



St Francis Xavier School Ballarat East

2021 Annual Report to the School Community



Registered School Number: 981

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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 2021 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 Schools.

04/03/2022

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

Governing Authority Report

The governance of fifty-six schools in the Diocese of Ballarat was transferred to Diocese of Ballarat Catholic Education Limited (DOBCEL) on 01 January 2021. Thus, beginning an exciting and challenging first year of governance under DOBCEL and continuing the long partnership between all schools of the Diocese and Catholic Education Ballarat (CEB) of continual improvement of learning outcomes for the students in the schools of the Diocese.

COVID-19 continued to cast a long shadow over the communities in the Diocese. Our students, their families and our dedicated staff are to be commended for their ability to move from one mode of learning to another with very short notice. The true impact on learners may not be known for years. We may well reflect on the 'challenging and uncertain times of COVID' in a similar way to the those reflected on the Spanish Flu a century ago. We will remember with awe the commitment of our school communities, those who lead them and their staff. We will also speak of the resilience of the children of this generation in meeting a 'new normal' and often leading our wider communities in an optimistic response.

In 2021, our school communities and CEB have maintained a strong focus on reviewing and updating policies, procedures and practices that reflect the new governance model and continuing their commitment to providing safe, learning environments for all learners.

I thank the priests of our school communities for their ongoing pastoral care and ministry, without the demands of Governance resting on their shoulders. I acknowledge and thank the Principals of our schools for their committed leadership, care and support of their school community.

I commend this Annual Report to the School Community as a summary of the many achievements in supporting the learning needs of our students.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Our School Vision & Mission

Our School Vision

Through the mission of Jesus within the Mercy tradition, we are called to action in pursuing fullness of life for all.

Our School Mission

St Francis Xavier is a Catholic primary school community, inspired by the example of Catherine McAuley where we promote for all a sense of belonging, nurture right relationships, inspire a passion for learning and live in harmony with creation.

We Value

Respect, Compassion, Excellence, Justice, and Hospitality



School Overview

St Francis Xavier Primary School is a Catholic school that operates under the governance of the Diocese of Ballarat Catholic Education Limited (DOBCEL) with approximately 470 children from Foundation to Year Six. Our school is situated in a rural pocket of Ballarat East, just minutes from central Ballarat and 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 Arts, Performing Arts, Environmental Education and Physical Education. 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 466 children operating as 22 class groups.

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 pro actively 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 2022

In presenting the Annual Report to the Community 2021, we continue to build on the strong foundations established through a long and proud history of Catholic education and Mercy traditions at St. Francis Xavier, Ballarat East. However it is with genuine sadness that I present my final "Annual Report" to the community!

The past eight years have been a genuine pleasure and whilst there have been many challenges over the course of the past eight years the joy and satisfaction I have felt as we have grown and improved our school, far outweighs any difficulties along the way. The words, "thank you" seem somewhat inadequate as I try to summarise my feelings at this significant time in the life of St. Francis Xavier and my career path.

Thank you children, each and every one of you, who have learnt and worked with us over the course of our eight years together. It has often been noted that we have seen our school grow from a student population of 340 in February 2014 to what will be a total student population of 480 for the start of the 2022 school year. Our success in attracting enrolments has been quite exceptional and this is in no small part to the care, professionalism and sense of welcome that has been offered by our staff, our parent community and of course the children in our school.

The parent community at St. Francis Xavier has always been superb and will continue to ensure that this is a school community 'of choice' for many in and around Ballarat. It is always a pleasure to encounter you on the path as you bring your children to school, to work alongside you at a working bee, to see you engaging with our children classrooms, to meet with you in learning conferences or support group meetings and to have you helping our students buy their mothers or father's day gifts. This is a parent community that tries to find tangible ways to support our school and in doing so leave it a better place for those that follow.

Over my time at St. Francis Xavier with our staff we have seen so many moments of celebration and the inevitable times of sadness. It has been a genuine honour to be a part of them all! From wedding celebrations, numerous births of babies and sadly the occasions of loss of a loved one this staff team has felt very much like an extension of my family. Thank you for your commitment to create this wonderful school community.

2021 saw St. Francis Xavier Primary School commence the year with 450 students coming from 292 families and supported by a staff team of 54 wonderfully committed and dedicated teachers with administration, teacher assistant and maintenance staff.

Much of the focus for myself as principal in 2021 was again leading and managing the school community in response to the COVID pandemic. In the words of Simon Breakspear, the response to the pandemic required 'agile leadership', not only in the ability to lead an exponential shift in teaching practice in a short space of time, but also ensuring that the school was compliant with the ever- changing health and safety government regulations. The pandemic kept us learning in ways we could not have foreseen.

Regular communication with the whole school community was also key to a successful year. For the most part parents felt well-supported and believed that the teachers did an excellent job in catering for their child's needs. End of Year PAT data indicated that results for Reading were surprisingly good. Results for Maths were not as good, but upon reflection we felt that the lack of access to concrete teaching materials may have meant that some children fell behind in

developing a conceptual understanding of mathematical concepts, as well as developing the problem-solving skills required in the area of maths. Student Wellbeing data indicated that for the most part, most students coped as well as they could during the lock-down periods. Notwithstanding the students' resilience during lock down, all students enjoyed the opportunity to reconnect with each other and their teachers upon their return to school in term 4.

I cannot thank our parents enough for their hard work in supporting their children through the online learning experience. For many parents, forming a strong partnership with classroom teachers throughout the day often meant delaying parents' own work until the end of the home-learning day. The pressures on families being in both lockdown and in a home learning environment were enormous and their resilience was no doubt tested.

