2012 Annual Report to the School Community

ST. FRANCIS XAVIER COLLEGE
Berwick, Beaconsfield & Officer

Registered School Number: 1766
ST. FRANCIS XAVIER COLLEGE  
Berwick, Beaconsfield & Officer

Content

Contact Details.............................................................................................................. 2
Our College Vision.......................................................................................................... 3
College Overview............................................................................................................ 4
Principal’s Report ........................................................................................................... 5
College Board Report ..................................................................................................... 6
Education in Faith............................................................................................................ 7
Learning & Teaching...................................................................................................... 11
College Community and Student Wellbeing................................................................. 15
Leadership and Stewardship........................................................................................ 20
Financial Performance.................................................................................................. 24
Future Directions........................................................................................................... 25

Contact Details

Address: 4 Beaconsfield Avenue, Beaconsfield 3807

Principal: Paul Gerard Desmond

Parish Priest: Fr. Peter Slater – St. Michael’s Parish, Berwick  
(Chairperson – Canonical Administrators)

School Board Chair: Mr Phil Macreadie

Telephone: 9707 3111

Email: principal@sfx.vic.edu.au

Website: www.sfx.vic.edu.au
Our College Vision

St. Francis Xavier College is a Catholic community that is educative and supportive. We have a clear purpose: the development of a person of competence, conscience and compassion formed in the Christian tradition; one who is guided by a sense of hope and self belief and who will be of service in the world. We recognize God’s presence in our lives by celebrating and pursuing personal excellence and by living courageously with optimism and respect for all.
College Overview

In 2012 St. Francis Xavier College became a three campus College with a student population of 2086 males and females, Year 7 to 12. As of August 2012 we had the following staff numbers:

**Beaconsfield Campus:**
- Teachers (Full Time) 54
- Teachers (Part Time) 28
- Non-Teaching (Full Time) 18
- Non-Teaching (Part Time) 30
- The total staff numbers are: 130 with a FTE of 106.0

**Berwick Campus:**
- Teachers (Full Time) 59
- Teachers (Part Time) 11
- Non-Teaching (Full Time) 15
- Non-Teaching (Part Time) 32
- The total staff numbers are: 117 with a FTE of 96.3

**Officer Campus:**
- Teachers (Full Time) 6
- Teachers (Part Time) 4
- Non-Teaching (Full Time) 2
- Non-Teaching (Part Time) 5
- The total staff numbers are: 17 with a FTE of 10.3

The Junior Campuses are situated in Berwick South and Officer. The Berwick Campus has been in existence for ten years while the Officer Campus commenced in January 2012. Both campuses will cater for the educational needs of students in Years 7, 8 and 9 (in 2012 the Officer Campus commenced with Year 7 students only, Year 8 in 2013, Year 9 in 2014). The Senior Campus, is the original site of the College and is based in Beaconsfield. It is comprised of Year 10, 11 and 12 students.

The College is conducted under the auspices of the Parishes of Berwick, Narre Warren, Pakenham, Iona/Maryknoll and Koo Wee Rup.

St. Francis Xavier 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.
- 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.
- 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 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

St. Francis Xavier College is now 35 years young and continues to develop a culture of educational excellence, commitment to the Faith, ministry to the wider society and strong connection with our parishes and Catholic charitable organizations. The College is situated in the growth corridor of outer south-eastern metropolitan Melbourne. Enrolment numbers are very strong from each of the Catholic parish schools and beyond. In order to continue to meet the educational needs of families in this region and following a decision made in 2009, the College purchased a suitable parcel of land in Officer to develop a Campus for students of Years 7, 8 and 9. The Officer Campus came online in January 2012 with the enrolment of 112 Year 7 students. These students were educated in dedicated classrooms at the Beaconsfield site as the Officer Campus facilities were being constructed. In October 2012 the students and Staff members moved to the Officer Campus facilities. The College Board, the Canonical Administrators of the College and the Catholic Education Office in the Diocese of Sale have maintained the goal of a third campus for some time.

The Berwick and Beaconsfield campuses have both been the focus of some significant refurbishments and redevelopments to enhance education for our students. The College Chapel underwent a major refurbishment in mid-2012. The Staff Rooms at each Campus have undergone significant upgrade in order to provide Staff with appropriate, comfortable, state of the art amenities.

The St. Francis Xavier College Old Collegians Association continues to grow. Further Sporting Clubs have been established in Rugby and Cricket. The Old Collegians Association continues to foster a strong relationship with the College and is realising one key goal in nurturing a strong and active alumnus.

A key focus of our endeavours throughout 2012 was to continue to optimize the outcomes for our students at each year level and to improve our VCE results. The College leadership recognises the need to continue to work towards improving our student outcomes, particularly in key indicators such as NAPLAN and VCE results.

