ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. Francis Xavier Primary School
BALLARAT EAST Ltd.

REGISTERED SCHOOL NUMBER: 981

2017
Contents

Contact Details ...................................................................................................................................................... 2
Minimum Standards Attestation .......................................................................................................................... 2
Our School Vision .................................................................................................................................................. 3
School Overview .................................................................................................................................................. 4
Principal’s Report ................................................................................................................................................ 5
School Board Report .......................................................................................................................................... 8
Catholic School Culture ..................................................................................................................................... 10
Community Engagement ..................................................................................................................................... 11
Leadership and Stewardship ............................................................................................................................. 13
Learning and Teaching ......................................................................................................................................... 15
Wellbeing ............................................................................................................................................................. 17
Child Safe Standards .......................................................................................................................................... 19
VRQA Compliance Data ................................................................................................................................... 20
Contact Details

| **ADDRESS** | 100 Fortune Street, Ballarat East |
| **PRINCIPAL** | Mr. Paul Bissinella |
| **GOVERNING AUTHORITY** | Sr. Berenice Kerr and Fr. Peter Sherman |
| **BOARD CHAIR** | Mr. David Beaver |
| **TELEPHONE** | (03) 5331 6311 |
| **EMAIL** | principal@sfxballarat.catholic.edu.au |
| **WEBSITE** | www.sfxballarat.catholic.edu.au |
| **ABN** | 47 838598 852 |
| **E NUMBER** | E 2039 |
| **FEDERAL DET NUMBER** | 4086 |

Minimum Standards Attestation

I, Paul Bissinella attest that St. Francis Xavier Primary School, Ballarat East Ltd 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

18 May 2018
Our School Vision

Called to action through Gospel values and Mercy tradition we will enrich thinking, expand horizons and pursue excellence!

Our School Mission

Through our ardent and all-encompassing Mercy work at St Francis Xavier Primary School, we will engender a passion for learning, respect and an ability to live in harmony with God’s creation.

Charged with the ministry of our vision statement we are committed to the following core values:


“Mercy not only bestows benefits, but receives and pardons again and again.” Catherine McAuley

Central to the mission of St. Francis Xavier Primary School is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.
School Overview

St Francis Xavier Primary School is a Catholic school that operates under the co-governance of the Institute of Sisters of Mercy of Australia and Papua New Guinea and the Catholic Diocese of Ballarat. It has a rich tradition of providing quality education and care for children from the City of Ballarat and surrounding districts.

St. Francis Xavier Primary School has built a learning environment founded on fundamental values such as love, respect, forgiveness and trust, drawing on the inspiration and example of the Sisters of Mercy.

The learning environment at St. Francis Xavier Primary School truly supports the academic growth of all children. Our school offers a quality learning environment, with many specialist areas, including Visual Art, Performing Arts, Music and LOTE. A comprehensive Environmental Education program immerses students in their role as custodians of the land on which we live.

St. Francis Xavier Primary School draws on the research and development of the Catholic Education Commission of Victoria. This research and development has been at the forefront of successful developments in Literacy and Numeracy education.

St Francis Xavier Primary School has a current enrolment of 393 children operating as 17 class groups. Attendance records for all students are kept and on average, student attendance rate for 2017 was 93.07%

It is the policy of St. Francis Xavier Primary School that children’s learning is the core that drives the choices made when structuring authentic learning experiences for them. Learning and teaching will occur in an atmosphere that promotes spirituality, moral confidence, ethics and emotional intelligence in the relationships between students, staff and parents. This will be built on relationships that support and challenge all members of the Learning Community.

Children have the opportunity to take responsibility for their learning, and to utilise appropriate learning technologies to support their learning. Parents are valued as active participants in the education process.

Each class at St. Francis Xavier Primary School works proactively and creatively to deal with the management of student behaviour. A range of support services from the Catholic Education Office and local agencies are accessed to support the physical, social, emotional and academic needs of children.

St. Francis Xavier Primary School is a caring community made up on people from a range of family, social and religious backgrounds. This caring community positively acts to serve the needs of each family.

St. Francis Xavier Primary School structures fees and levies to ensure that the maximum benefit is gained for each child from every dollar spent.