I would like to thank all members of the Staff for their hard work and dedication throughout a difficult year. I cannot speak highly enough of their dedication to the students and their learning. The staff learned a lot during this experience; it reinforced to us how important the student-teacher relationship is and how difficult it is to translate in person experiences to the online world.

The challenges associated with the pandemic resulted in significant changes to our daily learning arrangements, but also affected many long-held rites of passage within our primary school. It was very disappointing to cancel the following: camps, excursions, sporting events, sacraments, drama productions and numerous community events. For many of the senior students especially, it was a disappointing year and we acknowledge their resilience during difficult circumstances.

It would be fair to say that 2022 and 2021 are not years we wish to repeat, but as Principal I am extremely grateful for the resilience and hard work of my staff, including my Deputy Principals who were a constant source of support for myself and for the school community as a whole.

Throughout 2021 we spent considerable time preparing for our School Review which takes place every five years. This review is an important part of our ongoing school improvement. I would like to thank our Leadership and Administration Team for their support in preparing the extensive documentation. I would also like to thank the staff, parents and students for their input and support in this process. It really is a great time to stop and reflect on where we are at as a school and where we want to go next.

All the preparation and organisation of the Child Safe Standards (CSS) and the Victorian Registration and Qualifications Authority (VRQA) minimum standards and requirements for registration were met. Our reviewer was very impressed and commended the team for the organisation and presentation of the evidence. There was lots to celebrate!

By Term 4 our School Review was completed, and we began to prepare for a new phase of School Improvement. An exciting new School Improvement Plan was formulated following the review and data collection. This new plan gives strategic direction to our school, through explicitly listing outcomes to be achieved, and targets that will act as evidence of the achievement of these outcomes.

Significant work of the School Board in 2021 was to transition our company to DOBCEL. As mentioned previously 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 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.

My thanks go to the Chairperson of our School Board, David Beaver and all the directors who served on the Board: Acushla Thompson, Karon Donnellon, John Meneely, Allan McKinnon and Neil Buckland. I acknowledge Gabrielle McKinnis, our School Business Manager and Company Secretary for her outstanding contribution to our school. I also thank the President of our Parents

and Friends Association. Ange Staley and all the members of the P & F. Through their collective good-will and support, were most effective and dynamic in continuing to raise money for the school and to build community.

I especially want to acknowledge our Deputy Principals, Peter Mullane, and Jayne Bosworth. Their commitment and unwavering support in 2021 have been truly remarkable. Our passage through 2021 has been made easier and smoother because of them. I congratulate Jayne on her appointment to Principal of St. Brigid's, Ballan and Peter on his retirement! Both will be greatly missed.

As Principal, I believe that I have been in a position of great responsibility and opportunity. In partnership with a dedicated leadership team, I am deeply committed to leading the St. Francis Xavier community, continuing a journey of discovery and re-imagining. Contemporary, innovative schools have a responsibility to provide an educational context that enables students to take risks, make mistakes, problem solve and think their way through challenging situations, both cognitively and emotionally.

At St. Francis Xavier, the child is at the centre of everything we do. We recognise the importance of developing the whole child, leading to a full flourishing across the physical, cognitive, emotional, social and religious domains within a safe and supportive environment. We understand that parents are the first educators of their children and parent engagement in learning is essential. At St. Francis Xavier Primary School, when we enrol the child, we enrol the whole family. The primary school years are a journey we take together. With a relationship built on trust and mutual respect, together we will take your child on an exciting journey of discovery and learning.

As a team of teachers, we are committed to achieving the highest standards possible based on reflective practice, using data, research and evidence to ensure progress and growth in learning for all students. As School Principal, I acknowledge the St. Francis Xavier staff for their deep commitment to excellence in every aspect of their work, which is deeply embedded in our Catholic faith and Mercy story.

It has been a privilege to be part of the staff team at St. Francis Xavier and share in their energy, passion and commitment. At times this commitment reaches almost worrying levels and I trust that all within the community will continue to support what is such a wonderful resource for this community.

With optimism and hope for the future, we dust ourselves off from an extraordinary year, safe in the knowledge that we are stronger than we think, more capable than we realise and more agile in learning spaces than we give ourselves credit for. We look forward to the challenges of 2022.

Paul Bissinella

Principal

May 2022

School Board Report

It is with a mixture of pleasure and sadness that I present the 2021 Annual Chairperson's report for the past year; pleasure that the school community has achieved much and sadness that this report is the last report for the entity of St Francis Xavier Ltd.

In last years report I wrote concerning the request of the School Governors to consider the best ongoing governance structure for St Francis Xavier. As reported the Board, after much discussion and prayer, 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 agreed to the school joining DOBCEL. The transfer in governance occurred on January 1, 2022. As a consequence, all decisions regarding the operation of St Francis Xavier are now the responsibility of the DOBCEL Board and the board of St Francis Xavier will be disbanded. I am very confident that the school will continue to flourish under the governance of DOBCEL while maintaining its connection with the values and traditions of the Sisters of Mercy.

With regard to other matters the past year has been one of continuing achievement:

Covid-19 Response

As I write this report the world community is still experiencing the Corvid 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. I also wish to thank the school parents for their understanding, patience and support as the school to adapt its teaching to changing circumstances.

New Building

It is pleasing to see that the work on the new classroom building is proceeding and despite some unforeseen delays will soon be ready for the children to use. 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.

Unfortunately for the school Paul has recently tendered his resignation as Principal to accept a position in the Sandhurst Diocese. Paul will be sorely missed for his leadership but especially for the care he showed to all in the school community. I wish him well in his new endeavour.

