

ANNUAL REPORT TO THE SCHOOL COMMUNITY



St. Francis Xavier Primary School
BALLARAT EAST Ltd.

2019

REGISTERED SCHOOL NUMBER: 981



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Contact Details

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E NUMBER	E 2039

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 2017 (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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

05/05/2020

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:

1. Mercy
2. Respect
3. Compassion
4. Excellence
5. Justice

"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 LANGUAGES (JAPANESE). 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 427 children operating as 19 class groups. Attendance records for all students are kept and on average, student attendance rate for 2019 was **92.3%**

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 of 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

Principal's Report

Principal's Report – AGM

May 2020



It is once again with a great deal of pride that I have the pleasure of presenting to you the St. Francis Xavier Annual Report to the School Community for the 2019 Academic Year. I hope that it provides you with a glimpse of another great year of achievement at St. Francis Xavier Primary School.

In 2019, we were blessed with many experiences and moments of living justly, generously and gratefully. Our Mercy heritage and the St. Francis Xavier Primary School values of mercy, respect, compassion, excellence and justice were alive and well.

In 2019 we had 420 students start the school year at St. Francis Xavier, which included 78 Foundation children. Our class structure in 2019 consisted of 19 classes. We were also able to provide specialist teachers in the areas of Environmental Education, Visual Art, Performing Arts and Japanese.

We continue to be grateful for the ongoing support of the Institute of the Institute Sisters of Mercy of Australia & Papua New Guinea (ISMAPNG) and the Diocese of Ballarat. On behalf of the School, I thank the Directors of the St. Francis Xavier School Board for their discernment and ongoing support throughout the year!

As a school we remained focused and committed to achieving the priorities identified in our 2016 Strategic Plan. A major contributing factor is, I believe, the quality of our staff. St. Francis Xavier is blessed with so many staff members who are deeply committed to students experiencing success and achieving to the best of their potential. Purposeful learning is important to our staff, as is really knowing their students and their respective learning dispositions. They are skilfully providing children with robust, challenging feedback complemented by healthy doses of encouragement and affirmation. Our Mission Statement speaks of our children having a passion for learning, respect and an ability to live in harmony with God's creation. There are some compelling indicators that we are faithful to this.

Over the last three years, we have worked with the University of Melbourne Network Of Schools (UMNOS). UMNOS is a three-year model comprising of a Network of approximately twenty schools. The purpose of this Network is to collectively impact on improving the learning outcomes and experiences of students through a structured process that has a focus on teaching and learning. Our UMNOS overarching goal is to ***significantly improve writing outcomes for all students***.

In working towards achieving this goal, some of our key successes include:

- Continuing to strengthen and embed agreed whole school assessment approaches in writing to reduce in-school variance through the use of a consistent marking rubric.
- Continuing to strengthen and embed agreed whole school teaching and assessment approaches in writing to reduce in-school variance through the development of a Guaranteed and Viable Curriculum.
- Establishing a coaching and mentoring program in conjunction with the AITSL standards to continue to strengthen effective teaching through the implementation of Peer Observations.
- Continuing to focus on the 'how' to effectively teach Writing through the implementation of the 'Scaffolding Literacy' process. 'Scaffolding Literacy' will be implemented from Foundation to Year 6 next year.
- Continuing to develop a shared approach to the analysis of data.

As a school we continue to embrace many aspects of the Visible Learning research by John Hattie, to ensure our students acquire knowledge that moves from surface learning to deep learning and eventual transference of this knowledge. In this process we aim to show students what success looks like, and we aim to achieve this in every lesson. We have adopted the concept of Learning Intentions and Success Criteria, aiming to make these visible to students at the start of every lesson.

Child safety has been an important focus for our School along with parent and community engagement. The School has implemented new electronic visitor and contractor sign-in process, along with a cyber-safety awareness programs that will be continued to be in 2020. A range of measures and policies have brought improvement to our practices and facilities to meet child safety standards.