Achievements:

- Premier’s Awards 2012:
  - Mikaela Foy for outstanding achievements in Sport & Recreation (Study Score of 50)
  - Blake Mazzitelli for outstanding achievements in Sport & Recreation (Study Score of 50)
  - Emily Shaw for outstanding achievement in Business (Study Score of 49)

- Top Acts:
  - Sophia Riozzi (Drama)

- Kwong Lee Dow Scholarship/Melbourne Young Scholars Award Recipients:
  - Chelsey Castle and Corrina Grima

- Daniel Grulke was awarded a Royal Humane Society of Australasia Bravery Award and the Cardinia Community Service Award for placing his own safety at risk in order to save the life of a troubled teenage girl at the Beaconsfield Train Station.

- National Indoor Archery Championships:
  - Angela Duncan – Gold Medal winner of Intermediate Girls Recurve Division
  - Taylor Evans – Victorian Champion of Intermediate Girls Recurve Barebow Division

- Tertiary places were awarded to 93.75% of the graduating class of 2012
College Board Report

Again during 2012 the College has continued the upward trend of improving Year 12 academic results. As parents we all want the best opportunity for our children to succeed. Paul Desmond, the leadership group and the St Francis College educators provide that opportunity. As parents we should work with our children to ensure that we all make the most of all opportunities provided by the College.

The College Board in conjunction with Canonical Administrators and the Principal are immensely proud of the achievements of St. Francis Xavier College. The College has a proud history developed over the last 35 years. During 2012 the construction of Stage 1 facilities of the Officer Campus came to fruition with Year 7 students moving into state of the art facilities in October 2012. The Officer Campus will continue to grow with Year 8 students in 2013 and Year 9 students in 2014.

Our principal, Paul Desmond and his leadership group span three separate College locations and continue to provide the best environment for young men and women to succeed. The leadership group ensure a strong framework to provide students the opportunity to perform at their best. Their work ensures that St Francis Xavier College provides an invaluable opportunity to parents who want their children to experience a quality secondary school education based on catholic ideals but with a strong pastoral program.

At the commencement of 2012 the College had 2086 students from Years 7 – 12. Student numbers will continue to grow as the Officer Campus expands to cater for students from Years 7 through to Year 9 by 2014.
Education in Faith

Goals and Intended Outcomes

At St. Francis Xavier College we seek to be an authentic Catholic learning environment where we aim to build upon our authentic Catholic identify to promote and celebrate the Christian faith and the spirituality of all College members in partnership with families and the wider community.

Through 2012 our focus was the implementation of the Strategic Framework which will guide the College 2012-2016:

Promoting the on-going spiritual and faith formation of staff by providing:
- The opportunity for all members of staff to apply for a Bursary which facilitates a one month immersion at Ecce Homo in Jerusalem, Israel.
- Greater opportunities and encouragement to staff to participate in Prayer/Liturgy and Eucharist;
- Increased opportunities for Professional Learning on specific areas of Catholic traditions;
- Specific Professional Learning plans for spiritual learning for all staff.

Maintaining and enhancing the Catholic identity of our school by providing:
- Planning for the installation of significant pieces of religious art at both the senior and junior campuses;
- A sacred space for prayer in every Care Group room;
- Documentation which promotes the College and is clearly reflecting our Catholic identity;
- An integral and authentic Year 7 Religious Education unit which provides the story of Francis Xavier and his works;
- Professional learning opportunities in prayer for members of staff;
- Improved contemporary resources for staff;
- Religious symbols in all areas of the College;
- External signage which reflects the nature of the school;
- Relevant and meaningful prayer for staff;
- A program for new members of staff which assists in inducting them into a Catholic environment.

Developing and implementing a quality curriculum in Religious Education by:
- Seeking and employing a greater percentage of qualified teachers of Religious Education;
- Prioritizing professional learning in Religious Education;
- Targeting specific professional learning for new teachers of Religious Education;
- Reviewing and evaluating our Religious Education units on an annual basis;
- Moving towards having all written resources online;
- Exploring opportunities for cross learning curriculum areas;
- Ensuring Gospel values are evident and given priority throughout the wider curriculum;
- Designing lesson plans and units of work which stimulate interest;
- Incorporating the ability to teach Religious Education as an employment focus.

Providing an education in faith and opportunities for faith development that enrich the spirituality of young people by:
- Strengthening the College presence in our parishes;
- Strengthening the avenues of communication between the College and the Parish, with particular emphasis upon the role of the Pastoral Associate;
- A Patron Saint for each House with links to the Parishes;
Ensuring the conduct of regular College liturgies;
Offering invitations to Parishes to join in College functions;
A weekly celebration of Eucharist at the College;
An emphasis upon and a promotion of faith based groups and activities – REMAR, Catholic Schools Youth Ministry Australia. Enhancing the Justice Program in Year 9;
Providing opportunities for greater Mission awareness via voluntary organizations such as Young Vinnies, Soup Van, Community Service.

