ST. FRANCIS XAVIER COLLEGE
Beaconsfield & Berwick

Annual Report to the School Community

SECONDARY COLLEGES

2009

Registered School Number: 1766
## College Contact Information

| Address: | **Senior Campus**: Beaconsfield Avenue, Beaconsfield 3807  
|          | **Junior Campus**: 75 Ridgemont Drive, Berwick 3806 |
| Principal: | **PAUL G. DESMOND** |
| Parish Priest/Canonical Administrator: | **Fr. John ALLEN**, Our Lady Help of Christians, Narre Warren Parish, Chair, Canonical Administrators  
|          | **Fr. Peter SLATER**, St. Michael’s Parish, Berwick  
|          | **Fr. Bernard MAHONY**, St. Patrick’s Parish, Pakenham  
|          | **Fr. Thomas MANNAKULATH**, Iona/Maryknoll & Koo Wee Rup Parishes |
| School Board Chair: | **Mr Michael KEANE** |
| Telephone: | **03 9707 3111** |
| Email: | **info@sfx.vic.edu.au** |
| Website: | **www.sfx.vic.edu.au** |
Our College Vision

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

St. Francis Xavier College is a two campus College with a student population of 1,889 males and females, Year 7 to 12. We have 140 of teachers and a further 76 support/ancillary staff.

The Junior Campus is situated in Berwick South and has been in existence for seven years. It caters for the educational needs of students in Years 7, 8 and 9. The Senior Campus, is the original site of the College and is based in Beaconsfield. It is comprised of Year 10, 11 and 12 students.

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

St. Francis Xavier College strives to achieve the best in educational opportunities and outcomes for its students. Specifically:

- We seek to be an overtly authentic Catholic College where we promote and celebrate the Christian faith and the spirituality of all College members in partnership with our families and parishes.
- We aim to promote effective teaching and learning, based on our Catholic values, incorporating challenging, relevant and innovative curriculum, highlighted by engaging teaching and learning processes.
- We aim to be an inclusive Catholic community where people are valued and cared for, where diversity and differences are respected and celebrated and where positive relationships are able to flourish.
- We are committed to the ongoing development of quality Christian leadership amongst our staff and our students who will guide and develop the Christian values which distinguish our learning environment.
- We aim to build an effective stewardship of human and material resources, thereby strengthening the provision of quality Catholic education for our students.
Principal's Report

St. Francis Xavier College is now 32 years young and is in the process of developing a culture of educational excellence, commitment to the Faith, ministry to the wider society and strong connection with our parishes and Catholic charitable organizations. The College is situated in the growth corridor of outer south-eastern metropolitan Melbourne. Enrolment numbers are very strong from each of the Catholic parish schools and beyond. In order to continue to meet the educational needs of families in this region a major decision was taken in 2009 to:

- Explore the need to develop a third campus in the Officer/Pakenham area.
- Identify a suitable site and conduct a financial viability audit for the establishment of a third campus.
- Set up a Committee to make recommendations on the operations and structure of the existing two campuses, with a view to the development of a third site.
- Develop a strong and active alumnus, known as the St Francis Xavier College Old Collegians

A key focus of our endeavours throughout 2009 was to optimize the outcomes for our students at each year level and to improve our VCE results. This focus resulted in improved NAPLAN outcomes and stronger ENTER scores for the graduating class.

Achievements.

Winner of Fr. Joe Flynn Scripture Prize for 2009
Winner of Elizabeth Hunt Bursary for 2009
Top Designs Award in VCE
Top Acts Award in VCE
SIS Sporting Champions in Senior Football, Senior Netball, Junior Football and Athletics
Tertiary places were awarded to 95.12 % of the graduating class.
College Board Report

St. Francis Xavier College has now reached a level of student attendance that would have far exceeded our original College Board’s and school founders’ dreams and expectations when the first 72 students arrived to commence a new year at the Beaconsfield Campus in 1978. The figure for 2009 was 1875 students from Years 7 – 12 on two fully maintained campuses – an indication of strong sustained College growth over 30 years.

