

ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST FRANCIS XAVIER PRIMARY SCHOOL
BOX HILL

2019

REGISTERED SCHOOL NUMBER: 1272



Contents

Contact Details.....	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report.....	6
Parish Priest's Report.....	7
School Education Board Report.....	8
Education in Faith	9
Learning & Teaching.....	12
Student Wellbeing	17
Child Safe Standards	20
Leadership & Management	21
School Community	24

Contact Details

ADDRESS	1087 Whitehorse Road, Box Hill 3128
PRINCIPAL	Dr Steve Bellesini
PARISH PRIEST	Very Rev. Tony Kerin EV PP
SCHOOL BOARD CHAIR	Mr Stephen Bainbridge
TELEPHONE	(03) 9890 1108
EMAIL	principal@sfxboxhill.catholic.edu.au
WEBSITE	www.sfxboxhill.catholic.edu.au
E NUMBER	E1117

Minimum Standards Attestation

I, Steve Bellesini, attest that St Francis Xavier Primary School, 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

29th May, 2020

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 2019 August enrolment was 337. 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 television 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 and new junior 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 fourth year as principal of St Francis Xavier School in 2019. 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.

Twenty-five 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 Art Show, Carols by Candlelight, Science Day, Year 5&6 Camp and Year 4 overnight stay at 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 Fish n' Chip evening, Family Picnic, monthly morning tea for parents in the Friars' Room, student Colour Run, Mothers' Day High Tea, Fathers' Day breakfast and class parent dinners. Our hard working Parents & Friends committee who raise valuable funds for school improvements supported these activities.

I was especially pleased with some of our new initiatives this year. They included:

- Appointment of an enrichment teacher for students in Years 4&5 with a focus on literacy and numeracy
- Engagement with a consultant (Ethical Leadership) to facilitate leader's formation
- Attainment of a Federal Government grant of \$20,000 to construct a STEM facility

Our Education Board was once again led by Chairperson, Mr Steve Bainbridge. The Education Board oversaw and achieved a number of initiatives in 2019 including:

- Installation of solar panels
- Transferring to Extend (Before and After School Care)
- Construction of a junior playground

St Francis Xavier School will continue to build on its sound foundation and introduce new initiatives in 2020 and beyond.

Steve Bellesini



Parish Priest's Report

2019 was a year of consolidation at St Francis Xavier Parish Primary School. Responding to the challenge presented by lower birth rates and a subsequent decrease in numbers, school promotion became a priority.

At one level you could say the addition of Solar Panels for electricity generation was another step toward sustainability accomplished in 2019. And that there was a pleasing growth in student learning and a wider exposure of our teaching and monitoring methods facilitated by our hosting the school principals network in May. SFX received a commendation for having achieved substantially above average growth for numeracy. There were many admiring comments from the visiting principals who toured the school for a hands on view of teaching in our environment.

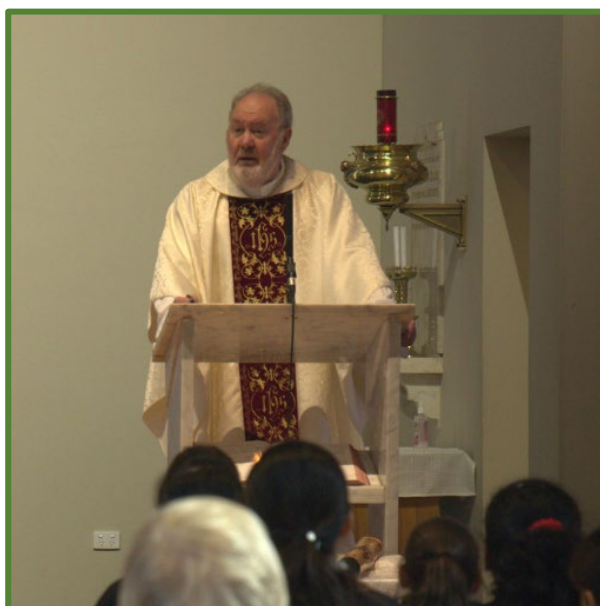
This year I want to pay tribute to our School Board. This group of skilled, experienced and enthusiastic parents contribute the hard work behind the scenes that sets us for success. During last year the Risk Assessment Management plan was reviewed and particular attention to the students and their perceptions resulted in a manageable but resilient policy addressing all kinds of risks.

The exploring of "what if" scenarios involved in refining this and other School Policies improved all our skills in efficiently addressing threats and changes to circumstances, such that we were already practiced when needing to adjust quickly. The Cyber Safety policy and its implementation meetings were another example of the proactive vision of our School Board. When the staggering disruption of the Covid19 Pandemic emerged in early 2020, our parents, students and staff were more ready than most to cope.