Building stronger partnerships with our families by:
Highlighting the invaluable work done by the Parents and Friends Association in the life of our College;
Inviting parents to College Liturgies;
Inviting parents to attend monthly assemblies.

Promoting our School as a community of outreach and compassion by:
Celebrating our diversity at assemblies, through leadership opportunities and public performances;
Increasingly acknowledge the diversity of our community via programs and Newsletters;
Developing programs in student learning which strengthen our commitment to inclusiveness and social justice.

Achievements

Five members of the St. Francis Xavier College Religious Education Staff participated in a month long immersion program of intensive Biblical study at Ecce Home, Jerusalem, Israel in mid 2012.

At the close of 2012 fourteen members of our school community (students and teaching staff) took part in a tour to East Timor to establish long-term relationship with schools in the rural surrounds of Dili. The College aims to foster a financial support program which will facilitate the education of boys and girls who would otherwise be denied such.

VALUE ADDED

At St. Francis Xavier College, we believe that we have promoted an inclusive Catholic community where people are valued and cared for, where diversity and difference are respected and positive relationships flourish.

Through 2012 we achieved this by:

Respecting difference and diversity and promoting inclusion in the school by:
Emphasising the need to build emotional resilience in our young people.
Offering professional learning opportunities to staff in specific areas – racism, sexuality, bullying, harm minimization.
Using the philosophy of Restorative Practices to encourage listening, understanding, respect and conflict resolution;
Addressing the issue of bullying at every opportunity;
Making terms such as respect, restorative practice, anti-bullying and resilience a familiar part of the dialogue at this College;
Training for all students in the areas of resilience and restorative practices;
Providing opportunities for School Leaders to be trained and used effectively;
Highlighting at every opportunity the Gospel values which uphold the policies and protocols of the College;

Building positive relationships within Catholic school system based on Gospel Values by:
Strengthening relationships between the College and our families;
Ensuring all College 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;
Strengthening the relationship between the College and its Parishes;
Continuing to share resources with our Parishes;
Further promoting home/school liaison via the role of the Pastoral Associate;
Developing avenues for further exchange of information between the primary and secondary environments.

Caring for the well-being of students, parents and staff by:
Promoting the Rights, Responsibilities and Expectations document;
Strengthening connections between the three campuses;
Reviewing and strengthening the College’s Pastoral Care Policies;
Reviewing our transition process from Grade 6 to Year 7 and Year 9 to Year 10;
Reviewing Care Group time;
Reviewing Pastoral Care time;
Implementing our Anti Bullying Policy and highlighting cyber bullying throughout provision of professional development of Staff;
Clearly defining the role of the Wellbeing Team in the life of our students;
Reviewing on an on-going basis the OH & S protocols of the College;
Streamlining the work of our Education Support Team;
Reviewing the role played by the Careers Team and increasing personnel;
Improving the visibility of staff members on Yard Duty;
Highlighting the need for gender based equal opportunity in all activities;
Providing on-going professional development for staff on Restorative Justice and Education Support;
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;
Increasing the transfer of staff between campuses;
Offering parents a range of speakers on family issues, social justice, drug avoidance and adolescent resilience.

At St. Francis Xavier College students have available to them a vast range of extra-curricular offerings:
The Journey So Far Evening – a program conducted by former students of all ages who return to address our seniors on the successes and challenges they have experienced
House & College Masses
St. Francis Xavier Day
Liturgies (Class and House)
Diocese of Sale Justice Camp
Camps Program (Year 7, Year 9 Outward Bound, Year 11 Retreat, Year 12 Retreat, Optional- Japan, the Western Front, East Timor and Year 10 Optional trip to the Northern Territory)
Subject-based Camps- Music, Drama, LOTE, Mathematics
Fundraising (The Ruben Centre Appeal (Nairobi, Africa), Caritas Australia, St. Vincent de Paul Society)
International Hosting (Sister School Sakuragaoka)
Musical Production- Big The Musical
Southern Independent Schools Sporting Competition (Australian Rules, Netball, Soccer, Basketball, Swimming, Athletics, Cross Country)
Southern Independent Schools Cultural experiences (Debating, Music, Art, Theatre Sports, Chess)
Year 11 Presentation Balls
Clean Up Australia Day
Mothers’ Day Breakfast
Fathers’ Day Breakfast
Study Skills Seminars
KLA Weeks (LOTE, Humanities, Maths, Science, Health/Physical Education)
Dramatic Performance (Stations of the Cross)
Year 12 Valedictory Dinner
Year 8 Healthy Relationships Day
Study Skills Seminars
Aerobics Competitions
REMAR – A Catholic youth movement which focuses upon individual spiritual development and commitment to the creation of a more just world
CSYMA – A Catholic youth movement with a focus upon academic and spiritual development and the role of ministry in the lives of young Catholics
At St. Francis Xavier College, we aim to further enhance our effective learning community, based on Catholic values, which incorporate challenging, relevant and innovative curriculum, demonstrating creative and engaging teaching and learning processes.