We have also successfully embedded our Child Safe practices into all elements of our employment strategies. We have provided training and updates to all of our staff and ensured that we have a process to inform all who come onto our site of the expectations we have of them. This involves the responsibility that they have in the way they interact with young people in our community

In 2020 the Senior Leadership Team will remain the same

Deputy Principal - Learning Diversity:	Mr. Peter Mullane
Deputy Principal - Learning Enhancement:	Mrs. Jayne Bosworth
Religious Education Leader:	Mrs. Bernadette Luckman
Wellbeing Leader:	Mrs. Jane Clark
Learning Technologies Leader:	Mrs. Carla Cicchini

I am also pleased to announce the following 1 Year Leadership appointments.

Band Leader: Foundation	Ms. Emma Hancock
Band Leader: Year 1 & 2	Ms. Rebecca Conroy
Band Leader: Year 3 & 4	Ms. Brigid Ginnane- Smith
Band Leader: Year 5 & 6	Mrs. Cynthia Cook
Year Leader: Year 2	Mrs. Belinda Wrigley
Year Leader: Year 4	Mr. Tom Wilmott
Year Leader: Year 5	Ms. Jaci Commons

There are nine new staff beginning at St Francis Xavier in 2020. We wish them the very best for their time at St Francis Xavier Primary School.

Foundation - Ms. Shannon Macklin	Year 4 - Mrs. Petra Barclay
Year 1 - Ms. Gemma Johnson	Performing Arts - Ms. Jess Van Gaans
Year 5 – Mrs. Lucy Loader	Year 6 – Mr. Jack Ferguson
LSO – Ms. Beth Ferguson	LSO – Mrs. Bianca Tocchet
LSO – Mrs. Kath Boyd	

Leaving St. Francis Xavier at the end of 2019 were a number of very important members of our staff:

Mrs. Helen McLean (Retiring)	Ms. Monique McGrath
Mr. Mark Stahl (St. Pats College)	Mrs. Bianca Niutta (Sacred Heart, Mildura)
Mrs. Emma Le Grand	Mrs. Abbie Matthews

We thank them for their significant contributions to St. Francis Xavier over the years and we wish them all well in their future endeavours.

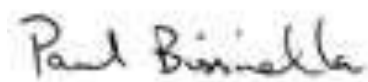
I would like to take this opportunity to thank David Beaver for all his work and advice as School Board Chair and also all our School Board Directors and sub committees. I am grateful to all of those who have supported the School in these significant roles. I would also like to thank our Governors for their continued support of St. Francis Xavier and I look forward to our continued partnership in the future. The school Parents and Friends Committee is testament to our vibrant school community. The Parents and Friends Committee are to be congratulated for the positive contribution they have made to the children and staff at St. Francis Xavier and I extend my personal and sincere thanks to them all.

I thank Gabrielle McKinnis, our School Finance Officer for her outstanding contribution to working with our 2019 budget and her work in securing a State Government Capital Grant. Gab has also 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.

Finally, I thank the Leadership Team and all our staff for their tireless efforts in supporting me and for their flexibility as the school continues to evolve. Thank you also to our students and families for their ongoing support of St. Francis Xavier. When you reflect on the challenges around the world and then consider the community we have, we are very fortunate.

Maintaining perspective, staying connected to people and trusting in Christ's loving presence enables my colleagues and myself to continue to live and work with a positive spirit that I believe can influence the culture of a school. I feel honoured to work within the community of St. Francis Xavier.

Yours sincerely,



Paul Bissinella
Principal
May 2020



School Board Report

Chairperson's Report - AGM

May 2020



It is with pleasure that I present the 2020 Annual Chairperson's report for the past year.

St Francis Xavier Primary School (SFXPS) is a catholic co-educational primary school that operates as a Company Limited by guarantee under the co-governance of the Institute of the Sisters of Mercy and Papua New Guinea (ISMAPNG) and the Catholic Diocese of Ballarat. The co-governors of the school; Sr. Berenice Kerr, delegate for the Institute Leadership Team of ISMAPNG, and Fr Kevin Maloney, delegate for Bishop Paul Bird, Bishop of Ballarat, have continued to provide guidance and support for the Board in their role in ensuring the provision of quality education.

