



# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

**St Francis Xavier Primary School**  
Montmorency

**2018**

REGISTERED SCHOOL NUMBER: 1343



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## Contact Details

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## Minimum Standards Attestation

I, Mark Workman, 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

Wednesday 19 December, 2018.

## Our School Vision

St Francis Xavier School promotes equity and excellence, in a contemporary learning community. Inspired by the model of Jesus Christ, we become successful learners; confident and creative individuals; and active and informed global citizens.

## School Overview

Located within the green wedge of the Diamond Valley, St Francis Xavier Parish School Montmorency is a safe and welcoming community and pervades a close village charm. The first St Francis Xavier church was built in 1932 and was located along Para Road. It was just one large room and became our church school, established by the Sisters of Mercy and had an initial enrolment of thirty-six eager pupils aged from four to fourteen. In 1961 the school was relocated to its present site in Mayona Road.

2018 student enrolment was 325. There were 220 families and 40 employed staff. School enrolment remains strong due to the reputation and good community standing. Fourteen (straight) class groupings with class population sizes ranging from 20 to 28 average of 23.5 students per class.

93% of the students are baptized Catholics and our school population includes 0.8% Language Backgrounds Other Than English (LOTE). Montmorency remains predominantly a middle class area and therefore the school is 109 on the Socio Economic Status Scale.

A number of our Parents (predominantly mums) are able to remain at home or have part-time employment which enables them to support the school in a variety of ways during any given week.

Enlivened by the Gospel Values, our school strives to be a vibrant, welcoming and inclusive within our Parish community. As an inclusive community, we work in partnership with the parish of St Francis Xavier, Fr Terry Kean our Parish Priest, our Parish Pastoral Associate and team and with our sister school, Holy Trinity Eltham North.

Our teaching and learning takes place in well-maintained and modern school buildings, (a number of which have been recently refurbished) computer technologies and other contemporary learning tools. Numerous refurbishments and improvements have been made to the learning spaces in the past 10 years the more recent being \$1.7M re-development of the original learning block currently occupied by our Year One and Two students. Works were completed in July 2017.

The refurbishment included the upgrade of eight classrooms incorporating the original multipurpose room to create greater flexible student learning workspace with the latest technology and resources. The upgrade also included work the Out of School Hours Care room and installation of new internal student toilet amenities.

Our current Year Five and Six students also learn in a flexible learning space within our BER building which was designed and purposely built in 2009 to meet the needs of 21st Century learners. This innovative, state of the art building, incorporates a purpose built library, an eLearning centre, a Multi-Purpose Area (used as a classroom in 2013, 2016 & 2017) and four other contemporary learning areas, leading to an outdoor learning area. We maintain that this contemporary learning environment supported by contemporary learning technologies enhances student learning and improves student engagement and wellbeing.

Many of our General Purpose Learning Areas have been modified and refurbished to meet the needs of our 21st Century Learners. Our excellent facilities (including a large Hall, Performing Arts Theatre, meeting rooms, grassed oval and basketball courts) are also used after school for our Out of School Hours Care Program, netball and basketball training, tennis coaching, our parish Catechetical Program, Adult Education and by a number of groups for various Parish activities.

Other developments include staff room, administration area, Student Services office and planning rooms and the staff professional learning area titled the Professional Learning Centre. That continues to enhance the professional learning opportunities for staff and demonstrate our commitment to building a professional learning culture.

Students attend weekly specialist classes of Physical Education, Performing Arts, Computer/STEM and Mandarin. Students also visit the Discovery Centre (formerly known as the library) on a weekly basis to

further support classroom and everyday learning. Students are supported by a Learning support leader and team with learning support officers assigned to each year level scheduled daily, including Individual Learning Plans. There are specialist support teachers and programs for Language,( Intervention programs including Multi-Sensory Language, Levelled Literacy Intervention) Maths (Intervention and Enrichment) Well Being ( Social Skills Program, Positive Behaviour Strategy- PBS and was lead school in the Respectful Relationships program) The school also has a Counsellor and psychologist.

The Religious Education / Sacramental Programs are guided and supported by Parish Priest, Religious Education Leader and Pastoral Associate. The learning & teaching syllabus is the Victorian Curriculum guided throughout the school by the Curriculum, Language and Maths Leaders.

Opportunities to promote student voice and engagement is encouraged and celebrated through many channels. These include Prep to Year 6 SRC, Buddies Program P and Class Leaders. There is also an extensive year 6 leadership program made up of a variety of leadership teams including school captains. All year 6 students participate in their area of interest and talent developing leadership capabilities throughout the course of the year guided/mentored by a staff member.