Through 2012 our focus was to implement our Strategic Framework which would guide the College in its developments from 2012-2016:

- Promoting creativity and engaging teaching and learning practices in our schools by:
  - Initiating the first stage of the 5 year Strategic Framework which saw the opening of a new Year 7-9 Campus in Officer, the planning for the construction of a new 350 seat Chapel at the Berwick Campus and the refurbishment of the Chapel at the Beaconsfield Campus;
  - Providing incentives for student academic achievement;
  - Placing greater emphasis upon attainment of one’s personal best;
  - Providing appropriate professional learning opportunities for staff that address a consistent pedagogy which engages and motivates students;
  - Providing frank information to staff on the influence of lower performing students in VCE classes on overall results and providing appropriate strategies and counselling to those students;
  - Developing and maintaining a physically aesthetic environment, which is conducive to innovative and creative learning;
  - Planning for the installation of some major pieces of religious art at both campuses;
  - Implementing curriculum material in line with the Australian Curriculum;
  - Implementing the review of our reporting processes to meet Government compliance expectations and to ensure our parents are provided with a reporting format that is easily understood;
  - Consolidating the VCAL program at Years 10, 11 and 12 to meet the needs of our College community;
  - Extending and developing the Hands On Learning Program;
  - Continuing to develop an active Alumnus, to enable us to track our Old Collegians;
  - Effectively developing our intranet as an effective means of communication to engage our students;
  - Continuing analysis of and providing teachers with VCE performance data to better inform classroom practice;
  - Striving to attain a visible increase/improvement in our VCE results;
  - Continuing to develop links with our feeder Primary Schools in order to improve literacy and numeracy performance at Years 5-9;
  - Striving to attain a visible increase/improvement in our NAPLAN results;
  - Implementing policies and processes for student progression that address benchmarks and assessments;
  - Ensuring the College makes optimum use of school performance indicators (NAPLAN, VCE, ON-TRACK DATA) to monitor and improve student performance.

- Providing challenging and relevant curriculum by:
  - Improving the quality of learning opportunities for gifted and disadvantaged students via our Education Support Department;
  - Implementing a formal evaluation program for each Learning Area;
  - Increasing the level of ICT support;
  - Increasing the level of access to ICT by our students.
  - Preparing for the implementation of BYOD for Years 7 and 10.
Ensuring Catholic values permeate the curriculum by:
- Implementing the findings of a thorough audit of the Religious Education curriculum and assessment criteria;
- Developing processes to enhance greater knowledge of Catholic values across the curriculum;
- Placing an emphasis upon adherence to Christian values when employing new staff;
- Continuing to emphasize the role of the Director of Faith and Liturgy;
- Increasing teacher accountability in adhering to professional standards;
- Consolidating junior leadership positions to reflect those at the Senior Campus – Justice and Liturgy;
- Affirming the key role in the life of our College played by those committed to REMAR and CSYMA.

Building an effective learning community by:
- Developing a whole-school professional learning plan;
- Ongoing professional learning of both staff and students in order to develop an effective use of on-line forum for communication between teacher and student-Moodle;
- Implementing the findings of a major review and audit of our Library Services, conducted by an experienced external agent who is immersed in contemporary learning culture;
- Developing the role played within the College of the Learning Technologies Committee in driving the evolution of a culture which is comfortable with technological innovation in learning;
- Highlighting the importance of staff engaging in professional learning;
- Developing individual professional learning plans through appraisal and linked to ARM process;
- Improving communication between the school and home regarding learning;
- Developing positive attitudes in the student body that academic success is linked to personal happiness;
- Developing appropriate pathways for students to reach their potential.
- Developing a professional learning plan that has a focus on 21st Century Learning and the innovative use of technology in the classroom.

Achievements

- Increased student numbers/participation in our REMAR/CSYMA programs.
- Increased use of Year 12 study area and library for individual study/preparation.
- Finalists in Debating Association Victoria State Finals.
- Expansion of the Tournament of Minds program to encompass/invoke all three campuses.
PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9

<table>
<thead>
<tr>
<th>Proportion of Students meeting National Minimum Standard</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99.7%</td>
<td>98.2%</td>
</tr>
<tr>
<td>Writing</td>
<td>96.5%</td>
<td>96.7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.3%</td>
<td>97.3%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.7%</td>
<td>96.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change in Proportion of Students meeting National Minimum Standard</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-10</td>
<td>2010-11</td>
</tr>
<tr>
<td>Reading</td>
<td>1.9%</td>
<td>-1.5%</td>
</tr>
<tr>
<td>Writing</td>
<td>-0.9%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Spelling</td>
<td>-3.7%</td>
<td>3%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>-2.2%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0.3%</td>
<td>-2.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Median Standardised Results (Estimated VELS Equivalent Score) - Year 9</th>
<th>Average Standardised Results</th>
<th>Change in Average Standardised Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
<td>2011</td>
</tr>
<tr>
<td>Reading</td>
<td>5.15</td>
<td>5.18</td>
</tr>
<tr>
<td>Writing</td>
<td>4.47</td>
<td>0.00</td>
</tr>
<tr>
<td>Spelling</td>
<td>4.59</td>
<td>4.89</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>4.65</td>
<td>4.58</td>
</tr>
<tr>
<td>Numeracy</td>
<td>4.5</td>
<td>4.48</td>
</tr>
</tbody>
</table>

