



St Francis Xavier School Ballarat East

2020 Annual Report to the School Community



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Contact Details

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E NUMBER	E2039

Minimum Standards Attestation

I, Paul Bissinella, attest that St Francis Xavier School 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 2020 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.

04/05/2021

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

Our School Vision & Mission

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 English and Mathematics education.

St Francis Xavier Primary School has a current enrolment of 438 children operating as 20 class groups. Attendance records for all students are kept and on average, student attendance rate for 2020 was 95.6%

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

Principal's Report

Principal's Report - AGM

May 2021

It gives me great pleasure to present the 2020 Principal's Report to the St. Francis Xavier Primary School community. It is a report built from a deep sense of pride and gratitude for all that has been accomplished in 2020.

As in previous years, this school year started with great enthusiasm and excitement. As a community we regathered to continue the great story that is St. Francis Xavier Primary School. No one could have predicted the challenges that were ahead of us.

The impact of COVID-19 was felt at every level across our school and, indeed, our world. Life as we knew it took on a new face. What was once certain and comfortable, became unpredictable and surreal. As we continue to negotiate our way through the disruptions and restrictions associated with COVID-19, we need to celebrate our coming together as the St. Francis Xavier Primary School community to support and strengthen not only our children but also one another throughout the pandemic.

Quality early childhood and primary education is the foundation of a child's journey. Every stage of education that follows relies on its success. Teachers at St. Francis Xavier seek to equip students with a clear understanding of who they are as individuals and what they can contribute to the world by developing learning and teaching programs designed to develop children's cognitive, physical, emotional and spiritual wellbeing. Children are encouraged to become self-motivated learners who can work independently, cooperatively and happily to gain all they need to be their best possible self.

At the heart of teachers' everyday practice is a focus on building relationships with each other, their students and families. Teachers recognise the significant influence they have in creating safe and supportive learning environments to maximise the learning potential of all students and understand the importance of being explicit with their teaching and in developing students' creativity and achievement.

Implications of COVID-19 have seen us move rapidly into a new era. In 2020, each staff member at St. Francis Xavier demonstrated true professionalism as they faced the enormous task of adapting to teaching and learning in a world where educational norms as we know them were changing. Together, our staff transformed learning, almost overnight. They adapted to working and learning from home and then back at school again. They ensured that every child was provided with meaningful learning experiences that facilitated their continued growth while also supporting their wellbeing. At school, they adhered to new levels of hygiene and cleanliness. They maintained strong relationships with students, families and one another when physical distancing made things all the more difficult.

Despite the challenges of 2020, our children's' learning has progressed admirably, as reflected in their work output and assessment results. Teacher generated and standardised data indicate that the impact of COVID-19 has been limited and "learning gaps" minimal in most areas.

We've learned this year that life can be challenging and as in previous years, the mental health and well-being of our students and staff remains our highest priority. We know that building resilience ensures long term success and is critical on both a personal and community level. The level of care, concern and genuine love members of the community show towards one another inspires me each day. Together, we give visible expression to Gospel values and Mercy Tradition and are true witnesses of Jesus in our world.

I thank our St. Francis Xavier parents and families for supporting their children and staff during the time when children were learning from home. While home learning was not without its challenges, they showed enormous commitment to working in partnership with staff to ensure our children continued to flourish. You are amazing!

As Principal, I have never been prouder than I have been in 2020. I want to state very clearly that our staff team is extraordinary. They always go above and beyond, but never more so than in 2020. I have said it many times and in many arenas, St. Francis Xavier "did" COVID-19 as well if not better than any other school, in large part due to our staff; and they did it all while balancing considerations for their own family and personal needs. We owe them a great debt of gratitude.

I especially want to acknowledge our Deputy Principals, Peter Mullane, and Jayne Bosworth. Their commitment and unwavering support in 2020 have been truly remarkable. Our passage through 2020 has been made easier and smoother because of them.

