2013 Annual Report
to the School Community

St. Francis Xavier College
Berwick, Beaconsfield & Officer

Registered School Number: 1766
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Contact Details

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<th>Address:</th>
<th>4 Beaconsfield Avenue, Beaconsfield 3807</th>
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<td>Principal:</td>
<td>Mr Paul Gerard Desmond</td>
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<td>Fr Peter Slater, Chair of Canonical Administrators</td>
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Minimum Standards Attestation

I, Paul Gerard Desmond, attest that St. Francis Xavier College is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
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

2013 was the first year of operation as a tri campus College. Our student population in February 2013 was 2259 boys and girls from Years 7 to 12. The Beaconsfield Campus accommodated 966 students, the Berwick Campus 1023 students and the Officer Campus 270 students.

Our Junior Campuses catering for students from Years 7 to 9 are located in Berwick South and Officer. The Berwick Campus has been in existence for eleven years while the Officer Campus commenced in January 2012 and in 2014 caters for the first Year 9 cohort. 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.
St. Francis Xavier College is situated in the growth corridor of outer south-eastern metropolitan Melbourne and is now in its 36th year of educating the young people of this region. The College continues to place great emphasis upon the development of a culture of educational excellence, commitment to the Faith, ministry to the wider society and strong connection with our parishes and Catholic charitable organizations. 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 Berwick and Beaconsfield campuses have both been the focus of some significant refurbishments and redevelopments to enhance education for our students. Learning environments are well maintained and every effort is made to ensure that our classrooms and grounds are beautiful and uplifting for the students who use them. Therefore, maintenance is a significant priority, both in budgetary and practical terms. New classrooms have been developed for Science, Technology and the Arts (Officer), Hand On Learning (Berwick) and VCAL (Beaconsfield).

The St. Francis Xavier College Old Collegians Association continues to flourish and provide a strong link between the former students and the College. Further Sporting Clubs have been established including Cricket, while the possibility of Netball and Volleyball is being investigated. 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 2013 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:

- **Top Year 12 ATAR score** – 99.25
- **Premier’s Awards 2013:**
  - Rachel Copestake (Physical Education)
- **Top Design:**
  - Jason English and Serena Peregin (VET Interactive Digital Media Exhibitors)
- **Kwong Lee Dow Scholarship/Melbourne Young Scholars Award Recipients:**
  - Nicole Antolos, Thomas Horak & Angela Duncan
- **Tertiary places were awarded to 94.5% of the graduating class of 2013**
College Board Report

For 2013, it was pleasing to note that over 94.5% of our Year 12 students received an offer of a tertiary placement. The Board acknowledges the diligent work of the Teaching and Administrative teams in supporting and encouraging our students to strive to do their best. As a Board, we continue to remind ourselves that in everything we do, we cannot understate the importance of the caring and supportive environment that has been fostered across the 3 campuses. It is an outcome that is carefully guarded and enhances the learning experience at St Francis Xavier College.

The College continued to grow in 2013 with a number of building and capital projects at various stages of their lifecycle across the 3 campuses. At Officer, Stage 2 works were commenced including new buildings and sporting facilities, a co-sponsored project at Berwick with St Catherine’s Primary School for a new Chapel and initial planning for a new VCE Centre for Beaconsfield was commenced.

Mr Desmond and the Executive Leadership team, supported by the Canonical Administrators and the College Board continue to strive to deliver a school of which we can all be proud. We are proud to be a school that continues to focus strongly on the improvement of academic results but is not remiss in ensuring its pastoral care and support of the wider school community remains a key attribute of St. Francis Xavier College.

At the commencement of 2013 the College had 2259 students from Years 7 – 12 and projected growth is expected to continue.
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 2013 our focus was the continued 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 on line;
- 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

One member 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 2013.

At the close of 2013 four students and two staff of our school community, along with students and staff from Marist Sion College, Warragul, took part in a tour to East Timor to continue the relationship with schools in the rural surrounds of Dili.
VALUE ADDED

St. Francis Xavier College promotes an inclusive Catholic community where people are valued and cared for, where diversity and difference are respected and positive relationships flourish.

