



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST FRANCIS XAVIER SCHOOL
BOX HILL**

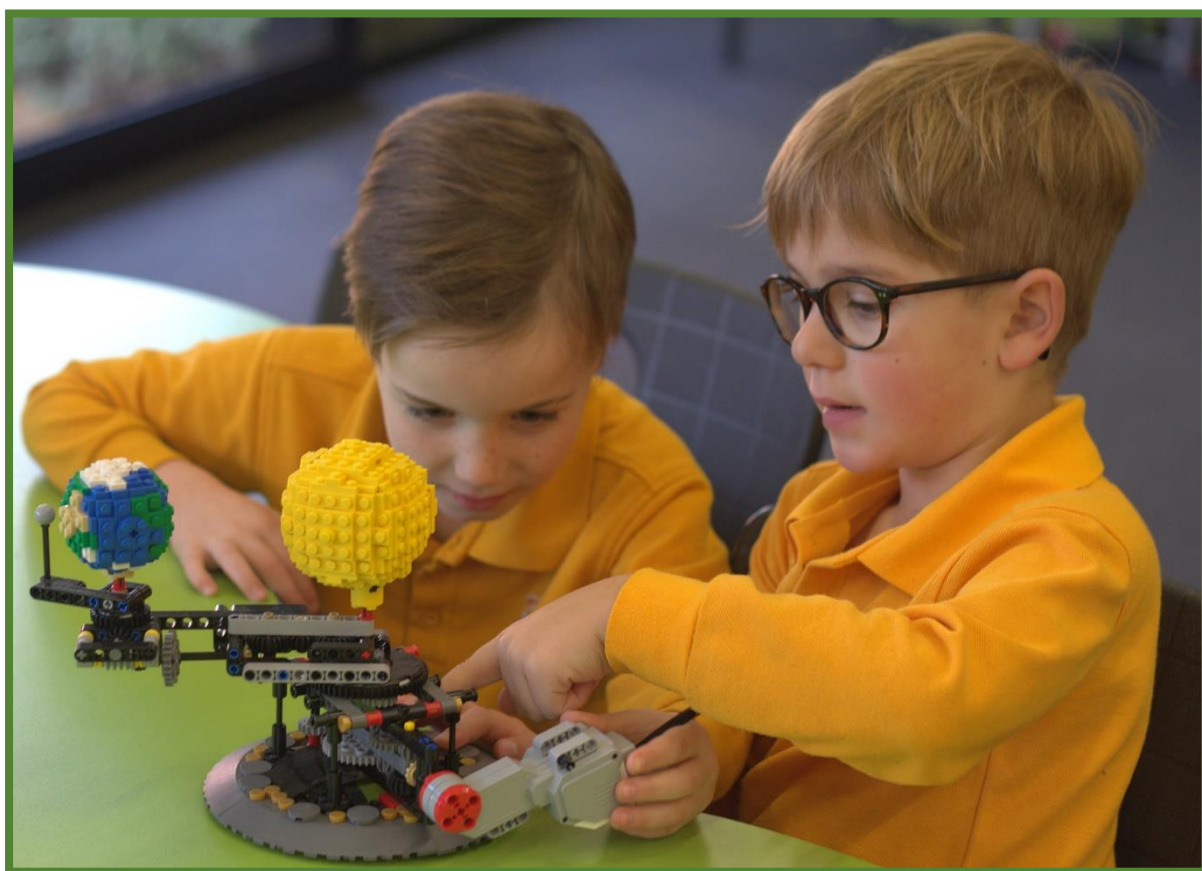
2018

REGISTERED SCHOOL NUMBER: 1272



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Contact Details

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Minimum Standards Attestation

I, Steve Bellesini, attest that St Francis Xavier, Box Hill 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)*

24th May, 2019

Our School Vision

In the Franciscan spirit, our vision is for a school that:

1. Catholic Tradition

Is grounded in Catholic tradition and spirituality, in which the Gospel values of trust, respect, forgiveness and care underpin everyday teaching and learning.

2. Learning environment

Provides a high quality learning environment that:

- Cultivates effective learners-for-life through commitment to informed and current teaching and learning practices
- Values the key role teachers play in supporting the personal growth of children, recognising that they are responsible for enhancing the quality and standard of student learning outcomes
- Consistently offers learning activities involving the continuing acquisition of knowledge and skills so that learners can apply these critically to understand and participate effectively as responsible citizens in their world

3. Environment

Encourages respect, responsibility and care for creation; where an awareness of the environment and its species is developed and promoted.