Together with the School Board, we continue to work through the implications of the request of the Governors to discern an appropriate model of governance. It is with appreciation that I thank each Board member for their efforts in their deliberation around appropriate governance and also assisting in the planning for the growth and sustainability of our school. I especially acknowledge our Chair David Beaver, who has given direction and focus to the work of the Board. He has also been a source of wise counsel for me on many occasions throughout the year and I thank him for that.

Throughout the year, the P&F Committee has worked tirelessly to support our school and families. I extend thanks and appreciation to the St. Francis Xavier P & F Executive for the amazing work they have undertaken in 2020 to raise funds and build community. I acknowledge the challenges thrown at them during this remarkable year and affirm them for their initiative and creativity.

I acknowledge all those who help our school in whatever way they can. St. Francis Xavier is very much a community school and many people help to build our community. Your generosity in assisting in a myriad of different ways has not gone unnoticed nor is it not appreciated.

In looking to 2021, I highlight the following priorities that will take our focus:

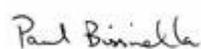
SCHOOL IMPROVEMENT PRIORITIES IN 2021

1. Transfer of Governance
2. Stage 2 of the Master Plan Building Project
3. School Improvement Framework - School Review

As we draw close to the end of the current year, we prepare to farewell many members of our community. To those families who will leave us, we wish you the very best as you journey on from St Francis Xavier. To our departing students, my hope is that they will take our school motto with them wherever they go. To our departing staff, Jaci Commons, Majella Muller, Beth Ferguson and Maddy Halouvas in the Book of Ruth in the Old Testament, Ruth says to her mother-in-law, Naomi, "Wherever you go, I shall go". As you depart St. Francis Xavier, remember these words for, indeed, wherever each of you may go in the years ahead the spirit of St. Francis Xavier will go with you. This community will always be grateful to you for all you have contributed.

The road travelled this year has certainly been challenging. Without doubt, the year has seen the St. Francis Xavier Primary School community at its strongest, rallying together to carry and support one another to stay connected during a time of physical disconnection - a time of cancellations, postponements and restricted access to school. As Principal, I continue to be incredibly proud to lead this great school and feel so very grateful to do so alongside our wonderful students, staff, parents, families and community members.

Yours sincerely,



Paul Bissinella

Principal

May 2021

School Advisory Council Report

Chairperson's Report - AGM

May 2021

It is with pleasure that I present the 2021 Annual Chairperson's report for the past year.

The past year has been one of great achievement at St Francis Xavier Primary School in many areas but I wish to highlight 3 areas:

- Covid-19 Response
- School Governance Structure
- Commencement of Stage 2 of the Master Plan Building Project

Covid-19 Response

As I write this report the world community is still experiencing the Covid 19 pandemic. Fortunately, in Australia, we have been, compared to other countries, relatively unaffected. However, it has affected us all in different ways. 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.

School Governance Structure

In my last year's report, I wrote that the School Governors had requested the Board to advise them as to whether St Francis Xavier's should become a member of Mercy Education Limited (MEL) or of the Diocese of Ballarat Education Limited (DOBCEL). This request constituted much of the Board's efforts during the past 12 months.

After much discussion and prayer, the Board decided that St Francis Xavier's future would best be served by becoming a member of DOBCEL. I am pleased to say that in response to this recommendation the Sisters of Mercy and the Bishop of Ballarat have agreed to the school joining DOBCEL. The transfer in governance will occur on January 1, 2022.

I wish to assure you that the new governance structure will not affect the quality of education offered at St Francis Xavier's and that the school will continue to be guided by the charism of Catherine McAuley.

Commencement of Stage 2 of the Master Plan Building Project

It is pleasing to see that the work on the new building has commenced. It is hoped that the classrooms will be ready for use in Term 2, 2022.

Many people have worked hard to get us to this stage and I would especially like to thank the Building and the Finance committees, the Principal, Paul Bissinella, and the Finance Manager, Gabrielle McKinnis, who have worked tirelessly to develop the project.