As I write this report the world community is experiencing the Corvid 19 pandemic. It is affecting us all in different ways. Many of our St Francis Xavier community families have had a member lose their employment and I encourage these families if they require fee relief to contact the school office as soon as they can. While we may not have lost our employment, we have all had to make adjustments to how we live our daily lives. This can cause anxiety especially for our children. I wish to thank the school staff for their professionalism and flexibility in responding to the educational and developmental needs of our children at this time. The manner in which the new remote learning model has been introduced has been amazing. I also wish to thank the school parents for their understanding, patience and support as this has occurred.

In my report last year, I wrote that a challenge for St Francis Xavier School was finding the most appropriate governance model which will enable the Board to ensure the School remains true to its Mission and Vision:

Called to action through Gospel values and Mercy tradition we will enrich thinking, expand horizons and pursue excellence. We are constantly called and challenged to ensure that our actions and decisions support the mission and values of SFXPS, ensuring that through ardent and all-encompassing Mercy work that we will engender a passion for learning, respect and an ability to live in harmony with Gods' creation and that the values of Mercy, Respect, Compassion, Excellence and Justice influence all that we do.

Since writing this, two relevant things have occurred.

Firstly, DOBCEL (Diocese of Ballarat Catholic Education Limited) the company recently established by Bishop Paul Bird to become the governing body for parish schools in the Ballarat Diocese has become operational. DOBCEL's purpose is to

- To ensure consistency and professionalism of governance for parish schools.
- To ensure the continued pastoral ministry of priests in parish schools.
- To allow the ongoing engagement of parish and local communities.
- To ensure effective and transparent stewardship of education resources.
- To allow the Diocese of Ballarat to address Recommendation 16.6 of the Royal Commission (that parish priests are not the employers of principals and teachers in Catholic schools).
- To allow Catholic education authorities to meet the Victorian Government's requirement for organisations that receive government funding (including schools) to be governed by incorporated legal entities.

Secondly, Sr. Eveline Crotty, the Congregational Leader of the Sisters of Mercy, has advised the Board that the Sisters no longer wish to be involved in co-governing organisations such as St Francis Xavier and several others. They have asked the Board's advice as to whether it wishes St Francis Xavier School to join DOBCEL and be governed by the Bishop or join Mercy Education Ltd (a company that runs Mercy Schools) and be governed by the Sisters of Mercy.

The Board is presently in discussion with all relevant parties to ascertain what is the best option for our community. Be assured that whatever the decision St Francis Xavier will still provide a positive and quality education guided by the spirit of Catherine McAuley for the children.

On behalf of the Board, I would like to take this opportunity to thank all the subcommittee members who have volunteered their skills, talents and considerable time again over the last 12 months. We are incredibly fortunate to have a very strong and supportive parent and staff community who significantly contribute to the life of the school.

My thanks go to the Finance Committee (incorporating Parents & Friends and the Uniform Shop) who have contributed to maintaining the school's sound financial position, and the Building and Maintenance Committee. I would like to also take this opportunity to thank the many families and carers who step up to support the school in a range of other activities such as book covering, working bees, classroom helpers, manning the Uniform Shop and helping out with P&F activities such as hot lunches, icy poles and so much more.

Acknowledgements and thanks also go to Mr. Paul Bissinella for his strong leadership and management in continuing to ensure St Francis Xavier Primary School is able to achieve its vision. Thanks must also go to the extremely professional and high calibre leadership, teaching and support staff who continue to embrace new opportunities, enabling St Francis Xavier Primary School to grow and excel and for truly loving and caring for each of our children each and every day. And of course, thanks to the parents and our wonderful children, thank you for another successful and happy year in the life at "Villa".

A special note of thanks to Gabrielle McKinnis not only for her work as school Finance Officer but especially for her role as Company Secretary in which role she has supported the Board to fulfil their roles.

Finally, I would also like to extend my thanks to ISMAPNG and the School Governors for their invaluable support and to the Board; Acushla Thompson (Vice Chair), Sr. Geraldine Mugavin, Mr. John Meneely, Alan McKinnon, Alan Mihaljevic, Lisa Steenhuis, Mary Mangan and Neil Buckland all of whom have brought significant and diverse knowledge, skills and talents to what is a strong, collaborative and effective Board keen to make sure the vision, mission and values of St Francis Xavier Primary School are lived.