A whole staff approach to dealing with school issues ensures that every effort is made for each child to enjoy success as they grow and develop within our supportive school community.

St. Francis Xavier’s Motto is Omnia Cum Deo – ALL WITH GOD
St. Francis Xavier Primary School, Ballarat East Ltd

Principal’s Report

This document reports on the events and activities of the 2017 school year at St. Francis Xavier Primary School, Ballarat East Ltd. As Principal of this school I am pleased and proud to offer a reflection on the past year and look forward to the plans for 2018.

Our Catholic values underpin all the work we do as a school as we endeavour to follow Jesus’ teachings and the example and charism of Catherine McAuley. As a community we have had the opportunity to celebrate the sacraments of Reconciliation, Communion and Confirmation which are so important for the children’s faith development. We have continued to strengthen the community’s links with the parish throughout the year as well as the school and year level liturgies which families are part of. We have worked as a school to establish links with a variety of organisations which support different groups within the community.

In 2017 we welcomed 64 Foundation children to commence their schooling at St. Francis Xavier. We also welcomed 383 children throughout our Year F - 6 classes. Three new teachers, a School Counsellor and a Finance Officer joined our staff: Bernadette Luckman (Year 6 Teacher and Religious Education Leader), Rebecca Conroy (Foundation Teacher), Rose Russell (Year 1 Teacher) Christine Meneely (School Counsellor) and Gabrielle McKinnis (Finance Officer). They have shown themselves to be wonderfully committed and dedicated members of the St. Francis Xavier Team. They have expanded and developed the work already undertaken by our very professional and skilled staff as we strive to provide outstanding educational opportunities for our students.

I particularly acknowledge and thank our Deputy Principal, Peter Mullane and Curriculum Leader, Jayne Bosworth for the outstanding leadership and direction they have provided for our school as well as for the professional support they have given me in my role. Both are incredibly knowledgeable, wise and visionary leaders, dedicated and skilled teachers who have driven the development of the programs and procedures in our school. I also acknowledge the work and dedication of our Curriculum and Year Level Leaders who have created an enthusiastic Operational Leadership Team and have supported me in the work of leading and guiding the school. They have been my inspiration envisioning the school and my comrades in exploring new ideas and dreams for the school!

I thank Gabrielle McKinnis, our School Finance Officer for her outstanding contribution to working with our 2017 budget. Gab has assisted and advised me in making sure that the budget is sound and realistic. I also thank Maureen McLean and Majella Muller who in their ‘front of house’ role have been warm, welcoming and the calm face to the school community. Their mindfulness and discerning spirit are always there when needed especially by me as I navigate numerous roles in my work.

In planning and leading the professional learning required to meet the changing needs of educators, the school has looked both within and beyond for its professional conversations and development. The school was successful in their application this year to be one of 25 schools in Victoria to be part of the University of Melbourne Network of Schools (UMNOS) project which is based on the work of Professor John Hattie.
This project is based on studies that include data from 250 million students and focuses on what has the greatest effect on children’s learning. The staff have been involved in a number of initiatives as part of the project with a particular focus on significantly improving student outcomes in writing.

Staff meetings have become spaces for professional dialogue and development of each other. Professional learning has become an essential change management strategy for our teachers to develop as critical, reflective practitioners as they identify needs and set their own goals. I commend the staff of St. Francis Xavier for their strong, dedicated contribution to our school as we manage growth, change and innovative practices. Each year the demands and expectations on staff grow as the task of providing a quality education becomes more and more complex, I would like to thank our staff for the professional manner in which they accept these challenges that are placed on them. The many hours spent outside the normal requirements of each day preparing, training and organising to ensure the best is made available to our children is often unseen but greatly appreciated.

Throughout the year our children have been participating in a wide range of exciting and stimulating activities thanks to the generous support of staff and parents who give willingly of their time and talents. A quick glance back at the diary shows the many opportunities given to children in each year level to display and present their learning.

This year the school commenced building its knowledge and application of Positive School Behaviours as an approach that will support the teaching and development of our students as well rounded young people prepared for the challenges of the future. A plan to continue this work in 2017 led by Jane Clark (Wellbeing Leader) is well underway and will help provide a strong direction for how we can build on the great work commenced this year.