I am very proud of the generosity, compassion and enthusiasm of our students. It reflects well on their wonderful parents and on their teachers, whom they clearly appreciate and love.

Let happiness dwell here.

Fr Tony Kerin PP



School Education Board Report

It is appropriate to reflect upon the wonderful achievements of St Francis Xavier Primary School in 2019. In many regards 2019 was a year of consolidation.

Coming off a very successful 2018 in which Catholic Education Melbourne conducted a very comprehensive and successful review of our school, we also celebrated the Twilight Fair which continues to bring significant social and community benefits to SFX.

In 2019 we enjoyed and appreciated the following events:

Art Show

On the evening of 5th September we were privileged to witness fantastic and inspirational works of art from the students. Under the theme of 'The World of Books', we were able to appreciate the students' artistic skills and talent. To add another element to the show we also had a cake competition.



Playground

A new playground under the Faraway tree was constructed and opened in Term 4. Included in the playground was a new rubberised surface together with a cubby house that was constructed by Whitefriars College VCAL students. This further demonstrates the community spirit that exists within our school. This project has been warmly welcomed by students and teachers alike as it also provides an ideal learning environment.

Kinder Visits

A real team effort has seen both staff and parents visiting many of the preschools in the parish. The purpose of the visit was to inform and promote our school. These visits also involved the Year 5 students reading stories to the children as well as donating books. Through the collective efforts of all I am sure we will see a positive effect on our future student numbers.

Moving forward we understand that our commitment to promoting student progress remains steadfast. Our goal remains that we provide an environment to develop their skills to ensure that all students reach their potential.

On behalf of the Board I would like to acknowledge our principal Steve Bellesini and his committed team of teachers and administrators. Please know that we recognize and appreciate your hard work, passion and positive influence that you bring to our children.

Steve Bainbridge
Education Board Chair

Education in Faith

Goals & Intended Outcomes

To strengthen our Catholic identity

Intended Outcomes

That a shared understanding of being a Catholic Educator is understood by all staff so that students make authentic connections between faith and life.

Curriculum

Religious Education is taught through the pedagogy of encounter and where possible is linked to topics in our inquiry units. Through professional learning teachers have had the opportunity to strengthen their capacity in using the RE Framework documents to guide planning and ensure a rich learning experience for all students. Through professional learning staff have been continually engaged in professional learning activities and experiences across the school year to highlight the importance of Education in Faith, with a focus on curriculum development and best practice.

RE Collective

The opportunity to form an 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 and 2019. In line with our schools' School Improvement Plans, the identified needs of our collective are:

- 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, 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 develop rich learning experiences. Moderation of student's work was regularly undertaken as part of the collective's work and forms a basis to build on school professional learning meetings. Teachers have had the opportunity to develop assessment tasks that would further engage and align with the achievement standards. The collective has also explored ways to provide effective feedback for staff and students in the formal process of assessment and reporting.

We met throughout the year as a Collective with focused tasks to take away and bring back at the next meeting. 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. 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 Sacraments of Reconciliation, Eucharist and Confirmation were celebrated by the school and parish community. 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

Our Catholic faith was celebrated as a community through assemblies, Liturgies and Masses. Prayer continues to form an integral part of each day as we led the children to a deeper relationship with God. The Catholic identity of the school was expressed in Icons and displays in classrooms and around the school and in practices of prayer and worship.

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. Students and their families take on an active role in the Mass as readers and bringing forward the offertory and celebrate with our 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 and wider Church 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 2019.

This year our school has participated and supported Caritas Australia through its Project Compassion Campaign. The Year 6 Community Leaders coordinated our first "Project Compassion Book Fair". Every class had the opportunity to visit the Book Fair where they could purchase a book to take home. The purpose of the Book Fair was to raise money for the essential work that Caritas does in supporting communities around our world but especially in the third world. Our focus was to help as many people as we could by making our fundraising efforts about being 'more than just a gold coin'. Firstly, each child had the opportunity to take a book home in time for some holiday reading and the excitement on their faces was a joy to behold. Secondly, the money raised goes directly to Caritas, and I have seen firsthand the changes that it makes in communities.

Thirdly, the leftover books were donated to a second aid agency, Kadasig, who work directly with schools, students and families in the Philippines by providing support through school materials, funds and livelihood programs. We were initially hoping to raise \$450 for a community in Vietnam to provide educational resources for one child with a disability for a year. We raised \$550.



Our school community also supported our local St Vincent De Paul Conference as part of Vinnies Winter Appeal and Christmas 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. We collected over 246 items for those in our community who need a 'hand up'.