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 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.

David Beaver

School Board Chairperson

May 2022

Catholic School Culture

Goals & Intended Outcomes

Goals:

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

- ensure opportunities for Post Critical Belief, Dialogue and Recontextualisation are present in planning and teaching.

To make explicit links between Catholic Social Teaching and meaningful school-based initiatives for justice.

- planning for meaningful, relevant social justice experiences and initiatives with explicit connections to Catholic Social Teaching

To ensure Awakenings (2018) is used across the school.

- support Religious Education planning for and implementation of Awakenings (2018) between REL, Band Leaders and teachers.

Achievements

During 2021, another year of interrupted learning in classrooms, the staff continued to extend their professional learning in many areas to meet our goals and intended outcomes.

Firstly we studied Post Critical Belief, an essential element of religious education in the modern era and part of the Enhancing Catholic School Identity (ECSI) stance that the Ballarat Diocese follows.

Next we focused on the importance of praying with children in our classrooms and investigated some new techniques and resources.. As a staff we looked at how Spiritual Capabilities form part of the Awakenings curriculum for Religious Education and how best to address these in our planning and teaching.

We investigated the possibility of introducing a Reconciliation Action Plan (RAP) as part of our social justice activities and began work on finding out more about Aboriginal and Torres Strait Islander issues and the need for a RAP. We made connections between Catholic Social Teaching and implementing a Reconciliation Action Plan.

Our final area of whole staff development was to increase the staff's expertise and confidence in teaching scripture by using biblical commentaries to enhance their planning. This was followed up with level leaders during their supported planning sessions.



VALUE ADDED

The teachers, students, parents and carers were amazing during the periods of home and onsite learning throughout 2021. Teachers were able to modify their Religious Education planning to continue their units of work when children learned from home and then quickly switch back to face to face learning and continue from where the class should be up to, if they had been completing the assigned work at home. On several occasions staff received one or two hour's notice that we were again in lockdown on a Friday, yet were able to provide rich Religious Education learning experiences via home learning by Monday. Parents and carers implemented the programs at home and their contributions to the education of the students was incredibly valuable. Teachers were able to modify their assessment and reporting in Religious Education to accurately reflect the students' achievements throughout the year.

We also faced a situation where our community was unable to gather together to celebrate prayer or liturgies. We transferred these to e-style celebrations which could be played either in the home or classroom, depending on the location of the students. We made use of social media to share our prayers with the wider community. We were lucky enough to be able to gather the students in our gym in December and celebrate two liturgies - one for Year 6 Graduation and one for Thanksgiving at the end of the year.

When we were at school, level leaders and teachers were supported in their planning of Religious Education. We also held a fantastic mini showcase in Term 4 where staff could display how they had used biblical commentaries to enhance their scripture lessons. This was via Zoom, as were almost all of our professional learning experiences in Religious education in 2021.



Community Engagement

Goals & Intended Outcomes

- To use digital technology, evidence-based student portfolios and three-way conferences to engage and empower students, parents and teachers.
- To strengthen collaborative decision-making and communication processes involving parent, student and staff voice.
- To provide opportunities for targeted, purposeful and authentic partnerships to be developed between St Francis Xavier Primary School and community groups.

Achievements

- Getting to Know Your Child as a Learner Meetings facilitated via Zoom, providing an opportunity to build positive school-home partnerships at the beginning of Term One.
- Year Ahead Meetings facilitated via Zoom by each classroom teacher.
- Student Led Conferences in Term One were a success with parents and their child/ren attending onsite.
- 3-Way Conversations (teacher, child, parent/s) facilitated via Zoom.
- The Seesaw platform utilised by teachers, parents and students for Remote Learning, communication and real-time Assessment and Reporting.
- A multi-media approach allowed us to inform families about school events and stay connected during Remote Learning periods and when onsite for face-to-face learning. E.g. SFX newsletter, school website, Facebook, Instagram, News Blasts.
- Opportunities for parent and staff voice in order to build a sense of dual-partnership through the use of surveys and Parent Forums.
- Involvement of parents, families and wider community is present (but currently limited due to the Covid19 Pandemic restrictions); Classroom Helpers, Hot lunch helpers, Uniform shop, P & F committee, Finance Committee, Mother's Day & Father's Day stalls, hot chocolate Mondays, icy pole sales, Year 6 Leadership Day, Masses and Liturgies.
- Fathers in particular have been actively involved in the life of the school e.g. attending and supporting children and staff at school camps, Father's Day celebration, working bees, BBQs, sports days, Buildings and Maintenance committee.
- Teachers and Intervention staff have regular phone conversations with families, to touch base, to consult and collaborate in regards to their child's learning and to share successes, as well as concerns during Remote Learning and face-to-face teaching periods.
- Dismissal from the classroom (since Covid restrictions commenced in 2020) remains in place, allowing for conversations with parents in real time.
- Classroom Helpers are embedded in our everyday protocols with Classroom Helper training being facilitated via Zoom. St Francis Xavier Primary School is prepared to welcome Classroom Helpers into learning spaces as soon as COVID protocols are eased.