I need to acknowledge the commitment and dedication of the School Board Directors in their trust and belief in the staff and in myself. This relationship enhances the forward progress of the school and I commend all Directors for their passion in visioning their school. I thank Mrs Acushla Thompson our Board Chair for her vision and passion for the school and for her clear-sightedness in gazing forward to the school we can be. I farewell and thank Patrick Ryan, Dominic Hanrahan and Linda Kinnersly for the years of service they have given the St. Francis Xavier School Board. Their vision for our school has helped to steer a new direction for our school. I thank all remaining Board Directors and wish them well as they continue their work of leading in 2018.

The movement of the school from an incorporated body to a Company Limited by Guarantee has been an extremely slow and at times frustrating process. This transition is now complete. I would like to thank Board Director, Adrian Warmington and Stacey Grose from BJT Legal for the provision of legal expertise and their patience. Special thanks to our Finance Officer and now Company Secretary, Gabrielle McKinnis who has incurred a significant extra workload through this change.

Our St. Francis Xavier Parent and Friends Committee is generous in contributing to the growth of the school through untiring support and assistance in every area of school life. They creatively design projects
to ensure that the school meets the necessary funds to meet the government regulations for our Catholic school and to assist and support through physical work, attaining resources and in community spirit. Many of our parents contributed immensely to the growth of our school through helping in wide variety of ways throughout the year. The most marked example of this was the school trivia night this year. The funds raised by the Parent and Friends Committee are immeasurable in the benefits to our school. I commend Patrick Ryan for his role as a conduit between the Finance and Risk Committee and the Parent and Friends Committee and for his sincerity in working hard to give strong representation of each group to each other. I thank Kate Gale and Kerry Peart for presiding over the committee, for leading with integrity and clarity, Belinda Cummins for keeping accurate records of the group as Secretary and Felicity Cheeseman for her work as Treasurer. It is with great pleasure I inform you that through the enormous work of the Parent and Friends Committee throughout 2017, over $80,000 was raised for use towards improving the learning outcomes of our children.

Our school and board continues to have a tremendous working relationship with St. Berenice and Fr. Peter. Both Sr. Berenice and Fr. Peter have been a constant support, not only to me, but to all our school community. We thank him for their dedication and time that they give our school.

St. Francis Xavier is working to reach its goals as we work to provide our children with a fine, comprehensive, engaging education. I look forward to continuing the journey with you in 2018 and in sharing the dreams and aspirations you hold for your own children and for the school community you have entrusted them to.

Yours sincerely,

Paul Bissinella
Principal
School Board Report

During the past year, the St. Francis Xavier Primary School Board has continued its work supporting and guiding the school in a direction that enables it to reflect the Vision and Mission of the school. The work of the Board and its Sub-committees continues to be guided by the St Francis Xavier Primary School 2016 - 2020 Strategic Plan and the five key aspects of the plan; Catholic School Culture, School Community, Leadership and Management, Student Wellbeing and Learning and Teaching.

The St. Francis Xavier School Board appreciates and acknowledges the many members of the immediate and wider school community who give their time and expertise as members of the Sub-Committees. The Sub-Committees play a very important role in supporting the Board, particularly in the area of policy formation.

With a focus on continuing to refine and improve the governance and accountability framework within which the School operates, significant work transitioning the school from an incorporated body to a Company Limited by Guarantee occurred in 2016-17. It was very pleasing to see this work complete with St Francis Xavier Primary School Ballarat East Ltd registered as a public company on 16 May 2017. I would like to thank Board Member, Adrian Warminster, Stacey Grose from BJT Legal and Jonathan Campton, ISMAPNG Executive Officer, for the provision of legal expertise and for their patience and persistence in facilitating the transition. Special thanks must also go to the school Finance Officer and now Company Secretary, Gabrielle McKinnis, who incurred a significant extra workload through this change.

In the new Company structure, the two members of the school are Fr. Peter Sherman, nominee of the Diocese of Ballarat, and Sr. Berenice Kerr RSM, representing the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG). Although the formal title for these two positions is a Member of the Company, the term Governor will continue to be used in everyday communication.