The College under the direction of our Principal Mr Paul Desmond is a professional and highly respected organisation. The College importantly has the support of the Canonical Administrators, strong Principal leadership, financially astute business management and a highly trained and dedicated staff at all levels of curriculum.

Our College community receives an affordable balance of pastoral care, a solid curriculum and a dedication to provide the framework for each individual student attending the College to allow them to achieve their best.

Parents from all walks of life are willing to invest in Catholic education knowing that their child will leave with a disciplined and well-rounded education reading to enter the broader community.

The College Board is proud of the sound financial achievements over the past 12 months.

The College Board continues to play a greater role in the direction of College life and have maintained a commitment to policy reform that endeavours to keep pace with the changing world in which we live. College policy is important in maintaining the principles that guide the College’s financial strategy and lays the groundwork for our College to meet the needs of students, parents and teachers.
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 identity to promote and celebrate the Christian faith and the spirituality of all College members in partnership with families and the wider community.

Through 2009 our focus was:

- Promoting the on-going spiritual and faith formation of staff by providing:
  - 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:
  - 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:
  - Prioritizing professional learning in Religious Education;
  - Targeting specific professional learning for new teachers of Religious Education;
  - Annually reviewing and evaluating our Religious Education units;
  - Moving towards having all written resources online;
  - Exploring opportunities for cross learning curriculum areas;
  - Ensuring Gospel values are evident and given priority throughout the wider curriculum;
  - Designing lesson plans and units of work which stimulate interest;
  - The ability to teach Religious Education to become 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;
  - Introducing for each House a Patron Saint with links to the Parish;
  - Ensuring regular College liturgies;
  - Offering invitations to Parishes to join in College functions;
  - A weekly celebration of Eucharist at each campus;
  - An emphasis upon and a promotion of faith based groups and activities – REMAR, Catholic Schools Youth Ministry Australia, World Youth Day 2011;
  - 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.
- Offering invitations to parents for College Liturgies;
- Offering invitations to 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

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

Through 2009 we achieved this by:

Building positive relationships within Catholic school system based on Gospel Values by:
- Providing parents with information and professional advice to enhance and support adolescent development;
- Strengthening the relationship between the College and its Parishes;
- Continuing to share resources with our Parishes;
- Strengthening relationships between the College and our families;
- Ensuring all College policies are just and accessible to all members of the College community;
- Further promoting home/school liaison via the role of the Pastoral Associate;
- Developing avenues for further exchange of information between the primary and secondary environments.

Caring for the well-being of students, parents and staff by:
- Completing the review of the Junior Campus curriculum;
- Improving connections between the two campuses;
- Reviewing and strengthening the College’s Pastoral Care Policies;
- Reviewing our transition process;
- Strengthening the Peer Mediation Program;
- Reviewing and promoting the Rights, Responsibilities and Expectations document;
- Reviewing Care Group time;
- Reviewing Pastoral Care time;
- 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;
- Improving the work of our Education Support Team;
- Reviewing 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;
- Providing on-going professional development for staff on Restorative Justice, Peer Mediation and Education Support;
- Improving and extending support structures for beginning teachers;
- Reviewing our Anti Bullying Policy;
Improving and extending support structures for new members of staff;
Increasing the recognition of the significant role played by non-teaching staff;
Increasing the transfer of staff between campuses;
Offering parents a range of speakers on family issues, social justice, drug avoidance and adolescent resilience.

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

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
- House & College Masses
- Founders Day Mass
- Liturgies (Class and House)
- Diocese of Sale Justice Camp
- Camps Program (Year 7, Year 9 optional, Year 9 Outward Bound, Year 10 Outward Bound, Year 11 Retreat, Year 12 Retreat, Senior Students Snow Skiing)
- Fundraising (The Africa Appeal, Caritas Australia, St. Vincent de Paul Society)
- 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 Tours Western Front, Italy, Japan (all optional)
- International Hosting (Sister School Sakuragaoka)
- Musical Production
- Rock Eisteddfod
- Southern Independent Schools Sporting Competition (Australian Rules, Netball, Soccer, Basketball, Swimming, Athletics, Cross Country)
- Southern Independent Schools Cultural experiences (Debating, Music, Art, Theatre Sports, Chess)
- Year 11 Presentation Balls
- Clean Up Australia Day
- Mothers’ Day Breakfast
- Fathers’ Day Breakfast
- Study Skills Seminars
- KLA Weeks (LOTE, Humanities, Maths, Science, Health/Physical Education)
- Dramatic Performance (Stations of the Cross)
- Year 12 Valedictory Dinner
- Year 8 Healthy Relationships Day (The Reach Foundation)
- Year 9 Healthy Relationships Day (The Reach Foundation)
- Study Skills Seminars
- Aerobics Competitions
Learning and Teaching

