



Saint Francis Xavier Primary School Ballarat East

2022

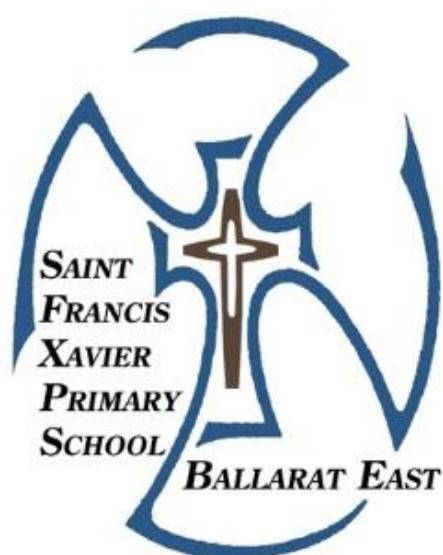
Annual Report to the School Community



Registered School Number: 981

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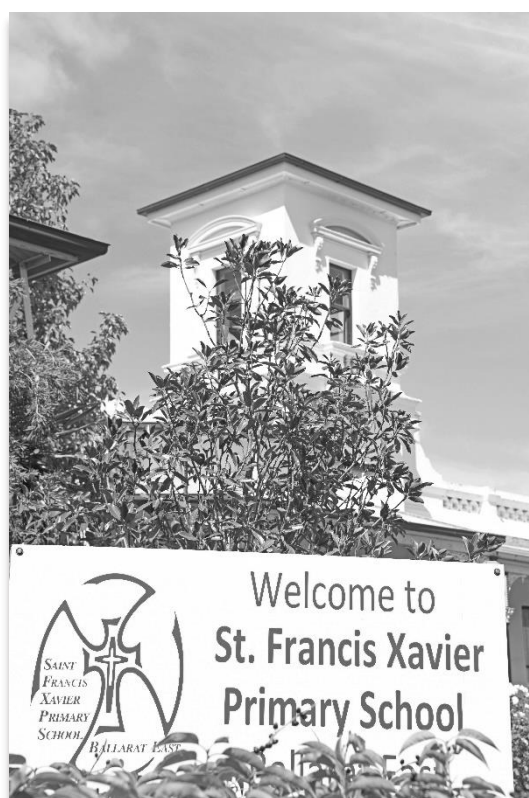


Contact Details

ADDRESS	Fortune Street Ballarat East VIC 3350
PRINCIPAL	Mark Hogbin
TELEPHONE	03 5331 6311
EMAIL	principal@sfxballarat.catholic.edu.au
WEBSITE	www.sfxballarat.catholic.edu.au
E NUMBER	E2039

Minimum Standards Attestation

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 Diocese of Ballarat Catholic Education Limited (DOBCEL) is now in its second year of governance of schools. In 2022 two additional schools - Damascus College and St Francis Xavier transferred their governance to DOBCEL, a total 58 schools in the Diocese are governed by DOBCEL.

Across our diocese, schools governed by DOBCEL provide distinctive Catholic education from the Murray to the Sea. This support is operationalised by Catholic Education Ballarat and is responsible for the implementation of DOBCEL strategies, policies and procedures, and overseeing the day to day running of our schools.

The role of DOBCEL is to lead, provide service to, and partner with schools to enable every student to flourish and every student, staff member and family to experience the presence of the risen Christ in our schools.

We recognise the extraordinary servant leadership of all our school staff, leaders and Principals during 2022 as they supported their school communities through a myriad of challenges that included staff shortages, covid disruption, implications of widespread flooding and Enterprise Bargaining negotiations. We recognise the commitment and focus all school staff give to the students and families in their care in the spirit of the Gospels. Their commitment has been unwavering.