Fr. Peter and Sr. Berenice have an outstanding commitment to our School. They have made attendance at Governor Council meetings a priority, rarely missing any of these early morning meetings. They have been extraordinarily generous with their time in attending school functions and are interested in all aspects of the school’s operation. They are always readily available to listen and offer advice and support when it is sought. Thank you Fr. Peter and Sr. Berenice.

The Board, through its Chairperson and the School Principal continues to have a strong, positive relationship with the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG). In March, Paul Bissinella, Sr. Berenice, Fr. Peter and I attended the Mercy Governance Forum in Sydney. This annual forum is a great opportunity to meet with the Chief Executive Officers, Board Chairs and Governors of the diverse ISMAPNG ministries across Australia. The Institute offers a range of professional development opportunities for Boards and with the appointment of a number of new Board Directors it is likely that the Board will take up some of these opportunities. The Board has continued to support the involvement of staff in the Mercy Leadership Program & Dublin Pilgrimage. This 6-day program offers leaders in Mercy ministries the opportunity to be inspired by the founding story and discover what leadership in a Mercy ministry asks of them.

The financial position of the school remains very solid. This is due in no small way to the diligence and competence of the school Finance Officer, Gabrielle McKinnis, and the work of the Finance and Risk Subcommittee, chaired by Board Member, Patrick Ryan. Each meeting the Board receives a comprehensive financial report for review and monitoring. Thanks go to Gabrielle for her commitment in
ensuring the Board is fully briefed and to Patrick Ryan for chairing the Board Finance and Risk sub-committee. The approval of the School Budget, the establishment of the Student Fee level and the acceptance of the audited Annual Financial Statement were some of the key activities for the Board in the area of finance.

I would like to acknowledge the work of departing Board members, Mr. Dominic Hanrahan and Mrs. Linda Kinnersly. Both made significant contributions to the work and life of the School Board and the Sub-committees on which they served. On behalf of the St. Francis Xavier community, I wish them well.

After nine years as a Board member, six as Chair, and with the successful transition to a company complete, I decided it was time for me to step down from my role as Chair. I am excited by the prospect of our new directors and a new chair taking St Francis Xavier Primary School into its next chapter. It has been a privilege and honour to lead such a wonderful group of board members and work collaboratively with our governors, the Diocese of Ballarat, ISMAPNG and the St Francis Xavier community to achieve such wonderful outcomes for our school and its children. During my time, I have marvelled at the growth and ongoing development of the school, it has truly become a place where there is a commitment by all to; enrich thinking, expand horizons and pursue excellence! I know that such growth will continue.

Thank you to the staff of the School. I have often commented on how much I admire the staff for all that they do every day in providing a rich learning experience and caring environment for 350 plus St. Francis Xavier students. I have always felt welcomed and have appreciated the many valuable discussions I have had with so many of the staff.

Finally, I would like to thank School Principal Mr. Paul Bissinella, whose vision, strong leadership, drive and collegiality has enabled the school to achieve great outcomes. I have been fortunate to have had such a strong collaborative working relationship with Paul, which certainly enabled us to both embrace exciting initiatives and manage challenges successfully.

Every Blessing to all at St. Francis Xavier. May the Spirit continue to guide you, inspire you and challenge you!

Yours sincerely,

Acushla Thompson
Chairperson
Catholic School Culture

Goals & Intended Outcomes

2017 Key Improvement Strategies

- Align key understandings and Doctrinal Content of Religious Education with Environmental Education. Invite Staff to explore connections and tie this explicitly into Awakenings Units, when relevant.
- Revisit Shared Christian Praxis, which is part of Awakenings Planning Tool.
- Reporting and Assessment in Religious Education: Scope and Sequence for Units and Outcomes.