4. Well being

Enhances the wellbeing of all in an environment of justice, inclusiveness, tolerance, equality and compassion; in which harmony and healthy relationships are promoted through the development of social skills, self-worth, affirmation and the celebration of achievements.

5. Collaboration

Is a learning community in which teamwork and collaboration are central to everyday practice.

6. Community

Is a place in which clergy, parents, teachers and students build and nurture a healthy growing community.

(Reviewed by School Education Board 2013)



School Overview

St Francis Xavier School has been serving the Catholic parish communities in and around Box Hill since 1928. A dedicated teaching team and strong, productive community relationships support the school's devotion to faith and education. The school serves a diverse community.

The 2018 August enrolment was 353. The language background of students and families is varied, with approximately 38% of families from language backgrounds other than English. Among our students, the school has listed 32 different language backgrounds. Once again, the school catered for a group of students who were funded as New Arrivals to Australia.

The school is characterised by:

- A setting in substantial grounds
- Historic original school buildings
- Modern new buildings

From Prep to Year 6, students develop their spiritual and academic awareness in an environment that supports the gospel values of trust, respect, forgiveness and care. Students are actively engaged in their education and embrace a comprehensive curricular and extra-curricular program. Classrooms are places of inspiration, challenge and collaboration.

The teachers at St Francis Xavier cater for the different learning styles of children with quality learning outcomes their constant focus.

Some of the school's physical resources and features include:

- A multi games area
- A modern library – the Discovery Centre
- An interactive whiteboard or screen in every classroom
- Chromebooks for every child in Years 3 to 6 and a selection of iPads and Chromebooks for students in Prep to Year 2 to share
- Adventure playground
- Art room
- Natural grass oval
- Heart Space – a quiet reflective place for children to meet



The school priorities as identified in the School Improvement Plan and Annual Action Plan are:

1. Personalised Learning

To deepen student learning through highly effective pedagogical practices

That student learning will be personalised, self-directed, purposeful, rigorous and engaging.

That Numeracy outcomes for all students will improve.

2. Wellbeing

To further develop a school and classroom environment which empowers students to be independent self-motivated successful and resilient learners

That students will develop healthy relationships, greater resilience and an enhanced sense of responsibility for their own learning and behaviour.

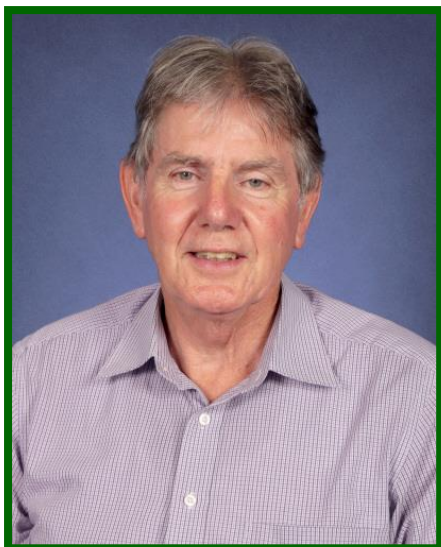
3. Engagement

To further develop as a collaborative community of learners committed to continuous improvement

To continue to develop a professional learning community where all staff are committed to and share responsibility for improving their own work and the work of their colleagues through engaging practices.



Principal's Report



I completed my third year as principal of St Francis Xavier School in 2018. I have been grateful for the support from the leaders, teachers and administration staff who have enabled me to carry out my role to the best of my ability. I would also like to extend my thanks to our Parish Priest, Fr Tony Kerin who supports the school in many ways.

I continue to be invigorated by the hard work and professionalism of the teachers, who are continually learning to enhance student outcomes. The students demonstrate a friendly manner and are so enthusiastic to share their experiences with me and others.

Fifty new Prep students commenced on the first day and were quickly reunited with their Year 6 Buddies whom they met as part of the previous year's orientation program. Some additional activities that the children participated in this year were the School Concert (Circus), Carols by Candlelight, Science Day, Camps to Alexandra Adventure Resort & Sovereign Hill, excursions & incursions, Cross Country, Year 6 sport athletic days & Hoop Time.

Some of the social gatherings throughout the year included the Prep and Year 6 Buddies Picnic, Family Picnic, monthly morning tea in the Friars' Room, student Lap-a-thon, Mothers' Day and Fathers' Day breakfasts and class parent dinners. Our hard working Parents & Friends committee who raise valuable funds for school improvements supported these activities.

Our Twilight Fair was a true example of building social capital. The committee worked tirelessly to source sponsorship, raise funds, coordinate stall holders, infrastructure, risk analysis, rides and funds all resulting in a wonderful display of community spirit and fun.