Through 2013 we achieved this by:

Respecting difference and diversity and promoting inclusion in the school by:
- Highlighting at every opportunity the Gospel values which uphold the policies and protocols of the College;
- Making terms such as respect, restorative practice, anti-bullying and resilience a familiar part of the dialogue at this College;
- 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;
- Training for all students in the areas of resilience and restorative practices;
- Providing opportunities for School Leaders to be trained and used effectively;

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

Caring for the well-being of students, parents and staff by:
- Offering parents a range of speakers on family issues, social justice, drug avoidance and adolescent resilience;
- 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;
- 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.
At St. Francis Xavier College students have available to them a vast range of extra-curricular offerings:

- 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;
- Fundraising (The Ruben Centre Appeal (Nairobi, Africa), Caritas Australia, St. Vincent de Paul Society);
- Diocese of Sale Justice Camp;
- Year 8 Healthy Relationships Day;
- KLA Weeks (LOTE, Humanities, Maths, Science, Health/Physical Education);
- Dramatic Performance (Stations of the Cross);
- 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);
- 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;
- International Hosting (Sister School Sakuragaoka);
- Musical Productions- Honk and Sweeney Todd;
- 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;
- Mother’s Day Breakfast;
- Father’s Day Breakfast;
- Study Skills Seminars;
- Year 12 Valedictory Dinner;
- Study Skills Seminars;
- Aerobics Competitions.
Learning and Teaching

Goals and Intended Outcomes

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 2013 our focus was the continued implementation of 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;
- 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 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;
- Developing a professional learning plan that has a focus on 21st Century Learning and the innovative use of technology in the classroom;
- 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;
- 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.

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/involve all three campuses.
STUDENT LEARNING OUTCOMES

When comparing the number of students meeting minimum standards at Year 7 2011 with those at Year 9 2013, it can be seen that more attention needs to be paid to students who struggle academically. There were slight decreases in all areas with the exception of Spelling which remained constant. There was a notable decrease of 3.3% in Grammar and Punctuation.

Teachers have different opinions regarding the use of grammar and punctuation textbooks. Some teachers feel language task texts are not as effective as teaching grammar and punctuation as part of the wider curriculum. We need to monitor student feedback more closely to see which approach works best for particular students. Perhaps, we need a combination of the two approaches.

There also needs to be greater emphasis placed on language conventions across the curriculum, especially in Mathematics and Science. The Literacy Project will continue to focus on building the capacity of teachers from all departments to give explicit literacy instruction.

The Year 7 data reinforces the need for a whole school approach to improving grammar and punctuation across the curriculum. Students generally struggle to make inferences from written texts which strongly link to difficulties in creative and lateral thinking. These observations are supported by student responses to MYAT, PAT R and PAT M. The Mathematics Department has recognised the importance of reading comprehension and creative thinking and are responding appropriately.

The NAPLAN data reveals that we need to more effectively target students who are struggling while improving reading comprehension, writing and numeracy skills of the many students we have in the middle band. Programs such as AA+ will continue to extend students at the top end. These students will be encouraged to work with their peers to assist them to reach higher levels. The key to effective differentiation will be for our teachers and students to work more collaboratively to learn strategies to improve high order thinking. This collaborative approach gives us the best opportunity to see steady improvement in NAPLAN results.

POST-SCHOOL DESTINATIONS

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<td>TERTIARY STUDY</td>
<td>42%</td>
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<tr>
<td>TAFE / VET</td>
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<td>11%</td>
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<tr>
<td>EMPLOYMENT</td>
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School Community and Student Wellbeing

Goals and Intended Outcomes

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 2013 our focus was continued 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:
- Reviewing and strengthening the College’s Pastoral Care Policies;
- 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 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 on-going professional development for staff on Restorative Justice and Education Support;
- 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;
- 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

- Trained staff in Youth Mental First Aid program to better support our students struggling with major mental health issues around self-harm and suicide;
- Continued research 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.

### MANAGEMENT OF NON-ATTENDANCE OF STUDENTS

- 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 parent 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 – Honk and Sweeney Todd;
- 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;
- Mother’s Day Breakfast;
- Father’s 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

The pastoral care and well-being of our students is always one of the highest priorities at St. Francis Xavier College. One key focus is the academic development of the students. We aim to ensure student career goals are linked closely to their performance at school and is a key aspect of what we do.