Thanks

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. Karon Donnellon, John Meneely, Alan McKinnon, Lisa Steenhuis, 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 2021

Catholic School Culture

Goals & Intended Outcomes

- To promote a school community where religious experiences foster and develop Post Critical Belief, Dialogue and Recontextualisation.
- 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

- Chapel redevelopment focusing on imagery, iconography, artwork and building design.
- Opportunities for Post Critical Belief, Dialogue and Recontextualisation were present in all liturgies (class liturgies, school masses, Mothers/Fathers/Grandparents liturgies, feast days, holy week, advent, sacramental meetings etc).
- Opportunities for Post Critical Belief, Dialogue and Recontextualisation were present in planning and teaching.
- Examine the presence of Christian Values Education across the school and the impact of this on Recontextualisation.
- Planned for meaningful, relevant social justice experiences and initiatives with explicit connections to Catholic Social Teaching.
- Supported Religious Education planning for and implementation of Awakenings (2018) between REL, Band Leaders and teachers.

VALUE ADDED

- School Liturgies with parent participation
- Level based liturgies
- Co -ordination and support of Sacraments
- Social Justice Initiatives
- Staff Faith Formation
- School Masses
- Feast Day celebrations

Community Engagement

Goals & Intended Outcomes

- To explore ways that parents and the wider community can feel more connected to the school and have opportunities to have input into the school.
- To include parents in the development of the school's understanding and practice of contemporary learning activities.
- To further expand opportunities for parents to understand and participate in student learning activities
- To promote key groups within the school community, including School Board and P&F.

Achievements

- Learning Walks
- School Tours / Virtual Tours
- Parent Feedback Forums
- Online surveys and questionnaires especially during COVID to seek feedback on how we might do Remote Learning better.
- Class information nights where parents can readily understand what is expected throughout the year and ask questions
- Parent classroom helpers - high participation especially in the junior area of the school
- 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
- School camps - parents are very supportive of their time and expertise to make these a significant part of their child's life
- New School Website that gives relevant and up to date information about the school and highlights the events that make our school special
- School Newsletters and classroom newsletters that highlight and inform parents about the happenings at school and the learning that is taking place
- Many activities have been held which have led to parents being involved in the life of the school through the Environmental Sustainability program.
- Being a Wrapper Free school is also involving parents in supporting and continuing the learning programs already underway.

PARENT SATISFACTION

St. Francis Xavier Primary School, Insight SRC data parent survey for **Community Engagement - Parent Relationships 82, Approachability 81** and **Parent Input 81**. A consistent positive trend has been maintained in this area.

Leadership & Stewardship

Goals & Intended Outcomes

- To embed professional learning into teaching practice.
- That feedback for staff will lead to increased teacher knowledge and professional growth.
- That staff take ownership and responsibility for their professional practice

Achievements

- Liaison with School Board to discern future governance direction. Informing staff and community of progress. Staff studying and enhancing their qualifications in core areas as Religious Education, English and Mathematics.
- Professional Learning - Performance Development Culture - Educator Impact
- Enhanced Leadership structure to include: Principal, Deputy Principals (x2), RE Leader, Level Leaders (x7), Specialist Leader, Wellbeing Leader and Learning Technologies Leader
- Leadership working with external Leadership Consultant - John Marks
- Leader participating in Diocesan Leadership opportunities. eg. CDLP and Brown's Collective
- Implementation of School Improvement Framework to include Annual Action Plan for 2020
- Landscaping of gardens and planned upgrade of entrance to school
- Planning and Preparation for Stage 2 of Master plan - go to tender
- Occupational Health and Safety policies were reviewed and updated/ aligned to OH&S regulations
- All staff participated in Annual Review Meeting with Principal.
- Consultative Committee met to consult and discuss issues of class size and structure, and positions of leadership.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Educator Impact
- Country Diocesan Leadership Program
- Brown's Collective
- Level 2 First Aid, Anaphylaxis & Asthma Training
- Mindfulness
- Principal & Deputy Principal Network
- Learning and Teaching, Religious Education, Mathematics and English Networks
- National Consistent Collection of Data