Recommendations from the 2014 School Review continued to be implemented with student regulation, feedback and goal setting as priorities. Pleasing results were highlighted in our N-SIT Review, demonstrating the efficient use of data.

Our Education Board was ably led by newly appointed Chairperson, Mr Steve Bainbridge. The Education Board oversaw and achieved a number of initiatives in 2018 including:

- Review of school's Uniform Policy and Privacy Policy
- Home-School Communication Strategy – Implementation of termly Curriculum News in each level
- School Promotion Strategies

St Francis Xavier School will continue to build on its sound foundation and introduce new initiatives in 2019 and beyond.

Steve Bellesini

Parish Priest's Report

The past year was one of change in the educational environment at Box Hill. Lower birth rates in recent times have contributed to lower numbers enrolling at pre-schools and indeed at Prep level in our school. We have taken this on as a challenge and see it as an opportunity to market the advantages of St Francis Xavier to a broader audience.

This year's school review was a pleasing revelation, seeing the school placed in the uppermost category not only within the State but across the Nation. This is the fruit of a dedicated team of teachers led by Dr Steve Bellisini and the outstanding commitment of our parents who collaborate with the staff to accomplish educational, social and faith development performance worthy of note.

We have a great story to tell and it is pleasing to see it recounted with such enthusiasm by our school families. Improving the interaction between our School and Parish Community continues to be a focus for many of our joint activities. The results of these efforts are pleasing to see. Let happiness dwell here.

Fr Tony Kerin PP



School Education Board Report

In an ever changing and challenging environment St Francis Xavier continues to enjoy a strong sense of achievement and community together with delivering a wonderful education experience. As we reflect on the past year we can take great pride in all that has been achieved. These achievements can only occur through the collective and collaborative efforts of staff, students and parents alike.

2018 has delivered many key and significant highlights:

Twilight Fair

A very successful event was had on November 10. Whilst acknowledging the financial benefit that the Fair brings to our school it cannot compete with the social and community benefit that the Fair brings to the parents, students and wider Box Hill community. The ability of the Twilight Fair to bring us all together is outstanding. An incredible commitment and dedication displayed by our Fair committee was crucial in making this such a success. Planning for 2019 is soon to commence.

SFX Masterplan

A Masterplan was developed and commissioned in 2018 to identify future needs/requirements for improvement and enhancement within the school grounds as well as providing additional learning opportunities. All stakeholders including the children were able to provide their thoughts and ideas. The Masterplan will also form the basis for an outdoor learning space for our students.

School Review

On March 2, a major review was conducted by Catholic Education Melbourne on behalf of the Victorian Registrations and Qualifications Authority. The purpose was to ensure that our policies and procedures were up to date and that SFX's Child Safe Standards were in line with Ministerial Order 860. A representative from the Australian Council of Educational Research applied the National School Improvement Tool to ensure that SFX was compliant with improving the quality of teaching and learning at SFX. It is very pleasing to report that our school review was a great success.

2018 has been a very successful year at St Francis Xavier Primary School. We intend to continue to build on this success as we all strive to do our very best to provide an outstanding education environment to the children in our care. On behalf of the Board, I would like to extend my admiration and thanks to our Principal Dr Steve Bellesini and his dedicated team who continue to show a real commitment and passion to ensure that each student has the opportunity to maximise his or her potential.

Stephen Bainbridge
Chair



Education in Faith

Goals & Intended Outcomes

Goal

To build an understanding of faith in life, based on the Gospel within a contemporary world.

Intended Outcome

That students are provided with increased opportunities to authentically enquire into their faith achievements.

Curriculum

Religious Education is taught through the pedagogy of encounter and where possible is linked to topics in our inquiry units. Following the implementation of Horizons of Hope and the RE Framework we have worked with our school staff to design learning and teaching opportunities that develop the RE Curriculum. Through professional learning teachers have had the opportunity to strengthen their capacity in using the RE Framework documents.

RE Collective

The opportunity to form a RE Collective was raised at the end of 2017 as a way of further supporting our staff in professional development and providing an opportunity to work with other schools in a similar stage in implementing the RE Framework. We have been working in this space with Our Lady of Good Counsel (Deepdene) and St Gregory the Great (Doncaster) throughout 2018.

We, as a collective, turned our focus to the assessment and reporting processes to ensure that teachers are supported to effectively engage with the RE Frameworks at all stages in the teaching cycle. Using the Pedagogy of Encounter, we hoped to deepen and promote a mature and robust faith formation for our students as well as rich learning experiences. Through the connection of our three schools our goal was to improve student learning outcomes and in turn, to strengthen the Catholic Identity of our schools and community.

