2014 ANNUAL REPORT
to the School Community

REGISTERED SCHOOL NUMBER: 1766
## Contents

Contact Details .......................................................................................................................... 2
Minimum Standards Attestation ................................................................................................. 2
Our College Vision ...................................................................................................................... 3
College Overview ....................................................................................................................... 4
Principal’s Report ....................................................................................................................... 5
Education in Faith ....................................................................................................................... 6
Learning & Teaching .................................................................................................................. 9
Student Wellbeing ..................................................................................................................... 12
Leadership & Management ....................................................................................................... 15
College Community .................................................................................................................. 18
Financial Performance ............................................................................................................. 20
Future Directions ....................................................................................................................... 20
VRQA Compliance Data .......................................................................................................... 22
Contact Details

| ADDRESS       | [Beaconsfield Avenue]  
|               | [Beaconsfield] VIC [3807] |
| PRINCIPAL     | [Vincent J Feeney]     |
| PARISH PRIEST | [Fr Peter Slater]      |
| SCHOOL BOARD CHAIR | [Philip Van Laeren] |
| TELEPHONE     | (03) [97073111]        |
| EMAIL         | principal@[sfx].vic.edu.au |
| WEBSITE       | [www.sfx.vic.edu.au]   |

Minimum Standards Attestation

I, <Vincent J Feeney>, attest that <St Francis Xavier College> is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
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

2014 was the third year of operation as a tri-campus College. Our student population in February 2014 was 2556 boys and girls from Years 7 to 12. The Beaconsfield Campus accommodated 1078 students, the Berwick Campus 988 students and the Officer Campus 490 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 twelve years while the Officer Campus commenced in January 2012 and in 2014 catered for the first Year 9 cohort. The Senior Campus, is the original site of the College and is based in Beaconsfield. It has students in Years 10, 11 and 12.

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 strive to develop an adaptive learning environment which fosters critical thinking, creativity, collaboration, problem solving and flexibility;
- We promote and facilitate teacher collaboration, consistency and collegial accountability through teams;
- We aim to be an inclusive Catholic community where people are valued and cared for, where diversity and differences are respected and celebrated and where positive relationships are able to flourish;
- We are committed to the ongoing development of quality Christian leadership amongst our staff and our students who will guide and develop the Christian values which distinguish 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 situated in the growth corridor of outer south-eastern metropolitan Melbourne and is now in its 37th year of educating the young people of this region. The College continues to place great emphasis on 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 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 the learning environment for our students. Learning facilities 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 Design, Arts, Technology and Science DATS (Officer), Hands on Learning (Berwick) and VCAL (Beaconsfield).

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 2014 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 ATAR: 99.25
- Study Scores of 50: 2
- Top Design in Product Design and Technology: 1
- Kwong Lee Dow Young Scholars Award Recipients: 2
- Tertiary places were awarded to 93.3% of students who applied in 2014
Education in Faith

Goals & 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 identity to promote and celebrate the Christian faith and the spirituality of all College members in partnership with families and the wider community. In 2014 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, prayer and accreditation 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;
- Year 7 Religious Education unit which provides the story of Francis Xavier and his works;
- Improved contemporary resources for staff;
- Religious symbols (and external signage) in all areas of the College;
- 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;

**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 Associates;
- A Patron Saint for each House with links to the Parishes;
- Offering invitations to Parishes to join in College functions;
- Weekly celebration of Eucharist at the College and regular liturgies;
- 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 through fundraising and 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 and 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 2014.
• Staff and students tour to East Timor to continue the relationship with schools in the rural surrounds of Dili.
• Completion of the Chapel at the Berwick Campus. Built in partnership with St Catherine’s Primary School.
• Appointment of Director of Youth Ministry.
VALUE ADDED

St. Francis Xavier College promotes an inclusive Catholic community where people are valued; where diversity and difference are respected and positive relationships flourish. In 2014 we achieved this by:

- Emphasising the need to build emotional resilience in our young people;
- Using the philosophy of Restorative Practices to encourage listening, understanding, respect and conflict resolution;
- Addressing the issue of bullying at every opportunity;

Building positive relationships based on Gospel Values by:

- Developing avenues for further exchange of information between the primary and secondary environments;
- Ensuring all College policies are just and accessible to all members;
- Providing parents with information and professional advice to enhance and support adolescent development