Our 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 all 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.

On a regular basis the elected College Captains will meet with the College Principal. At this point 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 provided 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.
PARENT SATISFACTION

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 2013 St Francis Xavier College employed 290 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 2013 our focus was the continued 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:
- Investigating the establishment of Learning Area Leadership at each campus;
- Recognising the leadership capacity of those within the non-teaching staff;
- Providing greater responsibility to Expert Teachers;
- 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;
- Developing a structure to support women who aspire to senior leadership;
- Developing a structure to support women who hold senior leadership positions.

Providing teaching and learning opportunities to encourage student leadership by:
- Developing and refining specific leadership role descriptions;
- Offering leadership seminars to aspiring student leaders;
- 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…;
- Promoting stronger links between student leaders at the three campuses.

Achievements

- The introduction of a Junior Youth Ministry team at the Berwick Campus;
- Increase in number of teachers undertaking further studies to enhance their qualifications;
- 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.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

Leadership – a range of Professional Learning Activities
Australian Curriculum
AUSVELS Implementation and VCE Conference
Peer Observation & Feedback
Technology – Advanced Moodle, Attendance Roll Marking, Timetable, Reporting,
Flash Animation, Adobe Motion Graphics, iPads, DVC, etc.
Readying Your School for BYOD
Rethinking teaching and learning in an anywhere, anytime world
Static Machinery – Safety Training
Food & Tech: Teachers Toolkit
Developing Professional Learning Action Plans
REMAR Training
Ed Support: Autism, ESL
Effectively working with non-funded students with special needs
Succeeding with Aspergers Syndrome in the Teens
First Aid Level 2
Asthma Training
Four Rooms of Change
New Staff - Induction
Accreditation to teach in a Catholic school
All Learning Area conferences
All Learning Area Network Meetings
ACCET Choral Conductors Summer School
ACU Careers Advisory Days
Career Education Association of Victoria Annual Conference
Classroom Management
Mental wellbeing – staff & students, Suicide Prevention,
Basic Counselling Skills for Leaders
Mindfulness: Why Attention Matters in Education
Beyond Blue: Organisational Awareness
Youth Mental Health First Aid
Coaching for Performance Development
VCAL
Assessment & Reporting
Critical Thinking in the middle years - Science
PL relating to individual Learning Areas
21st Century Teaching & Learning
Mobile technologies that support learning: when, where, how and why
BYOD
Flipped Classrooms
Vocation of Teaching
Asthma Training
Headspace Briefing
Literacy & Numeracy
Anaphylaxis Management, Asthma Education, Managing Epilepsy
Various VCE workshops/information sessions
Choreography
LOTE
Improving healthy eating and food literacy in schools
Timetabling Solutions - Overview

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 160 individuals attended External PL
|                                          | All staff participated in 9 days of school-based PL |
| AVERAGE EXPENDITURE PER TEACHER FOR PL   | $550 including replacement costs |
TEACHER SATISFACTION

- The College Principal meets on a regular basis with as many members of the College Staff as possible;
- Open and honest dialogue is actively encouraged;
- Open Forum Staff meetings occur at least once each year at each Campus in which colleagues are welcome to offer advice to the College Principal on any issue.

Anecdotal and formal feedback from colleagues indicates that:
- Staff morale is high;
- College Leadership is seen as supportive;
- There is clarity of roles;
- Staff work in a spirit of collaboration;
- Staff have opportunities for professional growth;
- Job satisfaction is high.
# Financial Performance

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>Tuition</td>
<td>$4,777,877</td>
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<tr>
<td>Other fee income</td>
<td></td>
<td>$1,133,895</td>
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<tr>
<td>Private income</td>
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<td>$610,505</td>
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<tr>
<td>State government recurrent grants</td>
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<td>$5,109,202</td>
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<tr>
<td>Australian government recurrent grants</td>
<td></td>
<td>$17,864,588</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>$29,496,067</td>
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<tr>
<td><strong>Recurrent expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>Tuition</td>
<td>$19,505,902</td>
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<tr>
<td>Non salary expenses</td>
<td></td>
<td>$7,008,136</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>$26,514,038</td>
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<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>Tuition</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td>$2,078,213</td>
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<tr>
<td>Other capital income</td>
<td></td>
<td>$539,990</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>$4,618,203</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>$9,016,656</td>
</tr>
<tr>
<td><strong>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>Tuition</td>
<td>$24,958,531</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td>$29,163,406</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 growing and energetic learning environment which takes great pride in the efforts and achievements of the students. Looking to the future we aim to consolidate those areas in which we excel and focus attention, energy, expertise and resources on those areas in which we aim to improve.