- The Parent and Friends Committee has continued to encourage the involvement of many families through planned activities and fundraising, inclusive of maintaining their ability to reach dollar targets.
- P and F functions have attracted a good mix of both families and staff. The annual Mix and Mingle night held at the beginning of each year has proven to be a wonderful opportunity for existing parents to meet new parents and for new parents to meet staff.
- Athletics Carnivals, Swimming Program, Interschool sports, Summer/Winter Sports, Zone Sports days have had good parent and community involvement - where COVID protocols have allowed this. This has included support from the students of St Patrick's College and Federation University.
- Nazareth House and Mercy Place visits by Senior students have been impacted by COVID-19 but with the intention of resuming as soon as restrictions allow
- Incursions, excursions and camps have continued e.g. Brave hearts, visiting secondary school bands, Kelly Sports, Year 2-6 camps, Year One Stay Back.
- Catholic Education Week afternoon tea/drinks has provided opportunity for staff to connect with staff from neighbouring schools.
- Adapting to provide parents and the wider community with digital immersion of events that otherwise could not take place due to COVID protocols (e.g. Graduation, Whole School Assemblies, School Alive Tours, Foundation and Year One Parent Reading Information Workshops, Personal Development Information Sessions, Family Cyber Safety Nights).



PARENT SATISFACTION

Current CHECS survey data indicates that the school understands the importance of partnering with families, and is actively seeking ways to further engage them in student learning. 98% of respondents believe the school has a positive focus on this component and a score of 5.17 indicates that practices are consistently evident. Additionally, Parent Partnerships is the relative strength of staff SIS data with 100% of responses positive.

During the St Francis Xavier Primary School Review in 2021, parents identified a number of positive reasons for choosing St Francis Xavier Primary School for their child's education with one of the reasons being the very strong and positive sense of community. Parents also felt the

use of Seesaw has given families further opportunity to be engaged in student learning and that SFX managed remote learning successfully.



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
- School Improvement Framework - School Review
- Enhanced Leadership structure to include: Principal, Deputy Principals (x2) , RE Leader, Level Leaders (x7), Specialist Leader, Well-being 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 2021
- 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 2021**

- School Improvement Framework - School Review
- Educator Impact
- Country Diocesan Leadership Program
- Brown's Collective
- Level 2 First Aid, Anaphylaxis & Asthma Training
- 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 2021

48

Average expenditure per teacher for PL

\$1876

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.

School Improvement Framework - School Review Report

Achievements:

Shared Leadership

- A CHECS score of 4.98 indicates a staff opinion that effective leadership practices, collaboration and support are evident across the school.
- Staff, students and parents believe the leadership of SFX to be supportive and effective. It was identified that leadership is shared and that the principal is supportive and approachable. The 2020 Organisational Climate Aggregate Index places the school in the mean range for Australian schools, signifying a sound base for continuing to drive ongoing improvement in learning and teaching.

Building Staff Capability

- A score of 4.77 is an indication of staff opinion that practices related to building a professional culture are evident. The spread of scores for this component however denotes a wide range of perceptions and experiences across the staff group.

A Culture of Continuous Improvement

- A CHECS score of 5.11 provides evidence that the school has a strong focus on an improving practice to impact effectively on student outcomes. This was the highest score in this Aspect.



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.2%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	6.1%
Graduate	12.1%
Graduate Certificate	6.1%
Bachelor Degree	84.8%
Advanced Diploma	21.2%
No Qualifications Listed	3.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	33.0
Teaching Staff (FTE)	29.6
Non-Teaching Staff (Headcount)	19.0
Non-Teaching Staff (FTE)	10.4
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

To embed and share best practice in writing and to ensure continuity and progression from Foundation to Year 6.

To significantly improve student outcomes in Reading and to ensure continuity and progression from Foundation to Year 6. (Due to Covid restrictions this goal will continue over in 2022).

To embed writing pedagogy and to strengthen knowledge, understanding and application of effective teaching practices (utilising Scaffolding Literacy and our Writing 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

- At St Francis Xavier our achievements are reflected in the following statements: Planning for units of work and the monitoring of implementation is overseen by the Level Leader and managed through collaborative team planning meetings and informed by student achievement data.
- The school has maintained a strong focus on improving student learning outcomes in Literacy and Numeracy. Explicit instruction in both these learning areas is a keystone at SFX.
- Implementing the BASE Assessment to inform students' entry level abilities and identify specific areas for improvement
- The use of pre and post testing to gauge prior knowledge, inform planning, support focus groupings and track the success of the learning and teaching through the SPA platform.
- Established and used school based Connected Learning Community Platform (CLC) for our Covid 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 to inform teaching and learning in the area of writing as well as informing assessment and reporting
- Continuing to use the Big Write as a way of assessing and moderating writing F-6
- Evidence of scaffolding literacy transferring to children's writing
- Professional Learning on effective teaching practices for 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
- Children have been empowered to share and own their own learning by presenting Student Led Conferences. This has been incredibly well-received by families and children who feel they really 'get' where children are 'at'.
- See-saw is now embedded into our Assessment and Reporting processes, and we now have in place a non-negotiable expectation that there will be at least one Assessment Task from each Curriculum area per term
- Children can have 'voice and choice' by being more aware of their goals and next steps in learning
- In light of the pandemic, staff were able to quickly mobilise technology to appropriate student households so that children were able to access their high-quality education.
- The use of MAPPEN as an Inquiry pedagogical framework across the school has led to high rates of student engagement
- eSmart Scope and Sequence introduced in 2021
- P.E. Working Party - working hard to create a scope and sequence that ensures that PE is taught well across the school to focus on Explicit Instruction
- Specialist Areas lend themselves so well to developing engaged, creative and motivated learners
- Technology is present through the use of iPads and Chromebooks (F-2 iPads, 3-6 chromebooks). It has been wonderful to see the use of Chromebooks in Year 3 in 2021
- Evidence based student learning is demonstrated in Student Led Conferences twice a year, through student portfolios and Seesaw Assessment Tasks.
- Professional learning linked to the annual action plan has continued through Covid on Zoom
- Analysis of data
- Researched evidenced based intervention programs: MiniLit, Reading Tutor, Math Mastery