Analysis of Naplan Results

The best comparison to make using this data is with regard to the 2010 Year 7 results and the 2012 Year 9 results as these relate to the same year level of students. At first glance there would appear to be room for an improved focus in the Reading, Writing and Spelling areas of NAPLAN assessment, with the cohort staying constant with the Numeracy area, and the cohort improving in the Grammar and Punctuation area. However, a closer examination of the results using the NAPLAN data service places these results in an interesting context.
A closer study of individual students’ results indicate that a sizeable number of students, particularly those students with special learning needs, are still affected by the change from testing students’ ability in the narrative writing genre to testing their ability to write persuasively. The results do indicate that the Year 9 cohorts are gradually improving in this area from a greater emphasis being placed on the persuasive writing genre in the Year 8 curriculum.

The data for Year 7 confirms that literacy and numeracy development will continue to be a focus within English and Mathematics as well as across the curriculum. Teachers are aware of this cohort of students and their needs and a number of strategies are in place to address some of the issues that have surfaced.

We have, in recent years, addressed with students of Year 7 and Year 9 the importance of approaching the NAPLAN testing with a strong desire to achieve one’s personal best. As a result we note a trend towards improvement in those areas of Literacy and Numeracy. Our focus is to continue to raise both expectations and outcomes. All teachers are aware of the NAPLAN results and are working towards continued improvement in the use of the results to better inform their teaching practice.

<table>
<thead>
<tr>
<th>STUDENT RETENTION RATE</th>
<th>83.88%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SENIOR SECONDARY OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE MEDIAN SCORE</td>
</tr>
<tr>
<td>VCE COMPLETION RATE</td>
</tr>
<tr>
<td>VCAL COMPLETION RATE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POST-SCHOOL DESTINATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERTIARY STUDY</td>
</tr>
<tr>
<td>TAFE / VET</td>
</tr>
<tr>
<td>APPRENTICESHIP / TRAINEESHIP</td>
</tr>
<tr>
<td>DEFERRED</td>
</tr>
<tr>
<td>EMPLOYMENT</td>
</tr>
</tbody>
</table>
At St. Francis Xavier College, we aim to promote an inclusive Catholic community where people are valued and cared for, where diversity and difference are respected and positive relationships flourish.

Through 2012 our focus was the implementation of our five year Strategic Framework which will guide the College in all its developments:

- Caring for the well-being of students, parents and staff by:
  - Promoting the Rights, Responsibilities and Expectations document;
  - Developing strong partnerships with local secondary colleges and independent agencies to co-ordinate the response to issues surrounding student self-harm and suicide;
  - Expanding the format and nature of the Information Nights at each year level;
  - Highlighting our Anti Bullying Policy and alerting parents to the evolving impact of social media and misuse of this forum;
  - Professional development for all staff on bullying, with a particular emphasis upon cyber bullying;
  - Improving the effectiveness of the Student Record Book as a means of communication;
  - Reviewing and strengthening the College’s Pastoral Care Policies;
  - Reviewing our transition process from primary into secondary school and developing clear and strong relationships with our colleagues in our feeder primary schools;
  - Improving connections between the three campuses;
  - Clearly defining the role of the Wellbeing Team in the life of our students;
  - Reviewing on an on-going basis the OH & S protocols of the College;
  - Providing camps and/or retreats at each year level;
  - Consolidating the improvements in the work of our Education Support Team;
  - Consolidating the role played by the Careers Team;
  - Improving the visibility of staff members on Yard Duty;
  - Highlighting the need for gender based equal opportunity in all activities;
  - Offering parents a range of speakers on family issues, social justice, drug avoidance and adolescent resilience;
  - Providing on-going professional development for staff on Restorative Justice and Education Support;
  - 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;
  - Affirming to a greater extent the contributions of those involved in extra-curricular activities;
  - Increasing the transfer of staff between campuses.
Achievements

- Researched and trained staff in an Emotional Intelligence/Resilience program called 4 Rooms of Change with the plan to implement this program to all Year 7 students in 2013.
- Trained staff in Youth Mental First Aid program to better support our students struggling with major mental health issues around self-harm and suicide.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>94.23%</td>
</tr>
<tr>
<td>Year 8</td>
<td>94.93%</td>
</tr>
<tr>
<td>Year 9</td>
<td>92.94%</td>
</tr>
<tr>
<td>Year 10</td>
<td>92.18%</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.57%</td>
</tr>
</tbody>
</table>

- Official Attendance Rolls are marked each morning and afternoon and submitted electronically to a central data maintenance point on the College network.
- Absences are checked against parents phone calls alerting the College to the student’s non-attendance.
- Unexplained absences are followed up with a text message alert to the mobile phone of the parents, seeking their clarification of the absence.
- Subject teachers maintain a daily record of the presence of each student on their class list. These are cross checked with the Official Attendance Record.