*St. Francis Xavier is a faith community. It has an important role to play in the faith lives of the children within its care. The presence of God is celebrated in the everyday relationships we form. These relationships are based on honesty and respect. A sense of wonder of the world and each other is fostered as students are helped to understand God as a loving and integral part of their lives.*

Achievements

1. Planned for RE units, embedding the use of ‘The Composite Model’ and a ‘Backward Design’ approach to develop rich assessment tasks, incorporated within the Shared Christian Praxis.
2. Collaborated and planned RE units with Theology and Scripture underpinning the learning.
3. Conducted audits of each unit completed, to highlight which of the Five Movements of the Shared Christian Praxis have been taught and how the conceptual understandings were achieved.
4. We have identified the corporal and spiritual works of Mercy through investigating the works of ISMAPNG (Institute of The Sisters of Mercy Papua New Guinea).
5. Developed a unit of work to understand and celebrate the Sisters of Mercy and Catherine MacAuley.
6. Recognised and celebrated significant days that are important to the St Francis Xavier Community – through Liturgy (Mercy Day, St Francis Xavier Feast and Mary Mackillop).
7. Invited the school and Parish community to participate in liturgies and other faith experiences.
8. Presented the families with a variety knowledge through different forums, regarding the religious nature of the school, in particular the Sacramental Programme.
9. Provided formal and informal prayer for families to participate in, by creating a prayer space for families to access online.
10. Opened up the Chapel for parents to access and have invited families to attend and participate within liturgy.

VALUE ADDED

Activities related to the additional curricular and extra-curricular activities that St Francis Xavier offers which ‘add value’ to the faith education of our students were:

- Purchase of contemporary resources for teaching of RE
- High quality of classroom prayer
- Staff endeavour to value all members of school community through words and actions

Dedication and passion of RE Leader for faith development within the school community.
Community Engagement

Goals & Intended Outcomes

2017 Key Improvement Strategies

- Explore ways that parents and the wider community can feel more connected to the school and have opportunities to have input into the school.
- Include parents in the development of the school’s understanding and practice of contemporary learning activities.
- Further expand opportunities for parents to understand and participate in student learning activities.
- Promotion of key groups within the school community, including School Board and P&F.

We know that a positive, nurturing, and encouraging home-school relationship is essential in children reaching their potential with confidence. We take great care to foster this partnership from the moment a child enrols and becomes a member of our St. Francis Xavier family. The education of each of our students is a partnership between staff, parents and students.

Achievements

We believe that through the following practices we have given all stakeholders of the school the opportunity to be part of the children’s learning and development ie. (Spiritual, academic, physical and emotional)

1. Class information nights where parents can readily understand what is expected throughout the year and ask questions
2. Parent classroom helpers-high participation especially in the junior area of the school
3. Opening and closing school year Masses
4. PMP program in the junior level
5. Athletic days-extremely well supported by the wider community which enables these events to be both enjoyable and sustainable
6. Parent/Teacher Interviews-giving parents and teachers a valuable time to look at the strengths and needs of the children and set goals for future learning
7. School Assemblies-high participation of the wider community as we celebrate the achievements of students throughout the week
8. School camps-parents are very supportive of their time and expertise to make these a significant part of their child’s life
9. School Camps where community resources are utilised
10. New School Website that gives relevant and up to date information about the school and highlights the events that make our school special
11. School Newsletters and classroom newsletters that highlight and inform parents about the happenings at school and the learning that is taking place
12. Many activities have been held which have led to parents being involved in the life of the school through the Environmental Sustainability program.
13. Being a Wrapper Free school is also involving parents in supporting and continuing the learning programs already underway.
PARENT SATISFACTION

The following anecdotal evidence was gathered from conversations with parents and from their communication with the school:

- Reflective writing in newsletters
- Individual level meetings regarding expectations at beginning of the new year
- Involvement in sporting events
- Involvement in class reading programs
- Book Fair
- Whole school concert
- Level of care for children who are unwell at school
- Appreciation of online booking for parent teacher conferences
- Empathy for families and children
- Pastoral care of all within community by all within community families
- Sense of welcome within the community
- Support each other
- Friendliness
Leadership & Stewardship

Goals & Intended Outcomes

2017 Key Improvement Strategies

- Build the capacity of the leadership team
  - Embed a culture of professional inquiry and dialogue led by the middle leaders
- That a strong performance and development culture is evident
  - Establish an agreed approach to recognition, feedback and professional learning based on contemporary practice.
  - Implement a regime of goal setting and reflective thinking
  - That there is a raised level of affirmation resulting in staff confidence in their own capabilities.

Leadership is about winning over ‘hearts and minds’ and inspiring the whole school community to work together creatively so that we create a synergy that allows us to exceed our dreams and achieve more than we thought we were capable of.