STUDENT LEARNING OUTCOMES

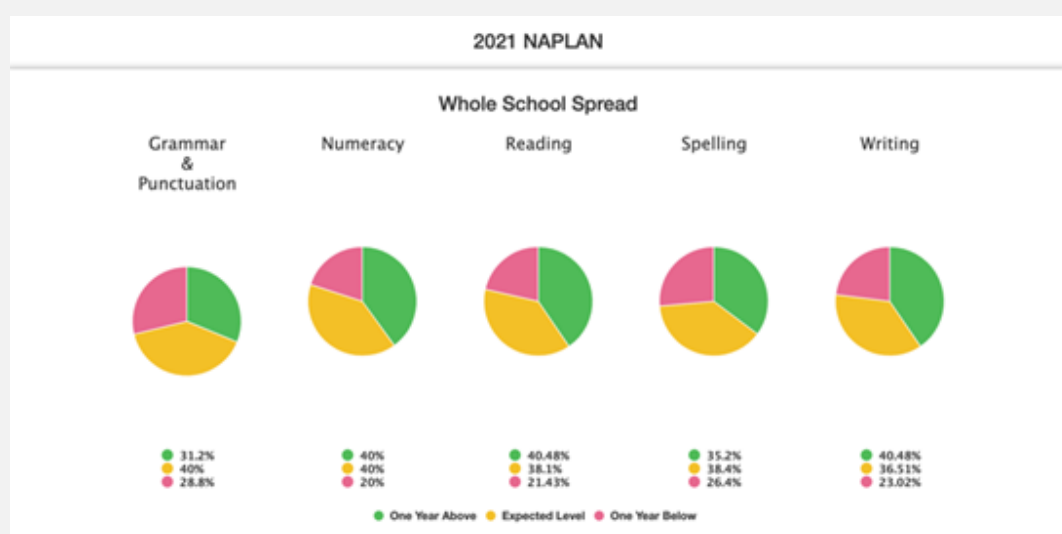
At St Francis Xavier, we work on a horizontal spiral teaching process (build on come back) where children continue to build on and re visit/reinforce their skills and knowledge. We have an explicit approach to teaching and learning and direct explicit instruction guides this.

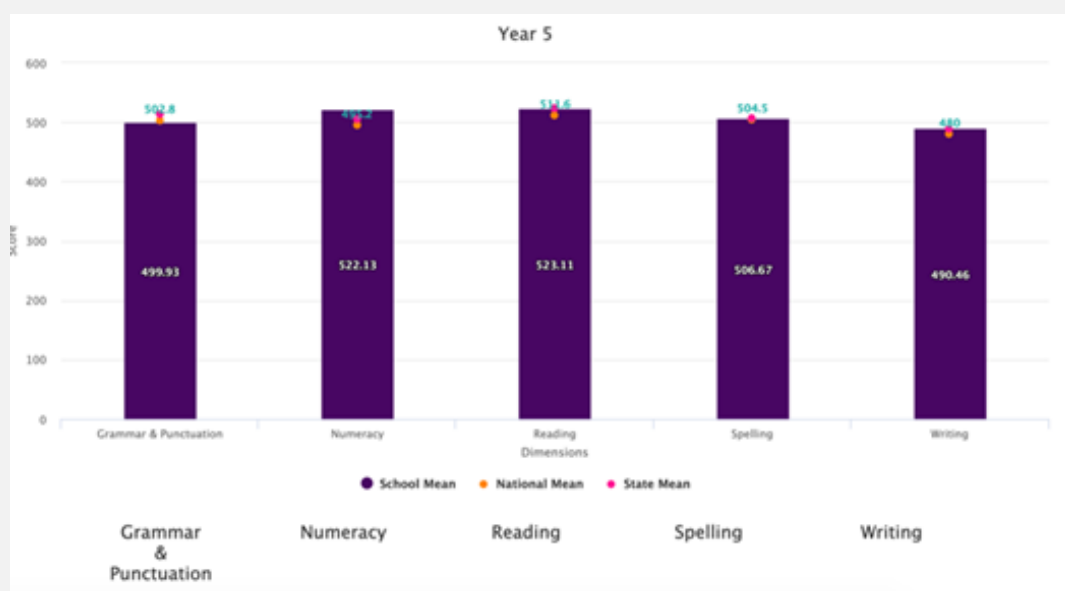
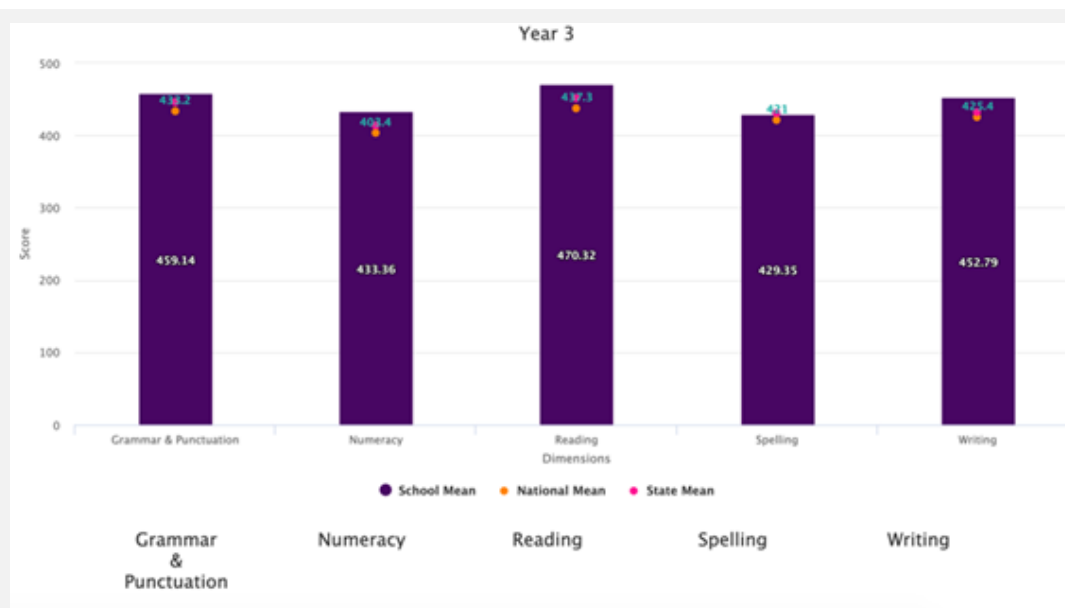
Programs which we use to improve student learning outcomes are:

Origo Maths- Stepping Stones. An instructional approach which builds on students' natural ability to develop understanding and number sense. It helps students avoid misconceptions and promotes confidence with efficient thinking strategies. New Wave Mental Maths features daily practice of mathematics with a spiral learning method to consolidate and improve students' skill levels. Spelling Mastery- provides straightforward lessons to help efficiently and effectively teach the spelling skills students need to become proficient readers and writers. We use the systematic synthetic phonics program Get Reading Right to teach children the skills of synthesising, segmenting and blending phonemes (sounds) to decode and encode words.

All policies and procedures have dates which highlight when reviewing curriculum and teaching practices are to occur formally.

The following graphs and tables taken from our SPA suite highlight information from the 2021 NAPLAN results and growth trend analysis between 2019-2021.





Summary

Trend	2008 - 2010	2010 - 2012	2012 - 2014	2013 - 2015	2014 - 2016	2015 - 2017	2016 - 2018	2017 - 2019	2019 - 2021
Mean School Growth	87.57	81.29	60.6	82.43	74.68	35.16	60.8	51.26	37.7
Low 95% CI	72.07	58.04	44.25	62.99	57.35	13.82	43.63	32.37	25.37
High 95% CI	103.07	104.54	76.95	101.87	92.01	56.5	77.97	70.15	50.03
Mean State Growth	83.8	63.3	71.72	74.71	72.71	63.4	64.5	57.5	59.26
Difference	3.77	17.99	-11.12	7.72	1.97	-28.24	-3.7	-6.24	-21.56
Low 95% CI	-11.73	-5.26	-27.47	-11.72	-15.36	-49.58	-20.87	-25.13	-33.89
High 95% CI	19.27	41.24	5.23	27.16	19.3	-6.9	13.47	12.65	-9.23
Matched Students	44	34	44	41	46	41	41	50	60
Standard Error	7.91	11.86	8.34	9.92	8.84	10.89	8.76	9.64	6.29

Growth

Trend analysis for Grammar and Punctuation Year 3-5

Summary

Trend	2008 - 2010	2010 - 2012	2012 - 2014	2013 - 2015	2014 - 2016	2015 - 2017	2016 - 2018	2017 - 2019	2019 - 2021
Mean School Growth	87.57	81.29	60.6	82.43	74.68	35.16	60.8	51.26	37.7
Low 95% CI	72.07	58.04	44.25	62.99	57.35	13.82	43.63	32.37	25.37
High 95% CI	103.07	104.54	76.95	101.87	92.01	56.5	77.97	70.15	50.03
Mean State Growth	83.8	63.3	71.72	74.71	72.71	63.4	64.5	57.5	59.26
Difference	3.77	17.99	-11.12	7.72	1.97	-28.24	-3.7	-6.24	-21.56
Low 95% CI	-11.73	-5.26	-27.47	-11.72	-15.36	-49.58	-20.87	-25.13	-33.89
High 95% CI	19.27	41.24	5.23	27.16	19.3	-6.9	13.47	12.65	-9.23
Matched Students	44	34	44	41	46	41	41	50	60
Standard Error	7.91	11.86	8.34	9.92	8.84	10.89	8.76	9.64	6.29

Growth Trend analysis for Numeracy Year 3-5

Summary

Trend	2008 - 2010	2010 - 2012	2012 - 2014	2013 - 2015	2014 - 2016	2015 - 2017	2016 - 2018	2017 - 2019	2019 - 2021
Mean School Growth	94.63	84.46	90.49	86.05	90.2	78.71	80.58	72.7	69.92
Low 95% CI	75.54	61.55	75.91	69.94	74.13	61.11	63.7	50.04	58.49
High 95% CI	113.72	107.37	105.07	102.16	106.27	96.31	97.46	95.36	81.35
Mean State Growth	82.3	73.5	79.02	74.37	78.57	76.3	82.4	69.7	76.22
Difference	12.33	10.96	11.47	11.68	11.63	2.41	-1.82	3	-6.3
Low 95% CI	-6.76	-11.95	-3.11	-4.43	-4.44	-15.19	-18.7	-19.66	-17.73
High 95% CI	31.42	33.87	26.05	27.79	27.7	20.01	15.06	25.66	5.13
Matched Students	43	33	44	40	46	40	41	50	60
Standard Error	9.74	11.69	7.44	8.22	8.2	8.98	8.61	11.56	5.83