We thank families for their commitment to partnership with our schools in Catholic Education again in 2022 to support all our students to flourish.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited



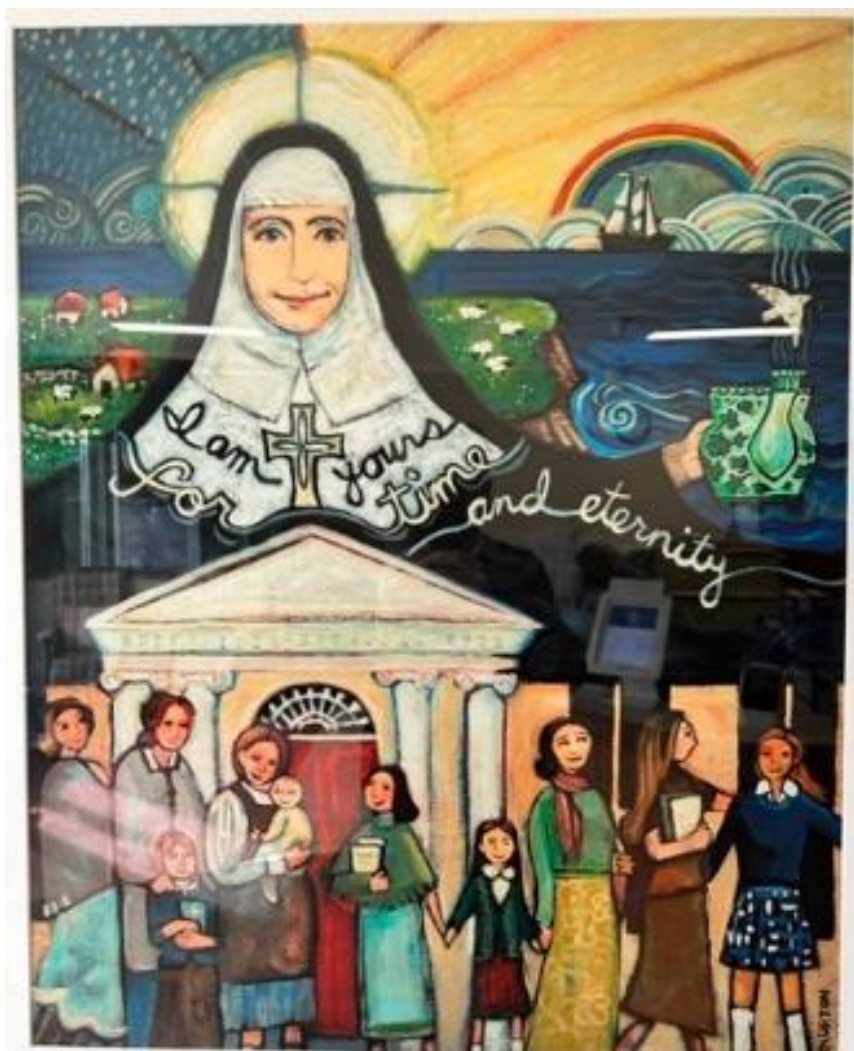
Vision and Mission

OUR VISION

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

OUR 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.



School Overview

St Francis Xavier Primary School is a Catholic school that operates under the governance of the Diocese of Ballarat Catholic Education Limited (DOBCCEL) 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 proactively and creatively to deal with the management of student behaviour. A range of support services from the Catholic Education Office and local agencies are accessed to support the physical, social, emotional and academic needs of children.

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

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

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

St. Francis Xavier's Motto is Omnia Cum Deo – ALL WITH GOD

Principal's Report

The 2022 school year has been an active and productive one both personally and for our school community. Bidding farewell to Mr. Paul Bissinella, our Principal for the past 8 years was emotional for our school community. We are very grateful to Paul for his exceptional leadership over his time at St. Francis Xavier and we know that his legacy will live on well beyond his tenure through the practices and procedures that have been established during his tenure.

Taking on the mantle of Principal in April this year, I have had the opportunity to explore leadership from a new and interesting perspective. As guide and lead learner for St. Francis Xavier school I have enjoyed the chance to work with the staff, students and community in a transitional time to new leadership beyond the 2022 school year. I have worked with the staff to meet the goals set in our annual action plan, to negotiate anticipated changes to working conditions as directed by the new industrial agreement and to ensure that our commitment to excellent education in the Mercy tradition remained strong. It has been a delight to work alongside such a committed staff to achieve our goals and to exceed our desires to educate in faith and with care.

The commencement of the building program has certainly been a challenge for us throughout 2022. We remain focused on the end product which will see new learning environments for students in Year 2 and 3. Trying circumstances have meant that we will not see this project completed by the end of this year, however we were delighted to see the students moving into the building for the final weeks of fourth term.