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

- Improving and extending support structures for beginning & new teachers;
- Promoting the Rights, Responsibilities and Expectations document;
- Strengthening connections between the three campuses;
- Reviewing our transition process from Grade 6 to Year 7 and Year 9 to Year 10;
- Streamlining the work of our Education Support Team;
- Reviewing the role played by the Careers Team and increasing personnel;

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 and liturgies;
- 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 Production – All Shook Up
- Southern Independent Schools Sporting Competition & cultural experiences
- Year 11 Presentation Balls;
- Clean Up Australia Day;
- Study Skills Seminars;
- Study Skills Seminars;
- Aerobics and Dance Competitions.
Learning & Teaching

Goals & Intended Outcomes

We aim to incorporate challenging, relevant and innovative curriculum,
In 2014 our focus was the continued implementation of our Strategic Framework (2012-2016):
Promoting creativity and engaging teaching and learning practices in our schools by:
- Building of the DATS complex at the Officer Campus;
- Completion of a new 350 seat Chapel at the Berwick Campus
- Providing appropriate professional learning opportunities;
- Providing constructive feedback to staff to improve NAPLAN & VCE results;
- To improve NAPLAN Numeracy results
- To improve NAPLAN Reading Comprehension results
- Developing and maintaining a physically aesthetic environment;
- Planning for the installation of some major pieces of religious art at both campuses;
- Implementing curriculum material in line with the Australian Curriculum;
- Consolidating the VCAL program at Years 10, 11 and 12;
- 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;
- Continuing to develop links with our feeder Primary Schools;

Providing challenging and relevant curriculum by:
- Improving the quality of learning opportunities for more able and disadvantaged student;
- Increasing the level of access to ICT by our students;
- Implementation of BYOD across all Year levels.

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;
- Consolidating junior leadership positions to reflect those at the Senior Campus
- Affirming the key role played by those committed to REMAR and CSYMA.
- Appointment of Director of Youth Ministry;

Building an effective learning community by:
- Developing the role played within the College of the Learning Technologies Committee;
- Developing a professional learning plan that has a focus on 21st Century Learning;
- Developing a whole-school professional learning plan;
- Implementing the findings of a major review and audit of our Library Services;
- Developing individual professional learning plans through appraisal and linked to ARM process;
- Developing positive attitudes in the student body towards academic success;
- Developing appropriate pathways for students.
- To establish a professional learning team focussing on whole school literacy
- To trial a Year 7 Literacy Program
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;
- 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 2012 with those at Year 9 2014, it can be seen that more attention needs to be paid to less able students. There were decreases in all areas with the exception of Spelling and Numeracy.

In NAPLAN Reading Comprehension, our lower band students are as weak as the lowest students in the state, our middle band students are slightly under the state comparison and our top band students are considerably lower than the top students in the state. Persuasive writing has been taught consistently during Years 7, 8 and 9 over a number of years and persuasive language is a key feature of the Beaumont Oratories held at all year levels.

The Literacy Project will continue to focus on building the capacity of teachers from all departments to give explicit literacy instruction. We used NAPLAN, MYAT, PAT R, PAT M, class assessment and VCE data to identify that poor reading comprehension skills are affecting student performance across all subjects and year levels.

In consultation with curriculum leaders, we began to trial John Munro’s reading comprehension strategies in the classroom and created a collaborative document detailing reading comprehension theory and practice. This document is available to all staff via Moodle and we are encouraged that more teachers are now aware of what we are doing and why we are doing it. The Year 7 data reinforces the need for a whole school approach to improving reading, 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. Programs such as AA+ program and the pilot Year 7 Literacy Program will continue to support students across the spectrum.