VALUE ADDED

St. Francis Xavier College students have available to them a vast range of extra-curricular offerings:

- House and College Masses
- Fundraising (The Ruben Centre Appeal, Caritas Australia, St. Vincent de Paul Society)
- REMAR – A Catholic youth movement which focuses upon individual spiritual development and commitment to the creation of a more just world
- CSYMA – A Catholic youth movement with a focus upon academic and spiritual development and the role of ministry in the lives of young Catholics.
- St. Francis Xavier Day
- Liturgies (Class and House)
- Diocese of Sale Justice Camp
- Camps Program - Year 7, Year 9 Outward Bound, Year 10 Outward Bound, Year 11 Retreat, Year 12 Retreat,
- The Journey So Far Evening – a program conducted by former students of all ages who return to address our seniors on the successes and challenges they have experienced
- International Tour of Japan.
- International Hosting (Sister School Sakuragaoka)
Musical Production – Big The Musical;
Tournament of Minds
Games Club
Flight Club
Southern Independent Schools Sporting Competition (Australian Rules, Netball, Soccer, Basketball, Swimming, Athletics, Cross Country)
Southern Independent Schools Cultural experiences (Debating, Music, Art, Theatre Sports, Chess)
Year 11 Presentation Balls
Clean Up Australia Day
Mothers’ Day Breakfast
Fathers’ Day Breakfast
Study Skills Seminars
KLA Weeks (LOTE, Humanities, Maths, Science, Health/Physical Education)
Dramatic Performance (Stations of the Cross)
Year 12 Valedictory Dinner
Year 8 Healthy Relationships Day
Study Skills Seminars
Aerobics Competitions
STUDENT SATISFACTION

St Francis Xavier College holds as its highest priority 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 is a key aspect of what we do. Students are at liberty to offer feedback to the Administration of the College via the various levels of Student Leadership- Student Representative Councils, Justice Captains and House Captains at both campuses. This feedback, both positive and negative, is welcomed, heard and acted upon whenever necessary. Consideration at each level of College leadership is given to what our young people are telling us.

The College Principal meets on a regular basis with the College Captains and Vice Captains. The views of the student body are tabled and valued. Where changes to policy or protocol are suggested and can be made, such action is taken. Where it cannot be taken, reasons are provide for the students. On a regular basis the Principal has adopted the responsibility of interviewing a large number of senior students and their parents. At this point, rates of student satisfaction are very evident.

Student satisfaction is also gauged via key members of the College Staff- House Coordinators, Care Group Teachers and Student Counsellors frequently relay to the Principal the views of the student body or groups within that body.

There are occasions where members of our community feel a 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.

The most recent information gained from the student responses to the School Improvement Student Surveys indicate that the students:

- have a moderate to high level of awareness of the Catholic nature of the College.
- are moderately positive, safe and happy at school.
- are moderately satisfied with teacher preparation, assistance, explanations, directions, etc.
- have a low level of satisfaction with the teachers’ efforts to motivate, engage and interest students.
In order to have a clear understanding of the needs and impressions of our student population, their parents and those who are employed at the College, it is essential that we have in place structures and policies which are overtly clear to all stakeholders and are designed to ensure the program runs smoothly. Parents entrust their children to this College and are aware that we, as educators, are very open to frequent constructive feedback. Parental input is expected and encouraged. 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 is a key aspect of what we do.

In 2012 St Francis Xavier College employed 264 men and women, the majority of whom are teachers. All staff members have an expectation that their work environment will be conducive to good education delivery and their clientele will be supportive, encouraging and responsive. In so doing, each adopts the responsibility of adding to parent satisfaction with the College.

It is essential that parents believe that the College is open to the feedback they may wish to provide. We have in place a range of formal and informal avenues via which members of this community may provide a summary of their impressions/satisfaction. On a regular basis the Principal has the responsibility of interviewing a large number of 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.

Our College Board is open to parents, staff and students who desire an input.

Here at St. Francis Xavier College we are in partnership with 9 Catholic Feeder Primary Schools. Colleague 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.

On any occasions when members of our community may feel a 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. Waiting lists exist. Students seeking enrolment are interviewed in the company of their parents.

All indicators suggest a high degree of satisfaction from our parents.

In general, the parents responses to the School Improvement Parents Surveys indicate:
- a high level of satisfaction with the education their children receive at the College
Leadership and Stewardship

Goals and Intended Outcomes

At St. Francis Xavier College, we are committed to ongoing development of quality leadership and the leadership capacity of all members of the school community.