Yours sincerely,



David Beaver
School Board Chairperson
May 2020

Catholic School Culture

Goals & Intended Outcomes

2019 Key Improvement Strategies

- To promote a school community where religious experiences foster and develop Post Critical Belief, Dialogue and Recontextualisation (ECSI)
- To make explicit links between Catholic Social Teaching and meaningful school-based initiatives for justice
- To ensure Awakenings (2018) is used across the school

Achievements

- Developed staff understanding of the Melbourne Scale and Recontextualisation
- Examined, with staff, the criteria for Recontextualisation, with focus on religious and secular art
- Reviewed texts of school events, such as school masses, school prayer liturgies for celebration days, feast day prayers and Advent prayers, to identify opportunities to recontextualise
- Religious Education Leader worked with the curriculum Band Leaders to identify opportunities for recontextualisation within the scripture studied by the children
- Renewed the school award template to include a religious connection, rather than a Christian values focus
- Social Justice incursion, facilitated by Caritas, for Years 5 and 6
- Ensured 'Fundraising Fridays' are explicitly connected to Catholic Social Teaching for students, staff and the community
- Renewed and updated school Religious Education Policy
- Supported staff, through curriculum Band Leaders, to plan meaningful, relevant units of work using a SFX devised planning document which incorporates all elements of Awakenings (2018)
- Renewed contemporary resources (Godly Play) and stored these in a central location
- Supported St Alipius Parish with the coordinated planning and implementation of sacramental meetings at three venues within the parish

VALUE ADDED

- Whole school prayer events, such as Holy Week & Easter and Advent & Christmas, incorporating contributions from the whole school
- Music connected to forthcoming school events played over the PA at the end of break time
- Purchase of contemporary picture of Mercy founder, Catherine McAuley, for the school foyer

Community Engagement

Goals & Intended Outcomes

2019 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 enrolls 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. Athletic days-extremely well supported by the wider community which enables these events to be both enjoyable and sustainable
5. Student Led Conferences - giving parents and teachers a valuable time to look at the strengths and needs of the children and set goals for future learning
6. School Assemblies - high participation of the wider community as we celebrate the achievements of students throughout the week
7. School camps - parents are very supportive of their time and expertise to make these a significant part of their child's life
8. School Camps where community resources are utilised
9. New School Website that gives relevant and up to date information about the school and highlights the events that make our school special
10. School Newsletters and classroom newsletters that highlight and inform parents about the happenings at school and the learning that is taking place
11. Many activities have been held which have led to parents being involved in the life of the school through the Environmental Sustainability program.
12. 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

2019 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.

Achievements

1. Agreed on a set of behaviours and documented them into a staff code of practice
2. School structure and systems enabled staff to participate in professional development that improves teacher efficacy
3. The school has created a shared understanding of the purpose and use of assessment FOR, AS and OF learning
4. Recent and engaging Information and Communication Technologies are embed as an effective learning and teaching tool.
5. We have explored shared leadership and our Year Group Leaders now play a significant role in our leadership structure.
6. 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.
7. Established and developed an e-Vision and implementation team to plan and support learning in the classroom.
8. The school is regularly engaged in assessing the capacity and adequacy of facilities and resources linked to whole school needs and enrolment trends.
9. 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 2019. 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 2019. 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 2019**

In 2019, 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
- LANGUAGES (JAPANESE)
- Environmental Education
- Leading for Learning
- First Aid Training / Anaphylaxis
- University of Melbourne Network of Schools (UMNOS) Project

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

34

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1394 .00

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

2019 Key Improvement Strategies

- To develop a writing pedagogy and to strengthen knowledge, understanding and application of effective teaching practices in the area of Writing.
- Strengthen and embed agreed whole school teaching and assessment approaches in Writing to reduce in-school variance.
- Further develop a coaching and mentoring program to strengthen effective teaching in conjunction with the AITSL based Performance and Development Culture in writing.
- Strengthen and embed agreed whole school assessment approaches in Writing to reduce in-school variance.
- Strengthen teacher use of data to ensure that there is a shared approach in analysis and use of data.