In line with our respective schools' School Improvement Plans, the identified needs of our collective were:

- to be effective and consistent in assessment and reporting practices
- for internal and external moderation of students' work using the learning descriptors
- collection and use of data to monitor student and school growth in RE
- engagement and empowerment of teachers to confidently implement and assess the RE Framework in their teaching cycle
- to strengthen teacher capacity to use personalised/differentiated learning and allow students to pursue their own inquiry in RE
- to strengthen and articulate the Catholic culture and identity of the three schools

We met throughout the year as a Collective with focused tasks to take away and bring back at the next meeting. An important element of this work has been the sharing of our respective stories of practice to optimise the learning for our teachers and in turn our students.

Sacramental Program

The Sacramental Program is taught within Religious Education in the classroom while providing authentic connections to our parish community. Sacramental preparation includes a parent/child formation evening for children in Years 3, 4 and 6. This has provided opportunities for great discussion for not only our students but also our parents. Reflection days also form an important part of preparing for the Sacraments and highlights for the students the importance of the Sacrament while providing an opportunity to reflect deeply on what it means in their own lives.

Liturgical Life

Students and teachers have the opportunity to regularly come together to celebrate the richness of our tradition through engagement in a variety of liturgies including:

- Family Masses, led by different year levels and celebrated with our wider Parish community
- Class/Level Liturgies that are prepared by teachers and students around topics relevant to their classroom learning and shared with parents
- Whole school Masses provide opportunity for coming together in prayer and song to celebrate special feasts that are important to the life of our own school community
- Daily classroom prayer enables children to settle at the start of their day and bring their own intentions forward while exploring different ways of praying within our rich Catholic tradition

Social Justice - The term 'Social Justice' often has a gold coin connotation linked to it. Social Justice at St Francis Xavier involves exploring and understanding Catholic Social Teaching. Students were given opportunities to explore elements of Catholic Social Teaching through inquiry learning units. Pope Francis tells us that 'We all have the duty to do good,' this together with Jesus' example in the Gospels we are called to act and not be passive in our world. Our Year 6 Student leadership was instrumental in supporting and developing our social justice outreach in 2018.

This year our school has participated and supported Caritas Australia through its Project Compassion Campaign. Students were able to make real connections through the classroom resources and at weekly whole school assemblies. Our culmination was donations through classroom Project Compassion Boxes.

Our school community also supported our local St Vincent De Paul Conference as part of Vinnies Winter Appeal. We were overwhelmed by the generous donations of non-perishable food items; students were excited that their donations were helping people in our local area.

Students at St Francis Xavier continue to be given rich opportunities to engage and explore what it means to be a person of faith within a contemporary world through the exploration of the Gospel and Catholic tradition.



Learning & Teaching

Goals & Intended Outcomes

Goal - To deepen student learning through highly effective pedagogical practices

Intended Outcomes

1. That student learning will be personalised, self-directed, purposeful, rigorous and engaging
2. That Numeracy outcomes for all students will improve

In 2018, St Francis Xavier School entered the Review Phase of School Improvement. This phase involved two people external to the school using the National School Improvement Tool (NSIT) to ascertain the areas of strength and challenge of St Francis Xavier's practice against the elements of this tool. The NSIT tool synthesises findings from international research recognised as best practice, into a practical framework that can be used to investigate and evaluate current practices in any Australian school.

Findings of 2018 Review indicated a strength in teachers' ability to use data to inform teaching. Commendations were also highlighted for the many embedded practices that are in place that support students to be able to make growth in all areas of learning. To strengthen our existing practices the following priorities were identified for focus over the next four-year period:

SIP 2019-2022 Priorities	INTENDED OUTCOMES
To develop a deep understanding of the progression of learning in all areas of the curriculum.	To maximise learning growth for all students
To develop and sustain a strong culture of professional learning across the school.	
To strengthen our Catholic identity.	

In monitoring our movement toward high growth in learning for every student, we have continued to strengthen our use of individual growth data in Literacy and Numeracy. We have also provided opportunity for teachers to reflect on their impact on students' learning through examination of teacher effect-size data.

Particular improvement strategies such as use of "putting faces on our data" to ensure that each child's growth is monitored carefully and Facilitated Planning have strengthened over the year. This strategic approach involves a leader supporting teachers to work in teams to examine data, plan together to meet the needs of students, teach and reflect on the effectiveness of the learning.