Through 2012 our focus was the implementation of our Strategic Framework to guide the College through the next 5 years:

Developing the quality of leadership and capacity for leadership amongst staff by:
- Ensuring leadership aspirations indicated in ARM interviews are followed up;
- Developing opportunities for leadership mentoring;
- On-going professional learning opportunities for all staff, with an emphasis upon curriculum, leadership, spiritual and contemporary issues for our young;
- Developing a formal and effective mentoring program for graduate teachers and other colleagues new to the College;
- Increasing the level of professional development for aspiring leaders;
- Connecting our aspiring leaders with programs offered by external agencies;
- Investigating the establishment of Learning Area Leadership at each campus;
- Developing a structure to support women who aspire to senior leadership;
- Providing greater responsibility to Expert Teachers;
- Recognising the leadership capacity of those within the non-teaching staff.

Providing teaching and learning opportunities to encourage student leadership by:
- Giving greater emphasis to student leadership bodies within the College – SRC, House, Justice, Liturgy, etc;
- Reviewing our award system and criteria to ensure consistency between Houses, Campuses, etc...;
- Offering leadership seminars to aspiring student leaders;
- Promoting stronger links between student leaders at the three campuses;
- Developing and refining specific leadership role descriptions.

Achievements

- Increase in number of teachers undertaking further studies to enhance their qualifications.
- Creation of a Junior Youth Ministry team at the Berwick Campus.
- Made significant changes to our POL structure in order to deliver better support to teaching staff across all three campuses.
- Had the Senior Student Leaders present and deliver speeches and awards at the Junior Campus Assemblies as role models of student leaders to the younger students.
### TEACHING STAFF ATTENDANCE RATE

<table>
<thead>
<tr>
<th></th>
<th>This School</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING STAFF</td>
<td>92.48%</td>
<td></td>
</tr>
<tr>
<td>NON-TEACHING STAFF</td>
<td>91.43%</td>
<td></td>
</tr>
<tr>
<td>ALL STAFF</td>
<td>92.08%</td>
<td></td>
</tr>
<tr>
<td>STAFF RETENTION RATE</td>
<td>90.97%</td>
<td></td>
</tr>
</tbody>
</table>

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>This School</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
<td>0%</td>
<td>0.86%</td>
</tr>
<tr>
<td>MASTERS</td>
<td>17.68%</td>
<td>15.04%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>44.51%</td>
<td>43.87%</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>8.54%</td>
<td>5.87%</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>81.71%</td>
<td>79.89%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>15.85%</td>
<td>22.97%</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>5.49%</td>
<td>10.32%</td>
</tr>
</tbody>
</table>
## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership – a range of Professional Learning activities</td>
</tr>
<tr>
<td>Australian Curriculum</td>
</tr>
<tr>
<td>Peer Observation &amp; Feedback</td>
</tr>
<tr>
<td>Technology - Moodle, Attendance Roll Marking, Timetable, Reporting, Flash Animation, Adobe Motion Graphics, iPads, etc, Static Machinery, DVC,</td>
</tr>
<tr>
<td>Food &amp; Tech: Teachers Toolkit</td>
</tr>
<tr>
<td>Developing Professional Learning Action Plans</td>
</tr>
<tr>
<td>REMAR Training</td>
</tr>
<tr>
<td>Ed Support: Autism, ESL, Recovery from Trauma, Refugee Network meetings</td>
</tr>
<tr>
<td>Ed Support – Certificate IV, Art Space Exhibition Program</td>
</tr>
<tr>
<td>First Aid Level 2</td>
</tr>
<tr>
<td>Four Rooms of Change</td>
</tr>
<tr>
<td>Creating Collaborative Library Spaces, visiting other libraries, online referencing, eBooks, etc</td>
</tr>
<tr>
<td>Accreditation to teach in a Catholic school</td>
</tr>
<tr>
<td>All Learning Area conferences</td>
</tr>
<tr>
<td>All Learning Area Network Meetings</td>
</tr>
<tr>
<td>Careers Training</td>
</tr>
<tr>
<td>Classroom Management</td>
</tr>
<tr>
<td>Mental wellbeing – staff &amp; students</td>
</tr>
<tr>
<td>VCAL</td>
</tr>
<tr>
<td>Assessment &amp; Reporting</td>
</tr>
<tr>
<td>Youth Mental Aid First Aid Training</td>
</tr>
<tr>
<td>PL relating to individual Learning Areas</td>
</tr>
<tr>
<td>21st Century Teaching &amp; Learning</td>
</tr>
<tr>
<td>Anaphylaxis Management, Asthma Education, Managing Epilepsy</td>
</tr>
<tr>
<td>Various VCE workshops/information sessions</td>
</tr>
<tr>
<td>Choreography</td>
</tr>
<tr>
<td>LOTE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>148 individuals attended External PL</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff participated in 9 days of school-based PL</td>
<td></td>
</tr>
</tbody>
</table>