Achievements

1. Concluded three year working relationship with *The University of Melbourne Network of Schools* (UMNOS)
2. Showcased three-year journey at Melbourne Exhibition Centre with a focus on improved results in Writing
3. Allocated time and professional learning to the theory behind and how to implement effective teaching practices including Writing Conferences and Writer's Notebook
4. Consistent use of Scaffolding Literacy from Foundation to Year Six
5. Evidence of Scaffolding Literacy transferring to children's writing
6. Use of Guaranteed and Viable Curriculum to drive and assess teaching of Writing
7. Refinement of 'The Big Write' Process- Week 3 of each term
8. Use of consistent Narrative Marking Rubric from Foundation to Year Six to analyse Big Write samples
9. Staff participation in Writing Moderation sessions each term to align expectations and judgments with standards and progressions
10. Refined Peer Observations process to enhance teaching and learning of writing
11. Implemented Student Performance Analyser (SPA)
12. Developed a shared understanding of the purpose for collecting assessment data and the interpretation and analysis of data
13. Refined Assessment Schedules to include tiers of assessment (formative and summative), purpose of assessment and timeframe
14. Moved from Edtracker to SPAMarkbook to allow for deeper analysis of data
15. Introduction of a Data Dashboard Working Party to begin discussions regarding the possibility of a student data dashboard
16. Refinement of Professional Learning Plans with Staff with a focus on improving writing outcomes as a focus for all staff
17. Introduction of Educator Impact for the Operational Leadership Team
18. Regular meetings with Band Leaders, Religious Education Leader and Learning Enhancement Leader

STUDENT LEARNING OUTCOMES

Students in Year 3 and Year 5 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2019. 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.

In 2019 our school commenced the transition from a paper based to online assessment-NAPLAN Online. Moving to NAPLAN online brought many new opportunities for students and teachers that were limited or not possible with paper-based tests. The year three Writing test was the only test that continued as a pen and paper assessment this year.

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.

Year Three:

- **Reading:** Results indicate that 100% of students reached minimum standards in 2018 and also achieved 100% in 2019.
- **Writing:** Results indicate that 100% of our students reached minimum standards in 2018 and also achieved 100% in 2019.
- **Spelling:** 92% of students met minimum standards in spelling in 2018 and also achieved 92% in 2019.
- **Grammar and Punctuation:** 94% of students met minimum standards in grammar and punctuation in 2018 and also achieved 94% in 2019.
- **Numeracy:** Results indicate that 98% of our students reached minimum standards in 2018 and also achieved 98% in 2019.

Year Five:

- **Reading:** Results indicate that 96% of our students reached minimum standards in 2018 and increased to 100% in 2019.
- **Writing:** Results indicate that 98% of our students reached minimum standards in 2018 and increased to 100% in 2019.
- **Spelling:** Results indicate that 100% of students met minimum standards in spelling in 2018 and decreased to 95% in 2019.
- **Grammar and Punctuation:** Results indicate that 98% of our students reached minimum standards in 2018 and increased to 100% in 2019.
- **Numeracy:** Results indicate that 100% of our students reached minimum standards in 2018 and decreased to 99% in 2019.

Wellbeing

SFX acknowledges that every child has a right to be safe, be happy and to be able to learn, work and play in a secure environment where they grow in their understanding of what it means to be a good person. We believe children with high levels of wellbeing tend to have better academic and life outcomes, in school and beyond. Good mental health provides a solid foundation for managing the transition to adolescence and adulthood, engaging successfully in education and making a meaningful contribution to society.

We are proud to be a Respectful Relationships School in recognition that mental health and wellbeing is vital for learning and life. Respectful Relationships supports schools to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

In addition to student wellbeing, SFX also pays particular attention to staff and parent/family wellbeing. We believe that feelings of wellbeing are fundamental to the overall health of every individual, enabling them to successfully overcome difficulties and achieve what they want out of life. We strive to develop a supportive school and ethos which builds a sense of connectedness, focus and purpose, the acceptance of emotion and vulnerability, warm relationships and the celebration of difference.