To develop culture, we need to “connect parents, teachers and students morally to each other and to their responsibilities as defined by shared purposes.” (Sergiovanni, 1996:83).

As a Leadership Team our fundamental purpose is to lead and manage the school effectively. Management is about putting appropriate structures in place and making sure that they work, so that the school runs efficiently.

Achievements

1. Agreed on a set of behaviours and documented them into a staff code of practice
   School structure and systems enabled staff to participate in professional development that improves teacher efficacy
   The school has create a shared understanding of the purpose and use of assessment FOR, AS and OF learning
2. Recent and engaging Information and Communication Technologies are embed as an effective learning and teaching tool.
3. We have explored shared leadership and our Year Group Leaders now play a significant role in our leadership structure.
4. The leadership team has raised the profile and use of data throughout the school to monitor progress and inform our teaching and learning practice. There is a sense of ownership of achievement and results by all staff.
5. Established and developed an e-Vision and implementation team to plan and support learning in the classroom.
6. The school is regularly engaged in assessing the capacity and adequacy of facilities and resources linked to whole school needs and enrolment trends.
7. The school will continue to develop & refine the School Improvement Framework, develop annual Action Plan, review capital development plans, use components of Performance and Development Framework as basis of ARMS meetings, conduct weekly Staff and PLC meetings in numeracy and literacy, prepare annual budget and reports for School Board and participate in OHS in servicing and audits

The school’s leadership team continued to meet weekly throughout 2017. A focus of this group was to align Staff Meeting agendas and Professional Learning team agendas with the school’s action plan,
ensuring that adequate time was devoted to focused discussion and workshops in relation to priorities designated for 2017. The school’s action plan was regularly revisited at these meetings and discussion and checks were done to ensure we maintained our stated areas of focus.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2017**

In 2017, staff took part in a range of on-site and off-site professional learning activities in the areas of:

- Religious Education
- Literacy
- Response to Intervention
- Numeracy
- Student Wellbeing
- Victorian Curriculum
- Assessment & Reporting
- ICT
- LOTE
- Environmental Education
- Leading for Learning
- Change 2
- University of Melbourne Network of Schools Project

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>In 2017, 26.0 staff participated in</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$ 945</td>
</tr>
</tbody>
</table>

**TEACHER SATISFACTION**

The following anecdotal evidence was gathered from conversations with staff and from observation of their behaviour:

- Working with other staff members / team work
- Enjoyment of workplace and colleagues
- Connectedness of staff / praying together and supporting each other
- Feeling affirmed
- Sharing of advice and experiences
- Personal reward and satisfaction
- Plentiful resources
- Privilege to work with the children
- Prayerful, reflective moments spent together
- Celebration of faith through sacraments, liturgies and mass
- Thoughtfulness shown
- Working with staff who share same values
- Celebrating together the joys and sorrows and personal support
- Positive staff relationships
- Strong friendships between staff
Learning & Teaching

Goals & Intended Outcomes

2017 Key Improvement Strategies

- Commit to improving teacher efficacy and student learning – thorough and explicit pedagogy leading to deeper teacher understandings. Develop a SFX Teaching and Learning Policy based on Best Practice.
- Build the capacity of staff to use Learning Technologies to enrich the curriculum and support student engagement.
- Develop a shared understanding and valuing of the use of data to monitor, plan and direct student

At St. Francis Xavier we are committed to excellence in learning and teaching – we recognise that students come to St. Francis Xavier to learn. One of our major goals is to make this learning experience interesting, challenging, relevant, practical, exciting and fun-filled. Therefore our teaching should focus on the creation of student experiences that encourage learning and relate to real-life experiences. The most effective teaching is that which facilitates students to be actively engaged in learning whilst catering for the learning styles of all students. We also have an obligation to provide our staff with high quality opportunities to develop their learning and teaching practice. We offer many opportunities for teachers to further develop their teaching and share their practice.