As always happens in a vibrant workplace, we will be saying goodbye to some staff members at the end of this year. We will also be welcoming in new members and students for 2023. I look forward to a new year ahead as we continue to provide a rich education for all. I would like to acknowledge the leadership team who have assisted me in my role this year as well as our excellent administration team. We are indeed fortunate to have you! Finally, to our students and staff who are the mainstays of our community. Thank you for your support, it is very much appreciated, and I look forward to working with you again in 2023.

Jane Clark

Acting Principal.



School Advisory Council Report

Throughout 2022 our school underwent a process of realignment as we prepared to enter a new governance structure. This meant that the Saint Francis Xavier Board of Directors worked towards their dissolution throughout the year. Deregistration of the Board occurred in December and the school officially came under the direction of the Diocese of Ballarat Catholic Education Limited (DOBCEL). Our school will form an Advisory Council in line with DOBCEL recommendations in 2023 when the new Principal is appointed. While we are looking forward to the new governance structure, we acknowledge the dedicated service of our current Board of Directors who have worked tirelessly to keep the best interests of our school at heart. 2023 promises to be a new adventure for our community as we move into the DOBCEL collective of schools.



Catholic Identity and Mission

Goals & Intended Outcomes

Nurture and Strengthen St Francis Xavier's Catholic Identity as a lived expression of our Vision and Mission

Achievements

Social Action and Justice has been strongly identified as an area for ongoing focus over the next cycle of review, especially the need to develop opportunities for Aboriginal and Torres Strait Islander peoples to be acknowledged in a true spirit of reconciliation and social justice. We are pleased that we have been able to dedicate time and resources to foster growth in this area.

VALUE ADDED

The Reconciliation Action Plan has been a major achievement for our school community this year. A dedicated team of people has worked with local Indigenous elders to produce a document to be launched in 2024. A local indigenous artist has assisted us to prepare a significant art piece which will become a permanent visual recognition of our first nations' people in the new building.



Learning and Teaching

Goals & Intended Outcomes

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

To significantly improve student outcomes in Reading and to ensure continuity and progression from Foundation to Year 6

Achievements

We formed a Reading Working Party to lead our investigation into best evidence informed practice in reading. Leadership prioritised, supported and resourced professional learning in reading. We formed a partnership with another local Catholic school to share resources, information and professional development.

We were able to:

- Develop agreed pedagogical understanding of what LITERACY (Reading) looks like at SFX from Foundation - Year 6. (The Science of Reading)
- Build teacher knowledge in reading through a professional learning program and the refinement of a peer observation and coaching program, for individual teachers and teaching teams
- Develop a Reading GVC
- Provide opportunities for professional learning for staff and an expectation to share with staff professional learning around reading, which links to the AAP
- Provide ongoing Professional development around collection and analysis of data and having a common language.

STUDENT LEARNING OUTCOMES

We were able to conduct NAPLAN testing in 2022. The greatest challenge for our school was the lack of comparable data due to interrupted learning in 2020 and 2021. The NAPLAN data for 2022 has shown growth for all students according to their ability at the time of testing. We were acknowledged in the local press as one of the few schools to show steady growth in mathematics despite the interrupted periods of 2020 and 2021.

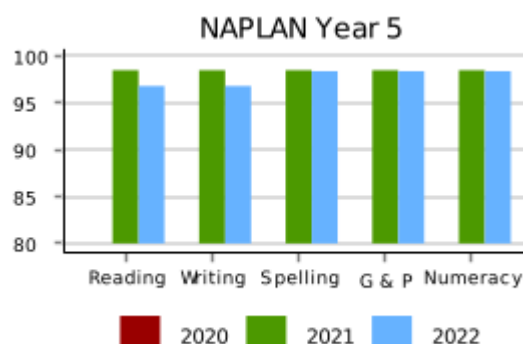
A small percentage of students have been identified as being vulnerable learners through NAPLAN and other school based testing regimes. These students have taken part in evidence based intervention programs which will target specific areas according to need. The programs offered include mini-lit, multi-lit, JEMM and Mac-lit. Learning Support Officers also work to assist classroom teachers with identified students according to need.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	98.2	-	100.0	1.8
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	94.7	-	100.0	5.3
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	98.5	-	98.4	-0.1
YR 05 Numeracy	-	98.5	-	98.4	-0.1
YR 05 Reading	-	98.5	-	96.8	-1.7
YR 05 Spelling	-	98.5	-	98.4	-0.1
YR 05 Writing	-	98.5	-	96.8	-1.7

* 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.