Achievements

Professional Learning

In particular, staff Professional Learning centred on our goal of improving every student's outcomes through highly effective pedagogical practices. This learning translated into the following foci:

Data Collective

Members of the Leadership Team continued to participate in a collective with four other primary schools to extend our knowledge and capacity in using data to improve student growth. This collective's work aligned with that of Dr Lyn Sharratt and Michael Fullan (*Putting Faces on the Data: What Great Leaders Do!* 2012) by examining the 14 parameters deemed necessary to provide optimal conditions to enable student growth. In 2018, our focus was on two main parameters; embed literacy and numeracy coaches and daily focus on literacy and numeracy instruction. The lens through which we conducted our inquiry was Mathematics. The results were very pleasing with ACARA recognising St Francis Xavier with a commendation for having demonstrated substantially above average gain in numeracy achievement as measured by NAPLAN 2018.

Facilitated Planning

In 2018, planning for Literacy and Numeracy lessons were conducted through the model of Facilitated Planning. This model involves a 'Knowledgeable other' (Literacy or Numeracy Coach) supporting teachers to unpack data, translate this data into precision in teaching by differentiating the learning at the point of student needs. Coaches work alongside teachers in the classroom to model teaching strategies or provide feedback on the effectiveness of the teaching strategies. An essential element of the model includes teacher reflection and adjustment of teaching strategies.

Nationally Consistent Collection of Data (NCCD)

The NCCD allows schools through the collection of data to identify students with a disability and address how they need to be supported in their learning through adjustments made. This new Government initiative was implemented for the first time in 2018. Teachers built skills in being able to identify the level and type of adjustments needed for individual students ranging from Quality Differentiated Teaching through to Extensive.

Religious Education

Professional learning continued from the previous year with staff engaged in unpacking the new Framework and Standards for Religious Education. The focus of the professional learning centred on two elements; firstly examining the content and assessment standards for Religious Education, and secondly, exploring the pedagogy (teaching strategies) particular to Religious Education. Teachers built skills in using the pedagogy of 'Encounter'. This strategy allows students to explore religious content or issues through a process of inquiry, knowledge gathering, deconstruction and reconstruction, as well as a search for personal meaning.

Science, Technology, Engineering & Mathematics (STEM)

Teachers worked collaboratively to unpack the Achievement Standards from the Digital Technologies curriculum and then link these standards to practical activities that enabled the students to demonstrate their competencies. The professional learning sessions highlighted the clear link to the Thinking Curriculum with teachers designing activities that encouraged students to problem solve; think critically and creatively as well as being innovative.

STUDENT LEARNING OUTCOMES**Mean performance of St Francis Xavier students compared to state and national mean scores**

The Year 5 student results for 2018 show that in all areas assessed through NAPLAN, St Francis Xavier School mean was above state and national means in all areas tested. Our results for Year 3 students showed that students were above national mean scores in all areas except Grammar and Punctuation. Trend data of gains in achievement scores from Year 3 2016 to Year 5 2018 indicate that St Francis School mean score in Mathematics was considerably above that of Victorian mean gain score in NAPLAN.

GRAMMAR & PUNCTUATION**Year Five**

	2014	2015	2016	2017	2018
National	504	503	505	499	504
Victorian	509	511	510	505	512
St Francis Xavier	540	543	548	509	554

Year Three

	2014	2015	2016	2017	2018
National	426	433	436	439	432
Victorian	437	444	448	450	441
St Francis Xavier	471	445	495	482	426

NUMERACY**Year Five**

	2014	2015	2016	2017	2018
National	487	492	493	494	494
Victorian	498	504	504	502	504
St Francis Xavier	516	544	554	517	545

Year Three

	2014	2015	2016	2017	2018
National	402	398	402	409	408
Victorian	415	411	415	420	419
St Francis Xavier	434	406	434	440	423

READING**Year Five**

	2014	2015	2016	2017	2018
National	501	498	501	506	509
Victorian	511	510	511	515	521
St Francis Xavier	533	552	553	534	552

Year Three

	2014	2015	2016	2017	2018
National	419	426	426	431	434
Victorian	433	441	438	445	448
St Francis Xavier	466	445	472	464	453

WRITING**Year Five**

	2014	2015	2016	2017	2018
National	468	478	426	473	465
Victorian	481	491	491	486	479
St Francis Xavier	518	515	535	503	504

Year Three

	2014	2015	2016	2017	2018
National	402	416	421	414	407
Victorian	417	432	436	427	422
St Francis Xavier	446	451	461	426	415

SPELLING**Year Five**

	2014	2015	2016	2017	2018
National	498	498	493	501	503
Victorian	501	505	499	504	508
St Francis Xavier	528	534	545	517	523

Year Three

	2014	2015	2016	2017	2018
National	412	409	420	416	418
Victorian	420	420	428	422	426
St Francis Xavier	468	427	446	445	429