Goals and Intended Outcomes

At St. Francis Xavier college, we aim to further enhance our effective learning community, based on Catholic values, which incorporate challenging, relevant and innovative curriculum, demonstrating creative and engaging teaching and learning processes.

Through 2009 our focus was:

Promoting creativity and engaging teaching and learning practices in our schools by:

- 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;
- Continuing to develop and maintain a physically aesthetic environment, which is conducive to innovative and creative learning;
- Reviewing and auditing curriculum material with the view to the Australian Curriculum;
- Reviewing our reporting processes to meet Government compliance expectations and to ensure our parents are provided with a reporting format that is easily understood;
- Continuing to extend VCAL to meet the needs of our College community;
- Continuing to develop the Hands On Learning Program;
- Providing incentives for student academic achievement;
- 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;
- Conducting a thorough review and audit of the Library at both campuses to ensure protocols, facilities and services are state of the art;
- 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;
- Making greater 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.

Ensuring Catholic values permeate the curriculum by:

- Completing a thorough audit of the Religious Education curriculum and assessment criteria;
- Placing an emphasis upon adherence to Christian values when employing new staff;
- Developing processes to enhance greater knowledge of Catholic values across
the curriculum;
- Continuing to emphasize the role of the Director of Faith and Liturgy;
- Increasing teacher accountability in adhering to professional standards;
- Establishing junior leadership positions to reflect those at the Senior Campus – Justice, Liturgy, Environment and Yearbook;
- 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.
- Highlighting the importance of staff engaging in professional learning;
- Developing a whole-school professional learning plan;
- 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

Our goals have been met to varying degrees via:

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<tr>
<th>Proportion of Students meeting National Minimum Standard</th>
<th>Year 7</th>
<th>Year 9</th>
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<tbody>
<tr>
<td></td>
<td>2007</td>
<td>2008</td>
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<tr>
<td>Reading</td>
<td>95.8%</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Numeracy</td>
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<td>98.8%</td>
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<table>
<thead>
<tr>
<th>Change in Proportion of Students meeting National Minimum Standard</th>
<th>Year 7</th>
<th>Year 9</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>-0.3%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>0%</td>
<td>-5.9%</td>
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<tr>
<td>Spelling</td>
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<td>N/A</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
<td>7.9%</td>
<td>12.7%</td>
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</table>

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### Average Standardised Results (Estimated VELS Equivalent Score) - Year 9

<table>
<thead>
<tr>
<th></th>
<th>Average Standardised Results</th>
<th>Change in Average Standardised Results</th>
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<tr>
<td></td>
<td>2007</td>
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</tr>
<tr>
<td><strong>Reading</strong></td>
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<td><strong>Spelling</strong></td>
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### Senior Secondary Outcomes

**SENIOR SECONDARY OUTCOMES**

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<tr>
<td>VCE Median Score</td>
<td>30</td>
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<tr>
<td>VCE Completion</td>
<td>99.96%</td>
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<tr>
<td>VCAL Completion</td>
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- The Median Study Score in the Year 12 VCE results is the middle score when all the Study Scores obtained by our students are ranked from highest to lowest i.e. half the study scores will be above and half the study scores will be below the Median Study Score. The maximum Study Score is 50.
- The VCE completion rate reflects the number of students at the College who satisfactorily completed their VCE in 2009 as a percentage of those who enrolled in VCE in the same year.
The Victorian Certificate of Applied Learning (VCAL) completion rate is a summary of the number of VCAL students who completed their course last year as a percentage of those enrolled in VCAL in the same year.