| AVERAGE EXPENDITURE PER TEACHER FOR PL | $660 including replacement costs. |
STAFF COMPOSITION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL CLASS</td>
<td>5</td>
</tr>
<tr>
<td>TEACHING STAFF (HEAD COUNT)</td>
<td>169</td>
</tr>
<tr>
<td>FTE TEACHING STAFF</td>
<td>158.48</td>
</tr>
<tr>
<td>NON-TEACHING STAFF (HEAD COUNT)</td>
<td>105</td>
</tr>
<tr>
<td>FTE NON-TEACHING STAFF</td>
<td>81.93</td>
</tr>
<tr>
<td>INDIGENOUS TEACHING STAFF</td>
<td>0</td>
</tr>
</tbody>
</table>

TEACHER SATISFACTION

In general, the staff responses to the School Improvement Teacher Surveys indicate that staff members:

- Recognise that the College Leadership seek, hear and respect their views on matters pertaining to education, development of facilities and Strategic Planning.
- Feel that individual job satisfaction and morale are high, but group morale is moderate.
- Are highly satisfied that role clarity is high and they have a sense of purpose and know what is expected of them.
- Are moderately satisfied with the extent to which leadership understands the needs of staff members.
- Are moderately satisfied with the extent to which staff collaborate, share ideas and solve problems together, and have a shared understanding and alignment to school goals.
- Have a high degree of ownership of their role, but are only moderately satisfied with empowerment.
- Are moderately satisfied with opportunities for professional growth, appraisal and recognition, and with career opportunities.
- Are moderately to highly satisfied with teaching and learning and discipline policy.
- Are moderately confident that individuals and the College will act on the results of the survey.
- Are highly satisfied with the Catholic nature of the College, but are moderately committed to it themselves.
# Financial Performance
## Financial Performance for the year ended 31 December 2012

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td><strong>Tuition</strong></td>
</tr>
<tr>
<td>School fees</td>
<td>$3,840,474</td>
</tr>
<tr>
<td>Other fee income</td>
<td>$1,183,204</td>
</tr>
<tr>
<td>Private income</td>
<td>$392,288</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>$4,438,806</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>$15,151,490</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>$25,006,262</strong></td>
</tr>
<tr>
<td><strong>Recurrent expenditure</strong></td>
<td><strong>Tuition</strong></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>$17,438,383</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>$6,688,950</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>$24,127,333</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td><strong>Tuition</strong></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>$44,342</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$1,959,632</td>
</tr>
<tr>
<td>Other capital income</td>
<td>$30,000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>$2,033,974</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>$9,325,509</strong></td>
</tr>
<tr>
<td><strong>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</strong></td>
<td><strong>Tuition</strong></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>$17,920,688</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>$24,958,530</strong></td>
</tr>
<tr>
<td><strong>Non DEEWR FQ reported items</strong></td>
<td><strong>Tuition</strong></td>
</tr>
<tr>
<td>System levies (payments)</td>
<td>$-341,179</td>
</tr>
<tr>
<td>Intra systemic transfer receipts (payments)</td>
<td>$1,088</td>
</tr>
<tr>
<td>Diocesan capital fund (SCF) receipts (payments)</td>
<td>$300,000</td>
</tr>
</tbody>
</table>

*Note that the information provided above does not include the following items:*

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*
Future Directions

St Francis Xavier College is a busy, vibrant learning environment which takes enormous pride in the efforts and achievements of its students. In the years to come our aim must be to consolidate those areas in which we excel and focus attention, energy, expertise and resources on those areas in which we aim to improve.

The demand for places at this school is very strong. It is our aim to continue to develop the facilities at each of our campuses to ensure that those young people in our care are offered the best that is available in education.

- The full construction of the Officer Campus is still a priority; refurbishments and upgrades at both the Berwick Campus and Beaconsfield Campus will be ongoing.
- The building of a Chapel at the Berwick Campus is due to start in June 2013.
- The development of an appropriate, dedicated learning space for Hands On Learning is due to commence in May 2013 at the Berwick Campus.
- The development of a program for the construction of 17 new classrooms and offices at the Beaconsfield Campus is a priority.
- Our recent significant developments in the area of technology must be maintained. The College will strive to keep pace with an area of education which is evolving at an unprecedented pace.

The best resource any school can offer to its students is committed teachers who are expert in their field. St Francis Xavier College will maintain its aspiration to ensuring the very best of educators in our classrooms.

Our school has a proud history of offering a broad range of educational opportunities to our students. In the future, this will be a priority, while maintaining an emphasis upon reaching ones personal best. This should be evidenced via NAPLAN and VCE results. We aspire to maintain the high rates of student, parent and teacher satisfaction with the College and, in so doing, ensure this school is seen as the preferred place of education for the young people of this region.