Our school's wellbeing is overseen by our Deputy Principal – Learning Diversity, our wellbeing programs and wellbeing curriculum are led by our Wellbeing Leader and our School Counsellor plays an important role in supporting wellbeing across our school by providing a professional, confidential counselling service which is predominantly available for all children; sometimes parents use this service if they have concerns about their child's wellbeing. Counselling at SFX helps to resolve people's concerns, alleviate fears they may have, and aims to facilitate each person's social and emotional growth.

Goals & Intended Outcomes

2019 Key Improvement Strategies

- Develop the social and emotional capabilities that children require in order to be successful in school. SEL is the process through which children (and adults) acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively
- 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
- Create a safe, happy and supportive environment for learning, emphasising the school's values of Mercy, Respect, Compassion, Justice and Excellence
- Identify and develop a whole school understanding of the relationship between learning and student wellbeing

Achievements

- Continued employment of staff with specific Wellbeing roles who have the responsibility to work with children, staff and parents to maintain and improve the school environment. Our school is committed to ensuring these key leadership positions remain
- All staff understanding and taking on the role of being prepared to make a connection with the children and building positive relationships with them
- Using the Respectful Relationships material for children F-6, as a sequenced and structured Social and Emotional Learning program to teach our children how to build healthy relationships, resilience and confidence
- Social and Emotional Lessons have become part of our regular staff and team planning, and taught weekly in all classes. Positive wellbeing is considered to be the single most important aspect of an individual's ability to be successful in life and living
- Ongoing Professional Learning to deepen our understanding of SEL Curriculum in order to develop successful relationships
- Cluster meetings for Wellbeing Leader termly attended Respectful Relationships
- Use of Victorian Curriculum – cross curriculum links with Interpersonal Development.
- Personal Development Program with up to date information in Year 5/ 6 during Term Two, implemented by Class Teachers
- Learning Support Officers supervising and supporting vulnerable children during all recess times
- Whole staff understanding that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning
- All children are supported with explicit teaching of expected behaviours in the classroom and in the playground
- A consistent and positive approach to behaviour which provides an environment where all children can achieve their potential in learning and develop a strong sense of self and inter-personal relationships
- Regular Wellbeing articles, notes, and parent tips on our school weekly newsletter
- Updating of resources – both teacher references and classroom resources. We purchased the latest edition of the Bounce Back SEL program to supplement and enhance our Respectful Relationships program. Many new picture storybooks to accompany Respectful Relationships topics were purchased
- Transition Programs for Year 5/ 6 students by secondary schools
- Transition Program for our new Foundation children



VALUE ADDED

- Strategies to ensure that children feel connected to the school have continued through our social and emotional programs/activities such as our Bounce Back program, Camps, whole school incursions/excursions, extra-curricular activities and student leadership roles throughout the school.
- Smiling Minds program used by classes to develop Mindfulness and Meditation.
- Bravehearts (Australia's leading child protection organisation) incursions F-2, empowering children with personal safety skills in a child-safe environment.
- Special Days – Bullying ‘No Way’ Day! Sending out the message that bullying is never ok; It’s hurtful and can impact someone for a long time.
- Cyber Safety – E safety education sessions F-6
- There have been several opportunities for student inclusion - sports teams, Buddy programs and recess/lunchtime clubs. Lunchtime clubs have operated regularly throughout the year and have included Gardening Club, Story-time in the Library, Building Club, Tradies Club, Meditation Group, Ukulele Group, Choir.
- Families who have experienced death and/or births were acknowledged in the school’s weekly newsletter and contact made with each of these families via a card and bakery vouchers.
- Children/staff/families experiencing significant sickness/hardship were supported in a variety of ways.
- Student Leadership - Year 6 children had a variety of leadership roles that supported them to develop their leadership skills in authentic ways throughout the school year across academic, public relations, Mercy, Library, Art, Environmental Education, Social and Sporting opportunities.
- Professional Learning Schedule - Meetings with a Wellbeing focus were designated termly.
- Program Support Groups comprising of teams of people who support individual children with additional learning needs or children with disabilities. Teams worked together to formulate Individual Learning Plans, Behaviour Support Plans, Medical Management Plans and Safety Plans. Teams made referrals to a number of outside agencies including Student Support Services, Psychologists, Therapists, Child First and Child Protection.
- We focused heavily on the safety and wellbeing of all students. Our Child Safe practices are consistent with the Ministerial Order 870. We have practices embedded that ensure that our children remain safe at all times whilst enrolled at SFX.
- Seasons for Growth program implemented throughout the year. Resilience, coping and social skills are integral protective factors for children experiencing loss, grief and change. Through the Seasons for Growth program, we provided a safe learning environment for children where they were able to give voice to their experiences, understand and befriend their feelings, learn skills that help them adapt to significant loss and/or change in their lives, develop friendships, and recognise ‘I’m not the only one’.
- All children at SFX were involved in a Buddy program.