In 2014 20% of VCE students obtained an ATAR of 80 or better compared with 17% in 2013

- VCE Median Score: 30
- VCE Completion Rate: 99
- VCAL Completion Rate: 93
### POST-SCHOOL DESTINATIONS

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY ONLY</td>
<td>58 %</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>13 %</td>
</tr>
<tr>
<td>INDEPENDENT TERTIARY COLLEGE</td>
<td>9 %</td>
</tr>
<tr>
<td>APPRENTICESHIP / TRAINEESHIP</td>
<td>4 %</td>
</tr>
<tr>
<td>DEFERRED</td>
<td>%</td>
</tr>
<tr>
<td>FULL-TIME EMPLOYMENT</td>
<td>5 %</td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>11 %</td>
</tr>
</tbody>
</table>
Student Wellbeing

Goals & 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. In 2014 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 particular emphasis on cyber bullying;
- Changing the Student Record Book to an ePlanner with access to parents;
- Reviewing our transition process from primary to secondary 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 Learning Enhancement;
- Providing camps and/or retreats at each year level;
- Consolidating the improvements in the work of our Learning Enhancement 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.
- Appointment of Deputy Principal: Staff to begin in 2015

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 a Resilience program called eSmart;
- Improved process for Subject Selection
- An additional Information Session for parents and students re subject selection
- Increased use of Daymap to track student behaviour and progress.
- In 2014 St Francis Xavier College participated in the Breaking the Silence in Schools Program. “This is a unique primary prevention program driving attitudinal and behavioural
change in youth (8-18 years) to prevent the perpetration of men’s violence against women and girls.” We conducted a range of activities for students and staff focussed on our commitment to embed violence prevention leading up to White Ribbon Day. St Francis Xavier College is now recognised as a White Ribbon School.

- Extension of the What, Why and How to What if …?
- Strengthening the SunSmart Program

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 clarification for 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

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

- Class, House and College Masses & liturgies;
- 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;
- Camps Program - Year 7, Year 9 Outward Bound, Year 10 Outward Bound, Year 11 Retreat, Year 12 Retreat; Diocese of Sale Justice Camp;
- The Journey So Far Evening – a program conducted by former students;
- International Tour of Japan and International Hosting (Sister School Sakuragaoka);
- Trips to Northern Territory, Western Front, East Timor
- Musical Production – All Shook Up;
- Tournament of Minds;
- A range of clubs: Games, Flight, etc.
- Air Force Cadets
- Southern Independent Schools Sporting & Cultural Competitions
- 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 & Dance 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 indicates 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.
Leadership & Management
Goals & 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. In 2014 our focus was the continued implementation of our Strategic Framework to guide the College through the next 3 years:

Developing the quality of leadership and capacity for leadership amongst staff by:
- 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
- Junior Youth Ministry team at the Berwick Campus;
- Increase in number of teachers undertaking further studies to enhance their qualifications;
- Changes to our POL structure in order to deliver better support to teaching staff across all three campuses;
- Student Leaders present and deliver speeches and awards.
## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership – a range of Professional Learning Activities</td>
</tr>
<tr>
<td>ACSA Symposium: Innovative Assessment</td>
</tr>
<tr>
<td>AUSVELS Implementation and VCE Conference</td>
</tr>
<tr>
<td>Peer Observation &amp; Feedback</td>
</tr>
<tr>
<td>Parables in the Bible - Dr Amy-Jill Levine</td>
</tr>
<tr>
<td>Mindfulness – Dr Craig Hassed</td>
</tr>
<tr>
<td>Technology – Advanced Moodle, Attendance Roll Marking, Timetable, iPads, DVC, Google Apps etc.</td>
</tr>
<tr>
<td>Assessment for Improving Numeracy &amp; Literacy</td>
</tr>
<tr>
<td>Static Machinery – Safety Training</td>
</tr>
<tr>
<td>Food &amp; Tech: Teachers Toolkit</td>
</tr>
<tr>
<td>REMAR Training</td>
</tr>
<tr>
<td>Ed Support: Autism, ESL</td>
</tr>
<tr>
<td>Literacy &amp; Numeracy– Various conferences and workshops</td>
</tr>
<tr>
<td>Preparing for Year 12 English</td>
</tr>
<tr>
<td>Thinking &amp; Learning Conference</td>
</tr>
<tr>
<td>First Aid Level 2</td>
</tr>
<tr>
<td>Asthma Training</td>
</tr>
<tr>
<td>New Staff - Induction</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>Drama Teachers Summer School</td>
</tr>
<tr>
<td>ABODA Summer Conducting School</td>
</tr>
<tr>
<td>ACU Careers Advisory Days</td>
</tr>
<tr>
<td>Career Education Association of Victoria Annual Conference</td>
</tr>
<tr>
<td>Developing &amp; Differentiating the Curriculum</td>
</tr>
<tr>
<td>Professional Certificate in EAL</td>
</tr>
<tr>
<td>Mental wellbeing – staff &amp; students, Suicide Prevention, Basic Counselling Skills for Leaders</td>
</tr>
<tr>
<td>Beyond Blue: Organisational Awareness - continued</td>
</tr>
<tr>
<td>Youth Mental Health First Aid</td>
</tr>
<tr>
<td>Certificate in Cognitive Behaviour Therapy</td>
</tr>
<tr>
<td>Assessment &amp; Reporting</td>
</tr>
<tr>
<td>Coaching for Higher Performance</td>
</tr>
<tr>
<td>PL relating to individual Learning Areas</td>
</tr>
<tr>
<td>21st Century Teaching &amp; Learning</td>
</tr>
<tr>
<td>Mobile technologies that support learning: when, where, how and why BYOD</td>
</tr>
<tr>
<td>Library Services</td>
</tr>
<tr>
<td>Vocation of Teaching</td>
</tr>
<tr>
<td>Asthma Training</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>
<tr>
<td>Accelerus (Reporting)</td>
</tr>
<tr>
<td>Transition from primary to secondary school</td>
</tr>
<tr>
<td>Unlocking mindset, motivation and learning</td>
</tr>
<tr>
<td>Positive schools – Mental Health &amp; Wellbeing</td>
</tr>
<tr>
<td>Static Machinery Safety Awareness</td>
</tr>
<tr>
<td>Healthy eating &amp; Food literacy in schools</td>
</tr>
</tbody>
</table>
### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

