both students Looking for Work and those classed as Other	2.0%

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