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

STUDENT ATTENDANCE

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 2019.



Child Safe Standards

Goals and Intended Outcomes

St. Francis Xavier Primary School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St. Francis Xavier acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2019 - 2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

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

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student's management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in BraveHearts, Cyber Safety and our Social & Emotional Learning Program played a fundamental role in achieving this outcome. This culminated in the development of a 'Child Friendly Code of Conduct' developed and review by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

- St. Francis Xavier continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

Human Resource Practices

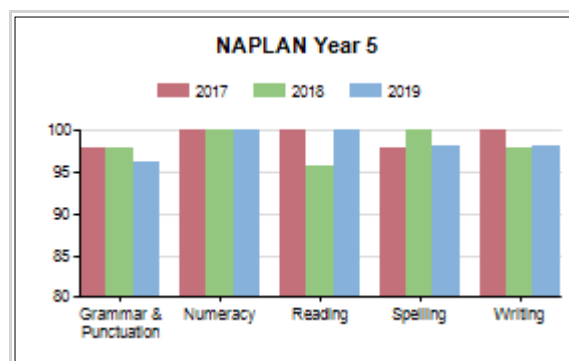
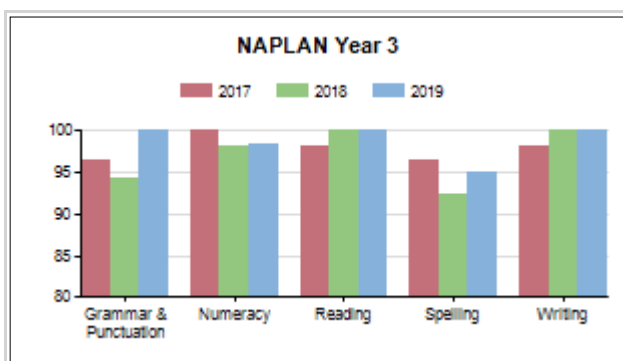
- St. Francis Xavier continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Key Performance Indicators have a Child Safety focus
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks
 - Screening of Casual Relief Teachers, Contractors and Volunteers.

St. Francis Xavier remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.



School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	96.4	94.2	-2.2	100.0	5.8
YR 03 Numeracy	100.0	98.1	-1.9	98.4	0.3
YR 03 Reading	98.2	100.0	1.8	100.0	0.0
YR 03 Spelling	96.4	92.3	-4.1	95.1	2.8
YR 03 Writing	98.2	100.0	1.8	100.0	0.0
YR 05 Grammar & Punctuation	97.9	97.9	0.0	96.2	-1.7
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	95.8	-4.2	100.0	4.2
YR 05 Spelling	97.9	100.0	2.1	98.1	-1.9
YR 05 Writing	100.0	97.8	-2.2	98.1	0.3



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.4
Y02	91.0
Y03	92.4
Y04	91.1
Y05	90.4
Y06	91.7
Overall average attendance	91.5

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.0%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	81.4%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	7.1%
Graduate	14.3%
Graduate Certificate	14.3%
Bachelor Degree	82.1%
Advanced Diploma	32.1%
No Qualifications Listed	3.6%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	23.7
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	7.6
Indigenous Teaching Staff (Headcount)	0

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