Proportion of Year 9 students retained to Year 12 (or equivalent)

This data reflects the number of students enrolled in Year 12 in 2009 divided by the number of students who were enrolled in Year 9 three years prior (i.e. 2006) to provide a percentage retention rate. In 2006 St. Francis Xavier College had 306 students enrolled in Year 9. At the February census in 2009 256 students were enrolled in Year 12, an apparent retention rate of 83.66% over this 3 year period.

Post-School Destinations

Each year all schools receive information regarding post-school destinations of its students, known as On Track Data. This information arrives at schools in June.

Of the 242 students who completed their VCE in 2009, 205 Tertiary Applicants consented to On Track Data. Of these students:

- 59% were successful in achieving a University Offer
- 38% were successful in achieving a TAFE/VET Offer, and
- 95% received a Tertiary Offer.

On Track Data has revealed:

- 46% of the students to receive a University Offer have enrolled.
- 11% of the students to receive a University Offer have deferred.
- 23% of the students to receive a TAFE/VET Offer have enrolled.
- 6% of these students have undertaken an Apprenticeship/Traineeship.
- 11% of the students are employed and 4% are currently looking for work.

Of the 27 students who completed their VCAL in 2009:

- 37% have undertaken apprenticeships
- 7% have taken up other forms of employment
- 48% have undertaken further study – 22% returning to Senior VCAL, 26% continuing in TAFE courses
- 0% are seeking employment
- 8% unknown

Parents, Teacher and Student Satisfaction

In order to assess our performance as an educative environment it is important to note rates of satisfaction in the area of Learning and Teaching. St. Francis Xavier College is a very large school. 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.

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.
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.

The College employs 216 men and women, the vast 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 order to monitor how each of the above is successfully developed and maintained, it is essential that all parties 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. Annually every member of staff is asked to take part in an Annual Review Meeting (ARM) in which it is expected that they clearly assess their role within the school and their degree of satisfaction, as well as highlight goals and aspirations for the future.

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.

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

St. Francis Xavier College is in partnership with 8 Catholic Feeder Primary Schools. My 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.

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.

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, students and staff members.
ANALYSIS OF STUDENT LEARNING OUTCOMES IN STATEWIDE TESTS FOR LAST THREE YEARS

### 7 READING MEAN (AVERAGE)

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### 7 MATHS MEAN

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ST. FRANCIS XAVIER COLLEGE

Report 6 - School Summary Report
AIM Pencil & Paper 2007
(Year: 7, Gender: All, LBOTE: All, ATSI: All)

Date: 26/05/2010 Time: 8:13:57 AM

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Yr 7 results are comparable to state and like school means but some attention is needed in Mathematics.

This report uses the Victorian Essential Learning Standards Scale.
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Standard deviation improvement in most areas in 2009: the biggest improvement evident at Year 9
ST FRANCIS XAVIER COLLEGE

Report 6 - School Summary Report
AIM Pencil & Paper 2007
(Year: 9, Gender: All, LBOTE: All, ATSI: All)

Date: 26/05/2010 Time: 8:41:24 AM

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### Spelling Results

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This report uses the Victorian Essential Learning Standards Scale.

Year 9 results in 2007 are comparable to state and like schools although disappointingly low...over the last few years they have improved considerably.
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 2009 our focus was:

- Caring for the well-being of students, parents and staff by:
  - Reviewing our Anti Bullying Policy;
  - Strengthening the Peer Mediation Program;
  - Completing the review of the Junior Campus curriculum;
  - Reviewing and promoting the Rights, Responsibilities and Expectations document;
  - Improving the effectiveness of the Student Record Book as a means of communication;
  - Reviewing and strengthening the College’s Pastoral Care Policies;
  - Reviewing our transition process;
  - Improving connections between the two campuses;
  - Clearly defining the role of the Wellbeing Team in the life of our students;
  - Reviewing on an on-going basis the OH & S protocols of the College;
  - Providing camps and/or retreats at each year level;
  - Improving the work of our Education Support Team;
  - Reviewing 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.
  - Reviewing the format and nature of the Information Nights at each year level;
  - Providing on-going professional development for staff on Restorative Justice, Peer Mediation and Education Support;
  - Improving and extending support structures for beginning teachers;
  - Improving and extending support structures for new members of staff;
  - Increasing the recognition of the significant role played by non-teaching staff;
  - Affirming to a greater extent the contributions of those involved in extra-curricular activities;
  - Increasing the transfer of staff between campuses;
Achievements