- Students with disabilities
- Assessment and Reporting
- Digital Technologies
- Social and Emotional Learning
- Dynamic Training

Number of teachers who participated in PL in 2020	48
Average expenditure per teacher for PL	\$1975

TEACHER SATISFACTION

St. Francis Xavier Primary School Insight SRC data (2020) Student Data indicates **Supportive Leadership** 71, **Role Clarity** 72, **Ownership** 77 and **Teamwork** 74 as positive indicators.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.8%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	3.2%
Graduate	12.9%
Graduate Certificate	9.7%
Bachelor Degree	77.4%
Advanced Diploma	25.8%
No Qualifications Listed	6.5%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	26.9
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	10.9
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

- To Improve student outcomes in English and Mathematics across Foundation to Year 6.
- To embed writing pedagogy and to strengthen knowledge, understanding and application of effective teaching practices (utilising scaffolding literacy and GVC)
- To embed a school wide coaching and mentoring program to strengthen effective teaching (in conjunction with the AITSL based Performance and Development Culture in writing)

Achievements

- Annual Action Plan success and achievement.
- Established and used school based Connected Learning Community Platform (CLC) for Remote Learning program.
- Continued development of Google applications, SeeSaw platform and Digital Technologies during Remote Learning.
- Using peer observations to enhance teaching and learning of writing
- Consistent use of Scaffolding Literacy across whole school
- GVC - using proficiency scales across the school
- Incorporating a greater variety of text types within BIG WRITE
- Evidence of scaffolding literacy transferring to children's writing
- Professional Learning on effective teaching practices for writing (shared writing, modelled writing)
- Strengthened use of student data to enhance learning and developed teachers own professional knowledge and practice
- Further development of Nationally Consistent Collection of Data (NCCD)
- Further curriculum development in the area of Social & Emotional Learning
- Data Analysis
- Increased use of formative and summative assessment to inform teaching, planning, implementation and evaluation of student learning.

STUDENT LEARNING OUTCOMES

Student Learning outcomes for this period show that in all areas, there is an increase in the portion of students who meet minimum standards.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	94.2	100.0	5.8		
YR 03 Numeracy	98.1	98.4	0.3		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	92.3	95.1	5.8		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	97.9	96.2	-1.7		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	95.8	100.0	4.2		
YR 05 Spelling	100.0	98.1	-1.9		
YR 05 Writing	97.8	98.1	0.3		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Wellbeing

Goals & Intended Outcomes

- To strengthen the social and emotional competencies of students.
- That students will have ownership of their learning behaviour.
- That students will be resilient and adaptable.

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 interpersonal 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

St. Francis Xavier Primary School Insight SRC data (2020) Student Data indicates **Engagement in Learning: Student Motivation** 83, **Learning Coherence** 73, **Desire to Learn** 76 and **Connectedness to Peers** 80 as positive indicators in student learning.

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 2020.

- SIMON used as database to record absenteeism.
- Twice a day student attendance monitored.
- Non - attendance recorded via coding system.
- Text and /or call to partners if student is absent.
- Parents asked to notify school verbally or in writing if absent.
- School contact parents for extended absenteeism.
- Reason to be provided for non - attendance.
- Class teacher, Leadership Team and / or Principal meet with families when concerned about student absenteeism
- Support plans for families developed if required to support with absenteeism

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	95.1%
Y02	94.8%
Y03	95.3%
Y04	95.9%
Y05	96.1%
Y06	96.1%
Overall average attendance	95.6%

Child Safe Standards

Goals & 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 2020 - 2021, 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.

Future Directions

SCHOOL IMPROVEMENT PRIORITIES IN 2021

1. Transfer of Governance
2. Stage 2 of the Master Plan Building Project
3. School Improvement Framework - School Review