For families living below the poverty line, Christmas adds financial stress and a sense of failure to their already difficult days. From the start of December, a beautiful Christmas Tree adorned the school office. Our Year 6 Community Leaders encouraged families to place a wrapped Christmas gift or a gift card under the tree for either a boy or a girl and an approximate age or Adult, male or female. These donations meant that many in our community could celebrate a joyous Christmas.



Fire Carriers

Our Year 5 Fire Carriers led our school community in activities that not only promote Reconciliation but also the sharing of story. These children choose to take on our school's commitment to promoting the message of Reconciliation. They were guided by our Reconciliation Action Plan together with our teachers and the support of Catholic Aboriginal Ministry to be active agents of reconciliation.



National Reconciliation Week began with a whole school liturgy that spoke of the wrongs of the past being recognized and asking the Holy Spirit to move us to walk the talk and see through what has been started. The Fire Carriers also led our first Dreamtime Story time in the library for the Preps, Year 1 and 2. The Year 3 to 6 students were invited to hear the CBC Shortlisted book 'Sorry Day' read by Trevor Jamieson.

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

Goals

- To develop a deep understanding of the progression of learning in all areas of the curriculum
- To develop and sustain a strong culture of professional learning across the school

Intended Outcomes

- To maximise learning growth for all students
- That all staff will be engaged in, supported and accountable for their own learning and that of their colleagues

In 2019, St Francis Xavier School entered the first year of School Improvement Plan 2019-2022. 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 SO THAT students can reach their full potential.
To develop and sustain a strong culture of professional learning across the school	That all staff will be engaged in, supported and accountable for their own learning and that of their colleagues SO THAT learning growth for all students is maximised.

Recognised as a strength of St Francis Xavier, data is effectively used to monitor student growth and analyse the effectiveness of our learning and teaching program. Student growth is mapped through the collection of data to ascertain the amount of growth attained by each student and teacher effect-size data to monitor the effectiveness of the teaching program.

Particular improvement strategies such as “putting faces on our data” to ensure that each child’s growth is monitored carefully and Facilitated Planning have continued to be 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 three 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 2019, our focus continued in 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 Writing. Research has centred on looking for an assessment tool that would provide growth data for students but would also be descriptive in nature to support teachers with the developmental sequence in Writing.

Facilitated Planning

In 2019, 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. Teachers continued to build 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

A number of staff participated in a collective with three other primary schools primarily to identify methods for the effective assessment and reporting practices against the new Framework and Standards for Religious Education. Focus of professional learning for all staff continued to centre 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.

Writing

Aligned with the work emanating from the Leadership Teams participation in the Data Collective, all staff focused on building their understanding of the pedagogical content knowledge of Writing. Investigations begun with staff examining their beliefs and understanding about the teaching of Writing. Expected practices were built around the effective elements necessary for a balanced Writing program. Professional development was conducted to support teachers understanding of the '6 + 1 Writing Traits' and the associated assessment tool chosen to support SFX's approach. A scope and sequence from Foundation to Year 6 for Writing was developed.



List of Professional Learning

Whole Staff	Number of staff completing Professional Learning
Planning, Assessment and Goal Setting for Literacy	Classrooms teachers and Literacy intervention teachers, Literacy Coaches and Leadership
Planning, Assessment and Goal Setting for Mathematics	Classrooms teachers and Number intervention teachers, Maths Coaches and Leadership
Planning and Assessment for RE	Classrooms teachers and Leadership
Planning and Goal Setting for Well-being	Classroom teachers and Leadership
Planning, Assessment and Goal Setting for Inquiry Based Learning	Classroom teachers and Leadership
Emergency Management	All staff
Data analysis and using data to inform teaching	Classroom teachers, Intervention teachers, Curriculum Coaches and Leadership
14 Parameters – Learning Intentions, Success Criteria and feedback	Classroom teachers, Intervention teachers, Curriculum Coaches and Leadership
NCCD requirements Students with Disability Modules Writing and evaluating PLPs	Classroom teachers, Intervention teachers, Learning Support Officers, Curriculum Coaches and Leadership
Mandatory Reporting	All staff
Cyber Safety	All staff
Staff Wellbeing (Enhancing Workplace Relationships and Morale)	All staff
First Aid & CPR	All staff
Principal Network Meetings x 8 Principal 4 day conference Principal executive meetings x 8	Principal
Deputy Principal Network Meetings x 3 Deputy Principal 2 day conference Deputy Principal executive meetings x 8	Deputy Principal
Learning and Teaching Network Meetings x 4 Learning and Teaching executive meetings x 4	Learning & Teaching Leader
RE Network Meetings x 4 RE executive meetings x 4	RE Leader
Learning Diversity Network Meetings x 4	Learning Diversity Leader
eLearning Network Meetings x 4	Digital Technologies Leader
Reading Recovery Cluster x 6	Reading Recovery Teacher
Regional Administration Network Meeting Regional Finance Cluster Meeting	Administration Manager Bursar Admin Officer
Peaceful Kids PD	Prep Teacher Year 6 Teacher Chaplain
CLIL – ensuring whole school approach in Mandarinx4	Principal Learning and Teaching Leader Chinese Teacher Language Assistance