Achievements

1. OLSEL leaders have attended workshops to support them to maintain the initiative throughout the school.
2. Staff are using consistent planning tools to implement OLSEL F-2, 3-6.
3. Staff are providing opportunities for oral language within the Literacy block and other subject domains.
4. Staff are attending Network Cluster Meetings to continue to support their implementation of OLSEL F-6
5. Staff are using Stepping Stones F-6.
6. Staff have received continued support through ongoing Professional Development to aid the implementation of Stepping Stones.
7. Whole school implementation of annual assessment schedule
8. Numeracy and literacy were identified as a priority in the curriculum and sufficient time was allocated and ‘support given’ for assistance.
10. Data was used to inform planning to consolidate and challenge all students’ learning
11. Learning Intentions were displayed for every key lesson in every classroom everyday as part of our Success Criteria
12. Implementation of the approach of “I do, we do, you do” across F-6.
13. F-2 have implemented the Phonics Program ‘Get Reading Right’
14. The school has implemented the Spelling Mastery program successfully Year 2-6
STUDENT LEARNING OUTCOMES

Students in Year 3 and Year 5 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of student performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for, numeracy and literacy (reading writing, grammar, punctuation and spelling). These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

**General Analysis of NAPLAN Data 2015 - 2017:**

**Year Three:**
- **Reading:** Results indicate that 100% of students reached minimum standards in 2015 and decreased to 98.2% in 2017.
- **Writing:** Results indicate that 100% of our students reached minimum standards in 2015 and this fell slightly in 2017 to 98.2%.
- **Spelling:** 98% of students met minimum standards in spelling in 2015 and decreased to 96.4% in 2017.
- **Grammar and Punctuation:** 100% of students met minimum standards in grammar and punctuation in 2015 and decreased to 96.4% in 2017.
- **Numeracy:** Results indicate that 100% of our students reached minimum standards in 2015 and also achieved 100% in 2017.

**Year Five:**
- **Reading:** Results indicate that 100% of our students reached minimum standards in 2015 and also achieved 100% in 2017.
- **Writing:** Results indicate that 100% of our students reached minimum standards in 2015 and also achieved 100% in 2017.
- **Spelling:** 100% of students met minimum standards in spelling in 2015 and decreased to 97.9% in 2017.
- **Grammar and Punctuation:** Results indicate that 97.9% of our students reached minimum standards in 2015 and also achieved 97.9% in 2017.
- **Numeracy:** Results indicate that 100% of our students reached minimum standards in 2015 and also achieved 100% in 2017.

The percentage of students achieving at or above these national minimum standards are reported in the table on P. 20:
Wellbeing

Goals & Intended Outcomes

2017 Key Improvement Strategies

- Identify and develop a whole school understanding of the relationship between learning and student wellbeing
- To develop the social and emotional capabilities that children require in order to be successful in school.
- To develop the capacity for children to eliminate difficulties that may constitute barriers to their learning and well-being.

Whole school well-being is seen as vital to sustaining an engaged learning community. Well-being is measured by healthy relationships throughout the school community and much work has been done and is still continuing to ensure there is a strong level of care and respect for each person within the community.

Achievements

1. Using the provided Kids Matter material to develop that the interests of the children are paramount.
2. Leadership to schedule regular meetings for Strategic Focus Group.
3. Learning Support Officers in the yard-supports teachers and helps reduce the amount of incidences in the yard.
4. All staff being prepared to make a connection with the children.
5. School commitment to student’s wellbeing by having a Wellbeing Coordinator.
6. Updating of resources – both teacher references and classroom resources.
7. VELS – cross curriculum links with Interpersonal Development.
8. Transition Programs for Year 6 students by secondary schools.
10. Personal Development Program in Year 5 & 6 during Term 2 run by our Class Teachers with up to date information.

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents are responsible for promoting the regular attendance of students. Parents are responsible for the regular attendance of their children, and are required to report absences of their children from the school promptly to the school and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part and whole day absences. They maintain accurate records of student attendance, follow up unexplained absences through written or verbal communication, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The school has had no truancy issues in 2017.
**VALUE ADDED**

During 2017 the school continued to further develop the five key elements of the School Improvement Framework: Catholic School Culture, School Community, Learning & Teaching, Student Wellbeing and Leadership & Management. St. Francis Xavier continues to provide excellent learning experiences for all children that encourages personal growth and an overall development.