Growth Trend analysis for Reading Year 3-5

Summary

Trend	2008 - 2010	2010 - 2012	2012 - 2014	2013 - 2015	2014 - 2016	2015 - 2017	2016 - 2018	2017 - 2019	2019 - 2021
Mean School Growth	102.18	73.76	70.28	82.99	87.42	86.05	94.16	89.93	90.38
Low 95% CI	89.03	63.25	60.99	69.27	74.64	73	84.3	78.93	79.95
High 95% CI	115.33	84.27	79.57	96.71	100.2	99.1	104.02	100.93	100.81
Mean State Growth	79.4	85.9	77.97	84.66	79.06	83.8	80.1	82.3	78.25
Difference	22.78	-12.14	-7.69	-1.67	8.36	2.25	14.06	7.63	12.13
Low 95% CI	9.63	-22.65	-16.98	-15.39	-4.42	-10.8	4.2	-3.37	1.7
High 95% CI	35.93	-1.63	1.6	12.05	21.14	15.3	23.92	18.63	22.56
Matched Students	45	34	44	41	46	41	41	50	60
Standard Error	6.71	5.36	4.74	7	6.52	6.66	5.03	5.61	5.32

Growth Trend analysis for Spelling Year 3-5

Summary

Trend	2008 - 2010	2010 - 2012	2012 - 2014	2013 - 2015	2014 - 2016	2015 - 2017	2016 - 2018	2017 - 2019	2019 - 2021
Mean School Growth	88.25	44.17	77.04	57.72	90.17	45.86	53.94	77.57	37.75
Low 95% CI	71.88	27.18	61.65	40.9	76.33	34.14	38.1	62.42	24.68
High 95% CI	104.62	61.16	92.43	74.54	104.01	57.58	69.78	92.72	50.82
Mean State Growth	70.6	60	53.39	73.53	74.13	55.3	42.3	59.2	53.57
Difference	17.65	-15.83	23.65	-15.81	16.04	-9.44	11.64	18.37	-15.82
Low 95% CI	1.28	-32.82	8.26	-32.63	2.2	-21.16	-4.2	3.22	-28.89
High 95% CI	34.02	1.16	39.04	1.01	29.88	2.28	27.48	33.52	-2.75
Matched Students	44	34	44	41	45	41	38	50	60
Standard Error	8.35	8.67	7.85	8.58	7.06	5.98	8.08	7.73	6.67

Growth Trend analysis for Writing Year 3-5

We use the intervention programs MiniLit, Reading Tutor and Maths Mastery to assist children with their reading and Maths skills.

Our CHECS data reflects that a Guaranteed and Viable curriculum is an evident observable practice at SFX.

Not evident			Highly Evident			Overall	In this component observable practices are Evident .
0	0	0	11	51	38	5.28	
%	%	%	%	%	%		

Our CHECS data reflects that Effective teaching is an evident observable practice at SFX.

Not evident			Highly Evident			Overall	In this component observable practices are Evident .
0	0	0	4	49	47	5.43	
%	%	%	%	%	%		

Our CHECS data reflects Engaging students in their own learning is an evident observable practice at SFX

Not evident			Highly Evident			Overall	In this component observable practices are Evident .
0	0	2	17	55	26	5.04	
%	%	%	%	%	%		

Our CHECS data reflects that Analysis and use of data is an evident observable practice at SFX.

Not evident			Highly Evident			Overall	In this component observable practices are Evident .
0	2	4	13	51	30	5.02	
%	%	%	%	%	%		

Our CHECS data reflects that coordinating strategies for invention is an evident observable practice at SFX.

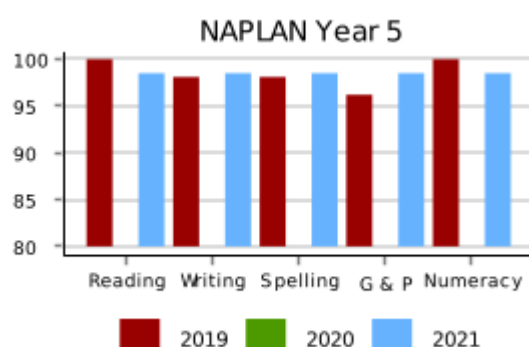
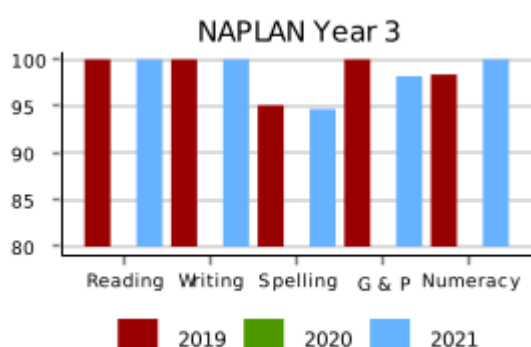
Using the Victorian Curriculum and our gathered data, here at St Francis Xavier we cater for all students through our planning. This includes: Whole school planning, Year level planning, Level Leader meetings, Inhouse referrals and protocols, consultation with the Learning Diversity Leader, Screeners which identify students point of need, PLP's (Personal Learning Plans), PSG's (Student Support Group meetings) beginning of school testing, continual pre- and post-testing and school reports twice yearly. At St Francis Xavier, our goals and targets are met as we work closely from our Strategic Plan, Annual Action plan, Annual Report to the school community, SFX School reflection report and our External Review report.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	98.2	-
YR 03 Numeracy	98.4	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	95.1	-	-	94.7	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	96.2	-	-	98.5	-
YR 05 Numeracy	100.0	-	-	98.5	-
YR 05 Reading	100.0	-	-	98.5	-
YR 05 Spelling	98.1	-	-	98.5	-
YR 05 Writing	98.1	-	-	98.5	-

* 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

Learning in a Catholic context is at the heart of what St. Francis Xavier Primary School is. Ultimately, our goal must be to ensure that every St Francis Xavier child's learning, development and experience is of the highest quality to enable all children to flourish both in today's society and in an uncertain future.