As has been the case for some years now, 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 commenced in June 2013.
- The development of an appropriate, dedicated learning space for Hands On Learning was completed in late 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 full implementation of the Bring Your Own Device (BYOD) initiative for our students at each Year Level.

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.
## VRQA COMPLIANCE DATA

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 07 Reading</td>
<td>98.2</td>
<td>97.4</td>
<td>-0.8</td>
<td>98.0</td>
<td>0.6</td>
</tr>
<tr>
<td>YR 07 Writing</td>
<td>96.7</td>
<td>97.4</td>
<td>0.7</td>
<td>96.8</td>
<td>-0.6</td>
</tr>
<tr>
<td>YR 07 Spelling</td>
<td>97.0</td>
<td>94.5</td>
<td>-2.5</td>
<td>95.9</td>
<td>1.4</td>
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<tr>
<td>YR 07 Grammar &amp; Punctuation</td>
<td>97.3</td>
<td>99.3</td>
<td>2.0</td>
<td>92.5</td>
<td>-6.8</td>
</tr>
<tr>
<td>YR 07 Numeracy</td>
<td>96.5</td>
<td>98.3</td>
<td>1.8</td>
<td>98.9</td>
<td>0.6</td>
</tr>
<tr>
<td>YR 09 Reading</td>
<td>97.2</td>
<td>97.2</td>
<td>0.0</td>
<td>96.4</td>
<td>-0.8</td>
</tr>
<tr>
<td>YR 09 Writing</td>
<td>93.1</td>
<td>94.9</td>
<td>1.8</td>
<td>94.3</td>
<td>-0.6</td>
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<td>YR 09 Spelling</td>
<td>94.4</td>
<td>92.1</td>
<td>-2.3</td>
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<td>4.9</td>
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<tr>
<td>YR 09 Grammar &amp; Punctuation</td>
<td>95.3</td>
<td>96.8</td>
<td>1.5</td>
<td>94.0</td>
<td>-2.8</td>
</tr>
<tr>
<td>YR 09 Numeracy</td>
<td>97.2</td>
<td>98.7</td>
<td>1.5</td>
<td>95.7</td>
<td>-3.0</td>
</tr>
</tbody>
</table>

### YEARS 9–12 STUDENT RETENTION RATE

| Years 9–12 Student Retention Rate | 86.27% |

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>94.74</td>
</tr>
<tr>
<td>Year 8</td>
<td>93.41</td>
</tr>
<tr>
<td>Year 9</td>
<td>93.10</td>
</tr>
<tr>
<td>Year 10</td>
<td>93.18</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.61</td>
</tr>
</tbody>
</table>
### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 90.89% |

### STAFF RETENTION RATE

| Staff Retention Rate | 97.92% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.57%</td>
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<tr>
<td>Masters</td>
<td>18.75%</td>
</tr>
<tr>
<td>Graduate</td>
<td>34.66%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>1.70%</td>
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<tr>
<td>Degree Bachelor</td>
<td>35.80%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>2.27%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>2.84%</td>
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</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Head Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>6</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>188</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>200.183</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>120</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>106.357</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
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</tbody>
</table>

### MEDIAN NAPLAN RESULTS FOR YEAR 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Median Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>579.60</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>582.50</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>588.00</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>577.90</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>567.90</td>
</tr>
</tbody>
</table>

### SENIOR SECONDARY OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Median Score</td>
<td>29</td>
</tr>
<tr>
<td>VCE Completion Rate</td>
<td>98%</td>
</tr>
<tr>
<td>VCAL Completion Rate</td>
<td>80%</td>
</tr>
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