STUDENT LEARNING OUTCOMES

Mean performance of St Francis Xavier students compared to state and national mean scores

The Year 3 and 5 results for 2019 show that in all areas assessed through NAPLAN, St Francis Xavier School mean was above the State and National Means. Trend data gains in achievement scores from Year 3 2017 to Year 5 2019 indicate that St Francis School mean gain score in Writing was above that of 'schools deemed similar' gain in NAPLAN. Over the past 3 years our Year 5 mean results in all areas tested have been consistently better than the mean results of the state. There has been a fluctuation in the Year 3 mean results when compared to the mean state results over the last three years. In 2019 we had 100% of students meeting National Minimum Standards in Year 3 in all areas tested which was an improvement in the results of the previous two years.

GRAMMAR & PUNCTUATION

Year Five

	2015	2016	2017	2018	2019
National	503	505	499	504	499
Victorian	511	510	505	512	507
St Francis Xavier	543	548	509	554	529

Year Three

	2015	2016	2017	2018	2019
National	433	436	439	432	440
Victorian	444	448	450	441	454
St Francis Xavier	445	495	482	426	495

NUMERACY

Year Five

	2015	2016	2017	2018	2019
National	492	493	494	494	496
Victorian	504	504	502	504	507
St Francis Xavier	544	554	517	545	522

Year Three

	2015	2016	2017	2018	2019
National	398	402	409	408	408
Victorian	411	415	420	419	421
St Francis Xavier	406	434	440	423	439

READING

Year Five

	2015	2016	2017	2018	2019
National	498	501	506	509	506
Victorian	510	511	515	521	516
St Francis Xavier	552	553	534	552	522

Year Three

	2015	2016	2017	2018	2019
National	426	426	431	434	432
Victorian	441	438	445	448	447
St Francis Xavier	445	472	464	453	487

ST FRANCIS XAVIER PRIMARY SCHOOL BOX HILL

WRITING

Year Five

	2015	2016	2017	2018	2019
National	478	426	473	465	474
Victorian	491	491	486	479	487
St Francis Xavier	515	535	503	504	505

Year Three

	2015	2016	2017	2018	2019
National	416	421	414	407	423
Victorian	432	436	427	422	435
St Francis Xavier	451	461	426	415	443

SPELLING

Year Five

	2015	2016	2017	2018	2019
National	498	493	501	503	501
Victorian	505	499	504	508	506
St Francis Xavier	534	545	517	523	517

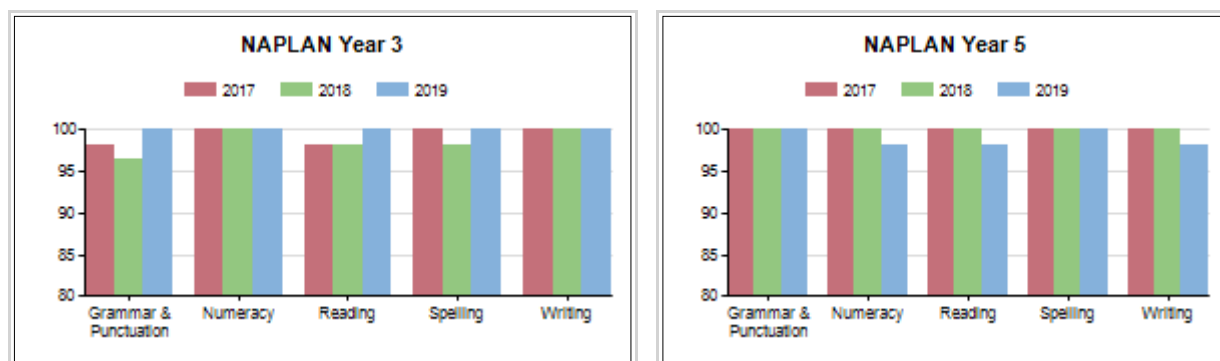
Year Three

	2015	2016	2017	2018	2019
National	409	420	416	418	419
Victorian	420	428	422	426	428
St Francis Xavier	427	446	445	429	464

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	98.1	96.4	-1.7	100.0	3.6
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	98.1	98.2	0.1	100.0	1.8
YR 03 Spelling	100.0	98.2	-1.8	100.0	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	98.1	-1.9
YR 05 Reading	100.0	100.0	0.0	98.1	-1.9
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	98.1	-1.9

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: Be Brave to Participate and Succeed
- Term 3: It Takes Great Strength to be Sensible
- Term 4: Pursue your Personal Best

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.