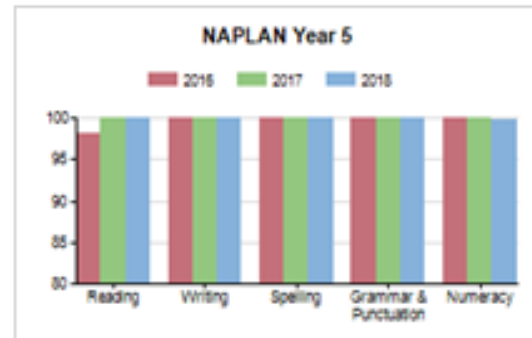
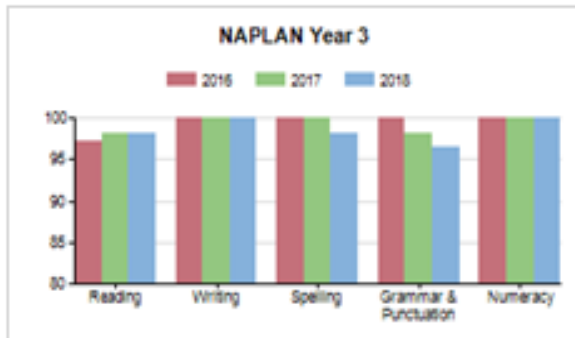
STUDENT LEARNING OUTCOMES

E1117
St Francis Xavier's School, Box Hill

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	98.1	-1.9	96.4	-1.7
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	97.3	98.1	0.8	98.2	0.1
YR 03 Spelling	100.0	100.0	0.0	98.2	-1.8
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	98.1	100.0	1.9	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS



Student Wellbeing

Goals & Intended Outcomes

Goal - To further develop a school and classroom environment which empowers students to be independent self-motivated successful and resilient learners

Intended Outcome - That students will develop healthy relationships, greater resilience and an enhanced sense of responsibility for their own learning and behaviour

Achievements

St Francis Xavier is a school focussing on the Life Raft Statements from the student wellbeing program Play is the Way. Teachers explicitly taught the following concepts:

- Term 1: Treat Others as you would like them to treat you
- Term 2: It takes great strength to be sensible
- Term 3: Pursue your personal best no matter who you work with
- Term 4: Have reasons for the things you do

Each term the school ran a wellbeing day where students gathered in their year levels and undertook a series of activities from the Play is the Way program. The philosophy of this program is one of behaviour education and student self-regulation that eventually may foster independent, self-motivated, empathetic, life-long learners.

Our school worked with outside agencies such as The Department of Health and Human Services, Catholic Education Melbourne and the visiting school psychologists to ensure that support was in place for all students.

Our Learning Diversity Leader conducted regular meetings with parents through Program Support Groups (PSGs) for students requiring extra assistance.

Planning for student wellbeing was a focus of Professional Learning meetings after school each term. The focus of these meetings was embedding wellbeing into the curriculum through concepts such as self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Child Safety training and Mandatory Reporting were also addressed at allocated meetings.



VALUE ADDED

At a wellbeing PD day, the whole staff did a stocktake on the students' current behaviour and the school's discipline policy. The discipline policy was revised and 5 school rules were written to be displayed in every classroom. A wellbeing reset unit was implemented during the first three weeks of term 3. During this unit, the students' rights, responsibilities, and discipline policy were revisited and the 5 school rules were introduced:

1. Respect everyone's property and learning spaces
2. Treat others with courtesy, kindness and respect
3. Work and play safely
4. Listen to teachers and follow instructions
5. Allow yourself and others to learn

As part of Child Safety, a *child friendly policy* was written and a document *Empowerment of Children – My Safety Rules* created to ensure all children know the procedure to follow if they feel uncomfortable or unsafe.



STUDENT SATISFACTION

OVERVIEW OF SCHOOL PERFORMANCE BY DOMAIN

Student Survey

Domain	School result (2018)	Like school result* (n=1,506)	Domain definition
1. Rigorous expectations	81%	81%	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence, and performance.
2. School engagement	58%	61%	How attentive and invested students are in school.
3. School climate	61%	65%	Perceptions of the social and learning climate of the school.
4. Teacher-student relationships	77%	75%	The strength of the social connection between teachers and students, within and beyond the school.
5. School belonging	73%	73%	How much students feel they are valued members of the community.
6. Learning disposition	77%	79%	Students' mindset about themselves as learners.
7. Student safety	54%	54%	Perceptions of student physical and psychological safety while at school.
8. Student voice	58%	63%	The extent to which students feel they have opportunities to have an impact on their school.
9. Catholic identity	58%	61%	Student perceptions about the Catholic identity of the school.