Excellent programs in Environmental Education, Physical Education, The Arts and LOTE allow all children the opportunity to express themselves as learners in creative and exciting ways. Personal and interpersonal learning continues to be very strong both in and out of the classroom.

**STUDENT SATISFACTION**

The following anecdotal evidence was gathered from conversations with students and from their communication with the teachers.

- School incursions and excursions were valued
- Great excitement surrounding their whole school concert
- Students express a positive regard for their teachers and their school to parents and outside community
- Happy children
- Strong relationships with other children
- Supportive parents
Child Safe Standards

Goals and Intended Outcomes
St. Francis Xavier Primary School was audited in 2016 by the VRQA and became compliant with Ministerial Order 870 and has focussed intently on achieving each of the prescribed standards Child Safety Standards:

- **Standard 1**: Organisational culture of child safety
- **Standard 2**: Child safety policy
- **Standard 3**: Code of conduct
- **Standard 4**: Staff screening, supervision and training
- **Standard 5**: Responding to and reporting child abuse
- **Standard 6**: Identifying and removing risks
- **Standard 7**: Empowerment of children

Achievements
The actions undertaken by the school to comply with the above standards included:

- Consulting, drafting and ratifying an amendment to the school’s Vision and Mission that explicitly requires all community members to adhere to the principles of child safety.
- A code of conduct developed in conjunction with the VRQA, CECV, Diocese of Ballarat, Catholic Education Office, St. Francis Xavier School Board and School Staff, required to be signed by all staff and adult volunteers. This code makes explicit the responsibilities of adults around children in our School.
- The adherence to recruitment procedures that request knowledge of child safety practices by applicants.
- The training and education of current staff in appropriate practices in order to protect children and maintain professional standards. This included the Child Safe standards, mandatory reporting and professional development in the ‘Protect’ reporting framework.
- The revision of the school’s pastoral care policy.
- Strengthening of procedures around visiting adults entering the school grounds.
- Ongoing risk assessment of school procedures and events that removes risk to children from adults.
**VRQA Compliance Data**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th>NAPLAN TESTS</th>
<th>2015 %</th>
<th>2016 %</th>
<th>2015 - 2016 Changes %</th>
<th>2017 %</th>
<th>2016 - 2017 Changes %</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>96.4</td>
<td>-3.6</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>100.0</td>
<td>97.7</td>
<td>-2.3</td>
<td>100.0</td>
<td>2.3</td>
</tr>
<tr>
<td>YR 03 Reading</td>
<td>100.0</td>
<td>97.8</td>
<td>-2.2</td>
<td>98.2</td>
<td>0.4</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>98.0</td>
<td>100.0</td>
<td>2.0</td>
<td>96.4</td>
<td>-3.6</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100.0</td>
<td>97.7</td>
<td>-2.3</td>
<td>98.2</td>
<td>0.5</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>97.9</td>
<td>96.0</td>
<td>-1.9</td>
<td>97.9</td>
<td>1.9</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>100.0</td>
<td>96.0</td>
<td>-4.0</td>
<td>100.0</td>
<td>4.0</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>100.0</td>
<td>94.0</td>
<td>-6.0</td>
<td>100.0</td>
<td>6.0</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>100.0</td>
<td>94.0</td>
<td>-6.0</td>
<td>97.9</td>
<td>3.9</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>100.0</td>
<td>98.0</td>
<td>-2.0</td>
<td>100.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1</td>
<td>92.99</td>
</tr>
<tr>
<td>Y2</td>
<td>93.18</td>
</tr>
<tr>
<td>Y3</td>
<td>92.86</td>
</tr>
<tr>
<td>Y4</td>
<td>92.85</td>
</tr>
<tr>
<td>Y5</td>
<td>93.74</td>
</tr>
<tr>
<td>Y6</td>
<td>92.82</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.07</td>
</tr>
</tbody>
</table>
## Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 91.27% |

## Staff Retention Rate

| Staff Retention Rate | 88.00% |

## Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>8.33%</td>
</tr>
<tr>
<td>Graduate</td>
<td>20.83%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>16.67%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>79.17%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>45.83%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>4.17%</td>
</tr>
</tbody>
</table>

## Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>33</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>27.240</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>19</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>12.302</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>

### NOTE:

The School’s financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)