We welcome the involvement of parents and members of our parish community, as evidenced by our highly effective teams of dedicated parents who support us through our Parents Association, School Advisory Council, Works and Maintenance Committee, Out Of School Hours Committee, Uniform Shop, Tuckshop, Social Outreach programs, Parish Fete Committee, Parish Pastoral Council and Parish Finance Committee. Parents and parishioners also volunteer as parent helpers in classroom literacy and numeracy lessons, school banking, uniform and tuckshops, on excursions and at a variety of school events.

## Principal's Report

The 2018 school year opened with a student population of 325 arranged into 14 straight classes, 2 classes at each year level. The change to straight classes was a result of an extensive review of the current school structure and student performance. Staff, students and parents were all involved in the collaborative process.

The departure of teachers Siobhan McHugh, Lisa Cusack (maternity leave), Rachel Coldabella (overseas), Reading Recovery teacher Cath Croke and the retirement of Rene Stolfo brought to the school Erin Pretto and extended teaching contracts for Sarah Karakaltses and Cassie Northrop. Reading Recovery was replaced with the introduction of the Multi Sensory Literacy intervention by Cath Vear. The wonderful news of the return of Rachel Guitsi in June on a part time basis provided the staff, students and community a role model of inspiration and courage. The retirement of long-standing canteen manageress Louise Di Battista at the end of 2017, made way for the hiring of Catering by Lisa to the canteen and the ordering of lunches on line.

This year saw the implementation of Year One of a new four-year strategic educational plan which was designed following our 2017 Review. The school's new strategic educational plan takes on a narrow and sharp focus to our identified core learning priorities. The plan includes an analysis of the performance of identified priority groups, cohorts, classes and individuals. We aim to continue to grow a culture of using data to inform teaching by provide opportunities for teachers to meet and reflect on student performance.

We have developed a pedagogical framework for learning and teaching which articulates the evidence-based practices expected of all St Francis Xavier teachers, with a particular focus on the agreed whole of school approaches to the teaching of Reading, Writing, Mathematics and Science. We are currently refining the whole school curriculum plan, ensuring the full implementation of the Victorian Curriculum underpinned by the Horizons of Hope Framework. Some of the following yearly achievements, developments and events you will note are products of the plan.

It has been a most successful 2018 school year and I congratulate all the students for their fine achievements and consistent efforts. To the hard working, professional and dedicated staff who continually give their very best for the benefit of each child, I say thank you and well done! To the Parent Association who provide year long, outstanding community bonding events, fun and enjoyment for all the children and their families including the much needed additional funding that enhances our school educational programs, I sincerely say thank you and congratulations. A special note of thanks is extended to the School Advisory Council for their guidance and support in the direction of the school, to the Building and Maintenance Committee for their efforts in keeping our school in shape, to Uniform Shop and Canteen Volunteers for tireless work huge thanks. And finally to the general parent community who continue to support our school efforts in some many varied ways, thank you.

The end of the 2018 school year also closes my Principalship of the school. While feeling a sense of sadness in my move, I leave feeling privileged and honoured to have lead this wonderful family-community school and certainly most proud of all that has been achieved. I thank Fr Terry and his parish team, school leadership, all staff, students and parents for the on-going encouragement, support, efforts and friendship during my time at St Francis Xavier School.

Good luck and God Bless.

Mark Workman

## School Education Board Report

This year we have had a very productive year with lots of items discussed and actioned. It has been another busy year both within the school and parish with lots of events and activities. Firstly, I would like to take this opportunity to thank the members of the SAC who have contributed throughout the year and we have worked very cohesively together which makes for an effective team. I would also like to thank Mark and Nick for their leadership and willingness to discuss and listen to a variety of opinions and ideas which I hope helps them form policy and direction for the school. I would especially like to thank Mark for his leadership of the school over the last four years. He always has the welfare and education of the children at the forefront of his work. He is a very fair-minded person and is well respected by staff and parents in the school community. He has given up endless hours of time on committees and events after hours which impacts greatly on your family time, so we thank you and your family for taking that time.

Over the year the main items for discussion on our agenda have been:

Student alumni – Ways in which we can keep in touch with families/students after they leave St Francis Xavier School. We had a brainstorming session of ways in which we could improve our Marketing of the school. From that a Marketing plan was documented to help the school have a timeframe and steps involved in an effective marketing campaign. Mark and the leadership team will discuss and implement items in a planned manner.

Canteen – Discussed the usage and future needs of the canteen as the current operator did not want to open Monday and Wednesdays. We put a tender together for interested parties to apply to come in for an interview and share their plans for the canteen. We had several good quality applicants and Luisa and Louise were successful so will begin operations in term 1 2019. We thank Lisa for her time operating the canteen for us. We were discussing short and long-term plans for the oval and Nick/Eugene met with landscapers to discuss repair and re sowing of the oval. Whilst these plans were happening, A Government Grant program Called Pick my project was released and St Francis Xavier School submitted an application to have the oval upgraded to synthetic turf. We received the fantastic news last month that we have been successful so planning for the new oval will begin soon. Goal setting and report feedback was sought from the Leadership team and feedback on both was very positive from the group.