Student Wellbeing

Goals & Intended Outcomes

Build and nurture communities of inclusivity, belonging and wellbeing, where all experience hospitality, a sense of welcome and trust with/in each other.

Develop every teacher's understanding of stress and trauma and its influence on their ability to function at their best.

Support the wellbeing and professional growth of teachers and school leaders, and provide them with enhanced skills to face adverse and challenging times

Include all members of the school community, capturing the voices of students, teachers and parents.

Achievements

Our students are cared for and mentored in an environment where thoughts and feelings are validated enabling student agency to be adopted as an outcome of focused teacher led relationships. ReLATE has promotes the notion of a community of practice between staff and students for positive growth to be achieved.

VALUE ADDED

Staff training in RELate has led to richer understandings of the need to care for ourselves as well as our students. We have also identified potential pressures that our students are placed under and ways in which we can support our students.

STUDENT SATISFACTION

School data indicates that our students continue to feel safe at school which is in line with SRC data. Continued promotion of child safety in the newsletter and through classroom foci means that we can keep child safety on the agenda for our whole school community.

STUDENT ATTENDANCE

During 2022 we were fortunate to be able to complete the entire school year without moving into remote learning or community lock-downs. This meant that we could re-establish routines and learning programs without disruption. While returning to full time school was challenging for some students, we are pleased that our student attendance rate remains high. For 2022 our rate of attendance was 87.59% which is consistent with previous years of on-site schooling.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.3%
Y02	88.0%
Y03	89.8%
Y04	86.7%
Y05	88.3%
Y06	87.1%
Overall average attendance	88.0%



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 & non-teaching 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 wellbeing 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 wellbeing and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.



Leadership

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.
- Enhanced Leadership structure to include: Principal, Deputy Principals (x2), RE Leader, Level Leaders (x7), Specialist Leader, Wellbeing Leader and Learning Technologies Leader
- Leadership continued our relationship with external Leadership Consultant - John Marks
- Leaders participating in Diocesan Leadership opportunities such as CDLP and Brown's Collective
- Implementation of School Improvement Framework to include Annual Action Plan for 2022
- Landscaping of gardens and planned upgrade of entrance to school
- Instigation of school master plan with commencement of building program
- 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
- Employment process instigated for the appointment of a new Principal.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- 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
- ReLate program
- RAP formation
- Science of Reading
- Structured Literacy for Leadership team.

Number of teachers who participated in PL in 2022

52

Average expenditure per teacher for PL

\$1900

TEACHER SATISFACTION

St. Francis Xavier Primary School Insight SRC data 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	79.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	76.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	10.0%
Graduate	13.3%
Graduate Certificate	3.3%
Bachelor Degree	80.0%
Advanced Diploma	16.7%
No Qualifications Listed	3.3%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	38.0
Teaching Staff (FTE)	33.0
Non-Teaching Staff (Headcount)	20.0
Non-Teaching Staff (FTE)	13.0
Indigenous Teaching Staff (Headcount)	0.0



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 in first term, providing an opportunity to build positive school-home partnerships.
- Year Ahead Meetings facilitate 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 on site
- 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, such as 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; 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.
- Teachers and Intervention staff have regular phone conversations with families, to touch base, to consult and collaborate in regard 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 remains in place, allowing for conversations with parents in real time. .
- The Parent and Friends Committee has continued to encourage the involvement of many families through planned activities and fund-raising, 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, Inter-school sports, Summer/Winter Sports, Zone Sports days have had good parent and community involvement – where COVID-19 protocols have allowed this. This has included support from the students of St Patrick's College and Federation University.
- 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.

PARENT SATISFACTION

Insight SRC data indicates that parent satisfaction is consistently high at our school. Through both formal and informal interactions, our parent community can remain informed and actively engaged in the life of the school.

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, with SIS data indicating 100% of responses positive.