* This is the average response for all students in the same type of school (e.g. for primary schools, this is the average score for all primary students in CEM primary schools)



STUDENT ATTENDANCE

The school:

- Checks student attendance twice a day
- Monitors daily attendance and identifies absences from school or class
- Follows up unexplained absence
- Notifies parents and guardians of unsatisfactory attendance
- Records unsatisfactory attendance on student files

The Principal and Deputy Principal follow up on unsatisfactory attendance by contacting parents and taking appropriate action.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.3
Y02	92.6
Y03	94.9
Y04	94.6
Y05	94.6
Y06	93.9
Overall average attendance	94.0

Child Safe Standards

Goals and Intended Outcomes

The St Francis Xavier *Code of conduct* and *Child Safety Policy* were developed by our Leadership Team and approved by the Education Board on 1st August, 2016.

Our vision is for a school that enhances the wellbeing of all in an environment of justice, inclusiveness, tolerance, equality and compassion, in which harmony and healthy relationships are promoted through the development of social skills, self-worth, affirmation and the celebration of achievements. It is also a place in which clergy, parents, teachers and students build and nurture a healthy, growing community.

Our Code of Conduct has a specific focus on safeguarding children and young people at St Francis Xavier against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes.

All staff, volunteers, contractors, clergy and board members at St Francis Xavier are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice. They are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children.

All staff, volunteers, contractors, clergy and board members are responsible for supporting the safety of children by reading, accepting and signing the Acceptable Behaviours and Unacceptable Behaviours as listed in the Code of Conduct.

Achievements

All staff participated in child safety training and completed the reportable conduct and Mandatory Reporting Modules. The risk analysis document became a standing agenda item in all Leadership and Education Board meetings. Members of the Leadership Team and Education Board contributed to this document.

As part of the VRQA review, the following child safety documents and policies were revised and implemented:

- Child Safety Policy
- Code of Conduct
- Child Empowerment Documents – Circle of Control, My Safety Rules & Staying Safe on the Playground
- Child Safety Commitment Statement
- Four Critical Actions for Schools

All policies were uploaded to the school website, including a translated copy of our Child Safety Commitment Statement in Mandarin.

Leadership & Management

Goals & Intended Outcomes

Goals

To further develop as a collaborative community of learners committed to continuous improvement
To continue to develop a professional learning community where all staff are committed to and share responsibility for improving their own work and the work of their colleagues through engaging practices

Intended Outcomes

That staff engagement will improve through more effective teamwork and shared decision making
That staff give and receive effective and relevant feedback on their teaching and leadership practices.

Achievements

In working towards the development of a professional learning community where all staff are committed to and share responsibility for improving their own work and the work of their colleagues, we began the practice of focussed Learning Walks with a lens on the five questions:

- What are you learning?
- How are you going?
- How do you know?
- How can you improve?
- Where do you go to for help?

The purpose of Learning Walks:

- Collecting evidence around our school priorities and measuring the impact of Professional learning on classroom practice
- Sharing good practice and supporting the development and direction of priorities for future Professional learning
- Ensuring that teachers and students have a clear purpose for learning and teaching

St Francis Xavier School continued to provide resources to enable optimum learning outcomes for students. This was evident with our extra human resources in Number & Literacy intervention and New Arrivals. Professional learning, both on and off-site, was provided and in line with our school goals. The principal met with the school accountant each month to ensure that allocation of resources was targeted to our core purpose of student learning.

Leadership meetings were held on a fortnightly basis. The personnel comprised of RE, Wellbeing, Maths and Learning & Teaching leaders as well as the principal and deputy principal. The agendas were issued beforehand, actions clearly stated and outcomes relayed to the rest of the staff.

Leaders, including the Deputy Principal and Learning & Teaching Leader further developed a Facilitated Planning approach, planning with teachers and working with whole class, groups and individual students.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