- 170 individuals attended External PL. All staff participated in a number of school-based PL.

### AVERAGE EXPENDITURE PER TEACHER FOR PL

- $600 plus 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.
College Community

Goals & Intended Outcomes
Continue to seek ways of connecting College, Parish and wider community by:
- Encouraging staff, parents and students to become more involved in House and College activities
- Promoting parish-based activities to students and staff
- Inviting parishioners to House and College Masses
- Development of St Francis Xavier Day with House-based activities
- Youth Ministry students assisting with the Sacramental Program in the primary schools
- Continuing to develop the College Alumni and involving them in a range of activities
- Celebrating diversity in our community

Achievements
- Introduced ‘Breaking the Silence in Schools’ program
- Participated in the ‘Healthy Together Children’s Evaluation’
- Numerous articles on the importance of a holistic approach to education
- Explicit promotion of ‘National Day against Bullying’ in collaboration with the Richmond Football Club.
- Meeting with parents in the African community
- Appointment of another Pastoral Associate
- Appointment of Director of Youth Ministry

VALUE ADDED
- Introduced ‘Breaking the Silence in Schools’ program
- Participated in the ‘Healthy Together Children’s Evaluation’
- Numerous articles on the importance of a holistic approach to education
- Explicit promotion of National Day against Bullying & collaboration in this with the Richmond Football Club.
- Meeting with parents in the African community
- 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;
- Continuing to share resources with our Parishes;
- Providing parents with information and professional advice to enhance and support adolescent development;
- Year 11 Presentation Balls;
- Clean Up Australia Day;
- Mother’s Day & Father’s Day Breakfasts;
- Fundraising (The Ruben Centre Appeal (Nairobi, Africa), Caritas Australia, St. Vincent de Paul Society);
- International trips
- SIS Sporting and cultural competitions
- Year 12 Valedictory Mass and Dinner
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. It is essential that parents believe that the College is open to the feedback they may wish to provide. On a regular basis the Principal has the responsibility of interviewing a large number of students and their parents.

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. 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. We are in partnership with nine Catholic Feeder Primary Schools. Principals in these schools display a very keen interest in the progress and well-being of their former students as they make the transition from Grade 6 to Year 7. Strong and open lines of communication between the primary and secondary environment exists. This is a further avenue for the College leadership to gain an impression of parent satisfaction with the program, protocols and culture of St. Francis Xavier College.