1. Empowered Learners - Establish a community of engaged, empowered and creative learners
2. Quality Teaching: Strengthen professional learning and practice
3. Enriched Community: Enhance partnerships with families and the wider community

Achievements

- Coordination with the ReLATE (Reframing teaching and learning environments) team from the Mackillop institute. This project approaches education by looking through the lens of connections and trauma informed practices
- Student led conferences - parents, students and teachers meet to discuss student progress, achievement and learning goals
- Student Support meetings - leadership and intervention team to meet weekly to discuss students requiring additional either academic or social emotional intervention and develop support plans
- Students receive awards at assembly consistent with the Mercy values of compassion, excellence,
- Year 6 leadership groups fostering pride, responsibility and independence
- School counsellor employed four days a week
- RRRR - Rights, Resilience and Respectful Relationships program explicitly taught as our social emotional program
- Villa way - behaviour management strategy - All children are supported with explicit teaching of expected behaviours in the classroom and in the playground
- Police in school program - liaising with Des Hudson for roll out in the 2022 year
- Seasons program ran by school counsellor for select students with a focus on grief and loss
- Program support meetings held between parents and teachers to identify personalised learning goals and evaluate progress
- Remote learning opportunities for all through digital platforms and personalised learning and teaching experiences
- Onsite supervision for vulnerable students
- Active one to one supervision provided to students on the yard with substantial health or social emotional needs to ensure maximum wellbeing and safety Students
- Explicit learning intentions and success criteria to enable students to set and evaluate learning goals

- Optional lunch time clubs for students such as the Art club, Music and the teddy bears picnic
- Glee club initiative to promote and strengthen staff morale
- Child safe standards and safety framework embedded in all school practices
- Personal development program supported by the Catholic Education team, 'Fullness of life for all'
- Each school newsletter included a wellbeing section addressing a variety of issues and strategies to support families
- Termly professional learning meetings that have an explicit focus on wellbeing to support staff, students and families
- Transition programs for preschool to Foundation and from Year 6 to Year 7.



VALUE ADDED

This component scored as one of the highest on the CHECS survey (5.17) indicating that practices related to ensuring that the learning environment is safe, respectful and inclusive are evident. Focus group comments strongly supported this data.

- Mandatory reporting compliance completed by each staff member
- All staff updated the online Mandatory reporting module and Diabetes in Schools
- Virtual school tours to accommodate lockdown
- Online assemblies and communication to maintain connectedness and community
- Students, staff and families experiencing significant sickness or hardship were supported in a variety of ways
- Camps, incursions and excursions to promote connectivity to each other and the broader community



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
 - Families express a positive regard for school staff
 - Students who feel happy, safe and are learning
 - Strong peer relationships
- This component scored as one of the highest on the CHECS survey (5.17) indicating that practices related to ensuring that the learning environment is safe, respectful and inclusive are evident. Focus group comments strongly supported this data.
- CHECS data indicates that practices related to this component are evident across the school (5.11) with 96% of respondents scoring this component positively.

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.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	94.7%
Y02	94.6%
Y03	94.0%
Y04	94.6%
Y05	94.3%
Y06	93.5%
Overall average attendance	94.3%

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 2021- 2022, 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

PRIORITY 1: CATHOLIC SCHOOL CULTURE:

Nurture and strengthen St. Francis Xavier's Catholic identity as a lived expression of our Vision and Mission.

STRATEGIES

- Review of school prayer in light of the revised Vision and Mission Statements
- Further PL for staff related to ECSI data and its implications for the knowledge and understandings of the Catholic tradition, faith in action and learning and teaching in RE
- Link staff theological knowledge to work undertaken within the context of Catholic Social Justice teaching
- Continue to develop SFX as a school where all families are encouraged to celebrate and share their religious story, experiences and traditions
- Build parent understanding of the school's Catholic faith and traditions by actively engaging parents in the school's RE program and explicitly promoting SFX as a Catholic school

PRIORITY 2: LEARNING AND TEACHING:

Ensure quality learning and teaching that promotes excellence and fosters fullness of life for all.

STRATEGIES

- Continue to develop and implement effective practices in support of staff learning (e.g.: coaching, modelling, Professional Learning Plans) linked to the strategic direction of the school
- Continue to develop the role of the Level Leader to lead and challenge staff in the planning of rich and dynamic units of work, with an understanding of a whole school approach to all aspects of learning and teaching
- Continue to empower students to have an active role and voice in their learning and the life of the school, enabling them to take responsibility for themselves as independent, resilient and confident learners
- Further explore, develop and embed the use of:
 1. goal-setting;
 2. co-created rubrics;
 3. learning intentions & success criteria; and
 4. feedback protocols - teacher / student / peer
- to enhance student engagement in, and ownership of, their learning

PRIORITY 3: COMMUNITY ENGAGEMENT:

Embed a culture of inclusivity that celebrates diversity and partners with the community to provide relevant and authentic learning opportunities for all.

STRATEGIES

- Further enhance partnerships with families and a range of outside agencies to foster a shared responsibility for the learning growth of all

- Ensure that learning at SFX enables for the flourishing of the whole child in support of their wellbeing, engagement and passions
- Continue to build the ways in which digital technologies are used to give parents a window into their child's learning, link student learning to home, foster on-line collaboration and create connections with the wider community