All teachers
participated in PL

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 705



TEACHER SATISFACTION

Staff Survey

Domain	Cohort	School result (2018)	Like school result* (n=346)	Domain definition
1. Student safety	All staff	71%	76%	Perceptions of student physical and psychological safety while at school.
2. School climate	All staff	86%	83%	Perceptions of the overall social and learning climate of the school.
3. Staff-leadership relationships	All staff	87%	83%	Perceptions of the quality of relationships between staff and members of the leadership team.
4. Principal's instructional leadership	Teaching staff	41%	61%	The extent to which the principal sets the conditions for improving teaching and learning at the school.
5. Feedback	All staff	62%	48%	Perceptions of the amount and quality of feedback staff receive.
6. School leadership	Teaching staff	82%	67%	Perceptions of the school leadership's effectiveness.
7. School leadership	Non-teaching staff	68%	61%	Perceptions of the school leadership's effectiveness.
8. Staff safety	All staff	63%	68%	Perceptions of staff safety in the school.
9. Psychological safety	Teaching staff	79%	70%	How safe it feels to take risks and make mistakes in this school.
10. Psychological safety	Non-teaching staff	81%	68%	How safe it feels to take risks and make mistakes in this school.
11. Professional learning	Teaching staff	89%	69%	Perceptions of the quality and coherence of professional learning opportunities.
12. Collaboration around an improvement strategy	Teaching staff	90%	72%	Perceptions of the coherence of the school's improvement strategy.
13. Collaboration in teams	Teaching staff	71%	78%	How well teachers work together in teams to improve teaching and learning.
14. Support for teams	Teaching staff	51%	73%	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.
15. Collective efficacy	Teaching staff	78%	75%	Teachers' perceptions that staff at the school have what it takes to improve instruction.
16. Catholic identity	Teaching staff	69%	78%	Teachers' perceptions about the Catholic identity of the school.

* This is the average response for all staff in the same type of school (e.g. for primary schools, this is the average score for all primary staff in CEM primary schools)

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

71.9%

STAFF RETENTION RATE

Staff Retention Rate

83.3%

TEACHER QUALIFICATIONS

Doctorate

4.8%

Masters

14.3%

Graduate

28.6%

Graduate Certificate

9.5%

Bachelor Degree

81.0%

Advanced Diploma

47.6%

No Qualifications Listed

0.0%

STAFF COMPOSITION

Principal Class (Headcount)

2

Teaching Staff (Headcount)

35

Teaching Staff (FTE)

23.9

Non-Teaching Staff (Headcount)

16

Non-Teaching Staff (FTE)

13.1

Indigenous Teaching Staff (Headcount)

0

School Community

Goals & Intended Outcomes

Goal - To build a learning-centred community that fosters social and cultural inclusion and connectedness

Outcomes - That parental understanding of and engagement in our contemporary learning practices will grow

That students will be more connected with the wider and global community through their learning

Achievements

As we continue to build a learning-centred community that fosters social and cultural inclusion and connectedness we celebrated many events during the year including taking part in Anzac Commemoration and Reconciliation Week.

Reflecting on our values of courage, friendship and pride with our whole Australian community we joined our local Box Hill community to sing, to pray, to reflect and to remember those who fought for our country in many different wars. Our Year 6 students attended the Whitehorse Schools ANZAC (centenary) service in the Box Hill Gardens. The students placed a wreath on behalf of our school community which was attended by more than 800 students from schools in the City of Whitehorse.

In Reconciliation Week our Year 6 Environment leaders attended the flag raising ceremony in the Nangnak Indigenous Garden, Whitehorse Civic Centre. They witnessed a Welcome to Country, smoking ceremony and storytelling by Wurundjeri Elder Bill Nicholson.

The school supported parent engagement with student learning through clear communication:

- Curriculum news providing an overview of each term's learning
- Opportunities for teachers and parents to meet informally to build professional relationships
 - Family Picnic
 - Buddy fish 'n chip evening
 - Participating in the school fair
- Provide an opportunity for various Parent Forums
 - Human Sexuality information evening
 - Parenting sessions run by the school chaplain
 - Parent-Child Sacramental evenings

We connected to Caritas and St Vincent de Paul to reinforce the social justice actions in our learning. We provided opportunities for reaching out to all cultural groups within the community to aid the transition into the SFX community and encouraged a culture of inclusion for school community activities.

PARENT SATISFACTION

OVERVIEW OF SCHOOL PERFORMANCE BY DOMAIN

Family Survey

Domain	School result (2018)	Like school result* (n=294)	Domain definition
1. Family involvement	47%	54%	The degree to which families become involved with and interact with their child's school.
2. Barriers to involvement	89%	88%	Factors that can hinder a family's interaction or involvement with their child's school.
3. School fit	68%	77%	Families' perceptions of how well a school matches their child's developmental needs.
4. School climate	83%	86%	Families' perceptions of the social and learning climate of the school.
5. Student safety	74%	69%	Perceptions of student physical and psychological safety while at school.
6. Communication	60%	66%	The timeliness, frequency, and quality of communication between the school and families.
7. Catholic identity	71%	79%	Family perceptions about the Catholic identity of the school.

* This is the average response for all families in the same type of school (e.g. for primary schools, this is the average score for all primary families in CEM primary schools)