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

Situated in a rapidly expanding growth corridor in outer metropolitan Melbourne, St. Francis Xavier College experiences a high demand for enrolment at each year level. 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.
# Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>$</td>
</tr>
<tr>
<td>School fees</td>
<td>707,665</td>
</tr>
<tr>
<td>Other fee income</td>
<td>1,375,618</td>
</tr>
<tr>
<td>Private income</td>
<td>604,131</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>5,085,546</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>20,961,859</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>28,734,819</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>$</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>22,150,504</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>7,854,982</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>30,005,486</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>$</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>500,000</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>6,940,160</td>
</tr>
<tr>
<td>Other capital income</td>
<td>1,700</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>7,441,860</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>5,372,427</strong></td>
</tr>
<tr>
<td><strong>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</strong></td>
<td>$</td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>29,163,406</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>26,907,357</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 the 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 and was completed in 2014.
- The development of an appropriate, dedicated learning space for Hands on Learning was nearly completed in late 2013 at the Berwick Campus and was fully operational early in 2014.
- The development of a program for the construction of 17 new classrooms and offices at the Beaconsfield Campus is a priority.
- To accommodate the growing numbers at the Beaconsfield Campus, the construction of a new VCE Centre began in 2014 and completion is expected in mid 2015.
- 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 was implemented in 2014.
- Continue to promote the College Alumni.
- Continue to promote respectful relationships and celebrate diversity in order to maintain a sense of belonging to a successful, vibrant community.

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 one’s 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

**E4031**

St Francis Xavier College, Beaconsfield

### 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></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>YR 07</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>97.4</td>
<td>98.0</td>
<td>0.6</td>
<td>97.9</td>
<td>-0.1</td>
</tr>
<tr>
<td>Writing</td>
<td>97.4</td>
<td>96.8</td>
<td>-0.6</td>
<td>94.2</td>
<td>-2.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.5</td>
<td>95.9</td>
<td>1.4</td>
<td>95.7</td>
<td>-0.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>99.3</td>
<td>92.5</td>
<td>-6.8</td>
<td>96.0</td>
<td>3.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.3</td>
<td>98.9</td>
<td>0.6</td>
<td>96.8</td>
<td>-2.1</td>
</tr>
<tr>
<td><strong>YR 09</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>97.2</td>
<td>96.4</td>
<td>-0.8</td>
<td>94.2</td>
<td>-2.2</td>
</tr>
<tr>
<td>Writing</td>
<td>94.9</td>
<td>94.3</td>
<td>-0.6</td>
<td>92.6</td>
<td>-1.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.1</td>
<td>97.0</td>
<td>4.9</td>
<td>94.6</td>
<td>-2.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.8</td>
<td>94.0</td>
<td>-2.8</td>
<td>93.1</td>
<td>-0.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.7</td>
<td>95.7</td>
<td>-3.0</td>
<td>99.0</td>
<td>3.3</td>
</tr>
</tbody>
</table>
YEARS 9–12 STUDENT RETENTION RATE

| Years 9–12 Student Retention Rate | 91.32% |

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>95.15</td>
</tr>
<tr>
<td>Year 8</td>
<td>93.33</td>
</tr>
<tr>
<td>Year 9</td>
<td>91.41</td>
</tr>
<tr>
<td>Year 10</td>
<td>92.99</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.22</td>
</tr>
</tbody>
</table>

TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 89.3% |

STAFF RETENTION RATE

| Staff Retention Rate | 88.89% |
### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.55%</td>
</tr>
<tr>
<td>Masters</td>
<td>19.89%</td>
</tr>
<tr>
<td>Graduate</td>
<td>41.44%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>6.63%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>85.64%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>12.71%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Classification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>205</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>208.779</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>131</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>117.168</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>1</td>
</tr>
</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>575.90</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>576.40</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>580.80</td>
</tr>
</tbody>
</table>
### Year 9 Grammar & Punctuation

| Percentage | 567.20 |

### Year 9 Numeracy

| Percentage | 582.70 |

### SENIOR SECONDARY OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of satisfactory VCE completions</td>
<td>99</td>
</tr>
<tr>
<td>Number of students awarded the VCE (Baccalaureate)</td>
<td>9</td>
</tr>
<tr>
<td>Percentage of VET units of competency completed</td>
<td>95</td>
</tr>
<tr>
<td>Percentage of VCAL units completed</td>
<td>93</td>
</tr>
<tr>
<td>Median VCE study score</td>
<td>30</td>
</tr>
<tr>
<td>Percentage of study scores of 40 and over</td>
<td>4.7</td>
</tr>
</tbody>
</table>