During wellbeing PD, the staff continued to focus on the students' current behaviour and the School's Discipline Policy and School Rules are displayed in every classroom. A wellbeing reset unit was implemented during the first three weeks of Term 1 and 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 and a document Empowerment of Children – My Safety Rules are displayed and reviewed to ensure all children know the procedure to follow if they feel uncomfortable or unsafe.



STUDENT SATISFACTION

CEMSIS STUDENT SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=136)	CEM average PRI school comparison % positive (n=29,768)
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	77%	78%
2. School engagement	How attentive and invested students are in school.	57%	59%
3. School climate	Perceptions of the social and learning climate of the school.	60%	65%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	67%	73%
5. School belonging	How much students feel they are valued members of the community.	71%	75%
6. Learning disposition	Students' mindset about themselves as learners.	77%	78%
7. Student safety	Perceptions of student physical and psychological safety while at school.	53%	55%
8. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	54%	60%
9. Catholic identity	Student perceptions about the Catholic identity of the school.	44%	62%

STUDENT ATTENDANCE

The school:

- Checks student attendance twice a day
- Monitors daily attendance and identifies absences from school or class
- Follows up unexplained absence – office staff to call parents of students with unexplained absences by 9.30am
- Unexplained student absences of more than 32 consecutive days to be followed up by a member of Leadership
- 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	92.2
Y02	91.1
Y03	90.3
Y04	93.3
Y05	91.4
Y06	94.1
Overall average attendance	92.1



Child Safe Standards

Goals & 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 have continued 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. The school appointed coaches, that is, expert teachers in literacy and numeracy to work both in the classroom with teachers and provide feedback at a later time to improve teacher practice and ultimately student improvement.

ST FRANCIS XAVIER PRIMARY SCHOOL BOX HILL

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

All Teachers participated in PL

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$705



TEACHER SATISFACTION

CEMSIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=43)	CEM average school comparison % positive (n=13,985)
1. Student safety	Perceptions of student physical and psychological safety while at school.	73%	69%
2. School climate	Perceptions of the overall social and learning climate of the school.	76%	76%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	84%	76%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	49%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	42%	40%
6. School leadership	Perceptions of the school leadership's effectiveness.	58%	57%
7. Staff safety	Perceptions of staff safety in the school.	53%	65%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	69%	63%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	73%	57%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	73%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	70%	67%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	52%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	76%	70%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	58%	78%

ST FRANCIS XAVIER PRIMARY SCHOOL BOX HILL

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	71.9%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	97.6%

TEACHER QUALIFICATIONS	
Doctorate	4.8%
Masters	19.0%
Graduate	28.6%
Graduate Certificate	9.5%
Bachelor Degree	81.0%
Advanced Diploma	42.9%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	33
Teaching Staff (FTE)	23.0
Non-Teaching Staff (Headcount)	22
Non-Teaching Staff (FTE)	17.3
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 Year 5 Fire Carriers led activities for National Reconciliation Week, including Dreamtime story time and at other activities across the school.

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
- Outdoor movie night on the school oval

Engagement with outside schools and agencies

- Cultural visits from overseas Chinese students
- Engagement with VCAL students and transition programs in mathematics with other Catholic secondary schools

Provide an opportunity for various Parent Forums

- Human Sexuality information evening
- Parenting sessions run by the school chaplain
- Parent-Child Sacramental evenings
- Multi-aged classes

Other activities

- Year 6 students had 'Lunch with the Principal'.
- Year 6 students designed an outdoor art piece 'Leave your Mark'

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.



ST FRANCIS XAVIER PRIMARY SCHOOL BOX HILL

PARENT SATISFACTION

CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=62)	CEM average PRI school comparison % positive (n=8,679)
1. Family engagement	The degree to which families are partners with their child's school.	52%	57%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	87%	89%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	70%	79%
4. School climate	Families' perceptions of the social and learning climate of the school.	83%	86%
5. Student safety	Perceptions of student physical and psychological safety while at school.	74%	73%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	63%	72%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	61%	70%



Father's Day Breakfast Celebrations in September