St. Francis Xavier College has maintained a strong focus throughout 2009 on meeting its goals in the area of Student Wellbeing. Important measurements of this are:

Student Attendances

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<tr>
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<tr>
<td>Year 7 – Males</td>
<td>93.9%</td>
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<tr>
<td>Year 8 – Females</td>
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<tr>
<td>Overall Student Attendance</td>
<td>92.33%</td>
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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
- House & College Masses
- Founders Day Mass
- Liturgies (Class and House)
- Diocese of Sale Justice Camp
- Camps Program (Year 7, Year 9 optional, Year 9 Outward Bound, Year 10 Outward Bound, Year 11 Retreat, Year 12 Retreat, Senior Students Snow Skiing)
- Fundraising (The Africa Appeal, Caritas Australia, St. Vincent de Paul Society)
- 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 Tours Western Front, Italy, Japan (all optional)
- International Hosting (Sister School Sakuragaoka)
- Musical Production
- Rock Eisteddfod
- Southern Independent Schools Sporting Competition (Australian Rules, Netball, Soccer, Basketball, Swimming, Athletics, Cross Country)
- Southern Independent Schools Cultural experiences (Debating, Music, Art, Theatre Sports, Chess)
- Year 11 Presentation Balls
- Clean Up Australia Day
- Mothers’ Day Breakfast
- Fathers’ Day Breakfast
- Study Skills Seminars
- KLA Weeks (LOTE, Humanities, Maths, Science, Health/Physical Education)
- Dramatic Performance (Stations of the Cross)
- Year 12 Valedictory Dinner
- Year 8 Healthy Relationships Day (The Reach Foundation)
- Year 9 Healthy Relationships Day (The Reach Foundation)
- Study Skills Seminars
- Aerobics Competitions
Student Satisfaction

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. Students are at liberty to offer feedback to the Administration of the College via the various levels of Student Leadership- Student Representative Councils, Just Captains and House Captains at both campuses. This feedback, both positive and negative, is welcomed and heard. Consideration at each level of College leadership is given to what our young people are telling us.

The College Principal meets on a regular basis with the College Captains and Vice Captains. The views of the student body are tabled and valued. Where changes to policy or protocol are suggested and can be made, such action is taken. Where it cannot be taken, reasons are provide for the students.

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

On a regular basis the Principal has the responsibility of interviewing a large number of students and their parents. At this point, rates of student satisfaction are very evident.

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.
Leadership and Management

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 2009 our focus was:

- Developing the quality of leadership and capacity for leadership amongst staff by:
  - On-going professional learning opportunities for all staff;
  - Ensuring leadership aspirations indicated in ARM interviews are followed up;
  - Developing more traineeships with clearer guidelines;
  - 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 opportunities for leadership mentoring;
  - Investigating the establishment of Learning Area Leadership at each campus;
  - Developing a structure to support women who aspire to senior leadership;
  - Making greater demands upon Expert Teachers;
  - Reviewing the processes regarding Interview Panels;
  - Developing a structure to support women who hold senior leadership positions;
  - Recognising the leadership capacity of those within the non-teaching staff.

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

Achievements

Our goals in this area are clear and our achievements are measured in various areas:

Staff Attendance

On average for the 2009 academic year staff at St. Francis Xavier College were in attendance performing their duties on 93.29% of days. This figure includes absences for reasons of illness, carer’s leave, bereavement leave and leave without pay. Members of staff who were on Maternity Leave, Long Service Leave or other forms of extended leave at not included in this figure.

Staff Retention

The total number of teaching staff in 2009 was 140. The retention rate from 2008 was 92.09%.
Teacher Qualifications

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</tr>
<tr>
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<td>40.05%</td>
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</tr>
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<td>No Qualifications Listed</td>
<td>10.96%</td>
<td>14.98%</td>
<td></td>
</tr>
</tbody>
</table>

Expenditure & Teacher Participation in Professional Learning

All members of our teaching staff are expected to regularly participate in Professional Learning activities which refresh and update their skills and knowledge. Careful records are maintained to ensure learning opportunities are shared throughout all learning areas. Annual budgets are designed to include an appropriate allocation of funds which facilitate on-going professional development of our staff.

A large number of our teaching staff have committed themselves to on-going tertiary studies in a range of areas such as Masters Degrees. This study is usually done in their own time and at their own expense. Other colleagues take part in professional development sessions either provided by or paid for by the College.

Six professional learning days were held for staff during the year focusing upon:

- Leadership – Motivation - Team Building
- Restorative Practices
- Student Wellbeing: Coping Skills & Empowerment
- Differentiating the Curriculum
- Technology in the Classroom
- Data from High Performing Schools and Global Research
- Literacy & Numeracy
- Developing Curriculum Goals

Targeted groups of staff participated in:

- First Aid Training (25)
- Accreditation to teach in a Catholic School (16)
- Supporting specific student needs (15)

To ensure there is on-going learning and improvement in our Staff - over 250 individual professional development activities were attended including:

- All Learning Area Conferences attended by at least 3 teachers per learning area
- Assessment Procedures
- Victorian Essential Learning Standards
- Engaging students in the Classroom
- Using Technology in the Classroom
- Middle Years Schooling
- Assessment & Reporting
The College expenditure on specific professional learning opportunities for 2009 was in excess of $100,000.

An average of $350 per staff member was devoted to professional learning.

**Teacher Satisfaction**

Annually every member of staff is asked to take part in an Annual Review Meeting (ARM) in which it is expected that they clearly assess their role within the school and their degree of satisfaction, as well as highlight goals and aspirations for the future. Open and frank discussions are welcomed in these interviews.

All members of the College Staff have direct access to the College Board via their Staff Representative. Issues and concerns are welcomed and feedback is always offered.

There are occasions where members of our Staff 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. The Principal will meet with any member of the Staff who so desires, particularly when relating to employee satisfaction. 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.

In 2009 only seven members of the College Staff of 216 chose to depart St Francis Xavier College for employment elsewhere. This is a key indicator of the degree of satisfaction in this workplace.
College Community

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 2009 our focus was:

- Building positive relationships within Catholic school system based on Gospel Values by:
  - Strengthening relationships between the College and our families;
  - Strengthening the relationship between the College and its Parishes;
  - Continuing to share resources with our Parishes;
  - Providing parents with information and professional advice to enhance and support adolescent development;
  - Ensuring all College policies are just and accessible to all members of the College community;
  - Further promoting home/school liaison via the role of the Pastoral Associate;
  - Developing avenues for further exchange of information between the primary and secondary environments.

- Caring for the well-being of students, parents and staff by:
  - 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;
  - Improving the effectiveness of the Student Record Book as a means of communication;
  - Improving connections between the two campuses;
  - Clearly defining the role of the Wellbeing Team in the life of our students;
  - Reviewing and strengthening the College’s Pastoral Care Policies;
  - Reviewing our transition process;
  - Reviewing our Anti Bullying Policy;
  - Strengthening the Peer Mediation Program;
  - Reviewing and promoting the Rights, Responsibilities and Expectations document;
  - Reviewing Care Group time;
  - Reviewing Pastoral Care time;
  - Reviewing on an on-going basis the OH & S protocols of the College;
  - Completing the review of the Junior Campus curriculum;
  - Improving the work of our Education Support Team;
  - Reviewing 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;
  - Providing on-going professional development for staff on Restorative Justice, Peer Mediation and Education Support;
  - Increasing the transfer of staff between campuses;
  - Offering parents a range of speakers on family issues, social justice, drug avoidance and adolescent resilience.

- 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;
ST. FRANCIS XAVIER COLLEGE

- Addressing the issue of bullying at every opportunity;
- Training for all students in the areas of resilience and restorative practices;
- Providing opportunities for Peer Mediators and School Leaders to be trained and used effectively;
- Using the philosophy of Restorative Practices to encourage listening, understanding, respect and conflict resolution;
- Parents and Friends Association involvement in the life of the College;
- Offering professional learning opportunities to staff in specific areas – racism, sexuality, bullying, harm minimization;

Achievements

At St. Francis Xavier College our community is strengthened by the many opportunities our students have available to them in 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
- House & College Masses
- Founders Day Mass
- Liturgies (Class and House)
- Diocese of Sale Justice Camp
- Camps Program (Year 7, Year 9 optional, Year 9 Outward Bound, Year 10 Outward Bound, Year 11 Retreat, Year 12 Retreat, Senior Students Snow Skiing)
- Fundraising (The Africa Appeal, Caritas Australia, St. Vincent de Paul Society)
- 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 Tours Western Front, Italy, Japan (all optional)
- International Hosting (Sister School Sakuragaoka)
- Musical Production
- Rock Eisteddfod
- Southern Independent Schools Sporting Competition (Australian Rules, Netball, Soccer, Basketball, Swimming, Athletics, Cross Country)
- Southern Independent Schools Cultural experiences (Debating, Music, Art, Theatre Sports, Chess)
- Year 11 Presentation Balls
- Clean Up Australia Day
- Mothers’ Day Breakfast
- Fathers’ Day Breakfast
- Study Skills Seminars
- KLA Weeks (LOTE, Humanities, Maths, Science, Health/Physical Education)
- Dramatic Performance (Stations of the Cross)
- Year 12 Valedictory Dinner
- Year 8 Healthy Relationships Day (The Reach Foundation)
- Year 9 Healthy Relationships Day (The Reach Foundation)
- Study Skills Seminars
- Aerobics Competitions

Parents, Teacher and Student Satisfaction

St. Francis Xavier College is a very large school. 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.

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.

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.

The College employs 216 men and women, the vast 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 order to monitor how each of the above is successfully developed and maintained, it is essential that all parties 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. Annually every member of staff is asked to take part in an Annual Review Meeting (ARM) in which it is expected that they clearly assess their role within the school and their degree of satisfaction, as well as highlight goals and aspirations for the future.

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.

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

St. Francis Xavier College is in partnership with 8 Catholic Feeder Primary Schools. My 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.

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.

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, students and staff members.
## Financial Performance

### Financial Performance for the year ended 31 December 2009

*(The information for this section is from the VRQA Financial Report tab on your AFS.)*

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Accrual $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>2,643,018.00</td>
</tr>
<tr>
<td>Other fee income</td>
<td>1,044,968.00</td>
</tr>
<tr>
<td>Private income</td>
<td>451,913.00</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>3,242,116.00</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>11,682,377.00</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>19,064,392.00</td>
</tr>
<tr>
<td><strong>Recurrent expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>13,633,213.00</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>4,916,997.00</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>18,550,210.00</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>843,046.00</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>1,675,857.00</td>
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<tr>
<td>Other capital income</td>
<td>12,066.00</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>2,530,969.00</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>1,003,093.00</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>Tuition</td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>6,081,049.00</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>5,562,071.00</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. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2009 that may ultimately change the method of reporting these exclusions.
Future Directions

At the heart of all we do at St. Francis Xavier College are the teachings of Jesus Christ. We seek at all times to promote and instill the values which can be carried by our young people through life as they seek to contribute to the well-being of their family, themselves, the wider community and the planet.

We have set for ourselves targets which can be measured in academic performance. In essence, we continue to ask the students of this College to seek their personal best. This is success.

As we look towards the future St. Francis Xavier College remains aware of the demands placed upon it to expand and develop facilities which will provide state of the art education for the children of the families in this region. Key to this is the continued development of the facilities at the existing campuses – Berwick & Beaconsfield. Further we have a commitment to the purchase of land in the Officer/Pakenham region in order to establish a third campus of the College, thereby meeting the demand for places at each year level.

All of our goals are underpinned by the expectations and policies of the State and Commonwealth Governments, with particular emphasis upon a National Curriculum.