Our combined meeting was at St Francis Xavier School this year and Fr Terry lead us on a discussion on the Plenary council and “What do you think God is asking of us in Australia at this time?”. It was a very thought provoking discussion and a great introduction into how the Plenary Council functions. As a group we decided to run a session in our Oct meeting, led by Rose our Pastoral Associate, to make a submission to the Plenary Council on behalf of the SAC. This session went very well, and we will document our submission and get the group to work on it again in the New Year once the draft has been finalised. Child safety is always an agenda item at all our meetings.

Thanks again to everyone for their support and I wish you all the best for a safe and Happy Christmas and look forward to working together again in 2019.

Sue Vander

Chair 2018

## Education in Faith

### Goals & Intended Outcomes

The staff, students and parents engage in and contribute towards strengthening a Re-contextualising Catholic school identity.

### Achievements

That the Enhancing Catholic Schools Identity data reflects further movement towards the preferred stance of a recontextualising, dialogical, postcritical believing school, especially in the 'ideal school' data.

#### VALUE ADDED

Continued support from Dr Ron Ritchhart for whole staff – discussion and group work amongst staff, coaching and mentoring in levels that embed our Culture of Thinking.

Conversations that including the Cultural Forces - embed this in our planning for RE through the Inquiry process.

Continue to plan and to include faith dimension in inquiry units of work.

Make connection between School Wide Positive Behaviours Strategy (SWPBS) Values education and Gospel values through Professional Learning for whole staff.

Continue to engage whole staff Professional Learning opportunities in the Horizons of Hope and the renewed RE Curriculum.

Engage staff in providing the Horizons of Hope to planning and learning of Religious Education through our Inquiry planning.

Continue to Immerse the students in a Culture of Thinking through the use of thinking tools to develop and increase their own thinking on a personal, communal and global perspective.

Celebration of Catholic Education week in March with student leaders attending the Annual Catholic Education Week Mass at St Patrick's Cathedral and concert at Treasury Gardens.

Immersing the Year Six students in leadership by attending the National Young Leaders Day which leads our Confirmation unit.

Continuing and enhancing our responsibility of being a FIRE Carrier School via Yarra Healing, within the North Eastern Zone Network with several of our Four leaders from Year

Five attending FIRE Carriers immersion and training day with members of the Aboriginal Catholic Ministry and National Sorry Day Grounded in Truth *Walk with Courage* at Whittlesea

Supporting and assisting our Year Six Leaders through planning, preparing and implementing a day for Social Action held in conjunction with our sister school, Holy Trinity and led by our social outreach teams and student leaders.

Attend the annual Kidsview Conference at St Gregory the Great run by Bahay Tuluyan Organisation

High parent and student participation evident during Family Faith Nights.

High level of student participation in social justice activities throughout the whole school.

The continued incorporation of social justice activities in the sacramental programs

Our school and parish leadership teams provide continued leadership and support for Education in faith through school based Religious Education Professional Learning sessions.

Sacramental Units are a whole school focus which is linked to our inquiry units.

We celebrated the Sacraments of Reconciliation, over five nights, Eucharist for our Year Three students and Confirmation for our Year Six students at our parish masses throughout August.

A whole school focus of 'Open our Hearts to Dream' which supported our school vision of linking gospel values to school, parish, local and global communities within the Horizon of Hope Documents.

Demonstrated the living faith through our Liturgical celebrations, Parish Sacramental celebrations, Social Outreach day, Parish Feast Day celebrations with our sister school Holy Trinity, class, school and parish masses and liturgies, Community Memorials such as ANZAC Day and Remembrance Day, Sacramental Programs, Adult and student faith nights.

Our Social Justice and Liturgy Team demonstrated their living faith and reaching out by organising a whole school collection of food for St Vincent de Paul three times a year.

Our Parish Priest, Fr Terry Kean, continued to deepen our awareness of social justice issues for staff, students and parish through class, staff, school and parish masses.

Continued support from Fr Terry Kean on Professional Learning Activities and his work with parents through Parent Faith Nights.

Training our Year Six Social Justice and Liturgy Leaders to become Altar Servers.

Continue to meet with the Social Justice Liturgy Team twice a term to develop their learning and engage them in their role as School Leaders.

## Learning & Teaching

### Goals & Intended Outcomes

1. *To further develop an active, informed, responsible and creative learning community.*
2. *That student engagement is improved.*
3. *That student performance in Mathematics and English is improved.*

### Achievements

Targeted areas for improvement were in the areas of Literacy with the introduction of the MSL intervention, where 76 students have been improving their literacy capacities by either having one to one intensive intervention or in small groups in class learning undertaking MSL strategies delivered by teachers or LSOs. Twenty students from Prep to Year 4 have had MSL Literacy Support (Multisensory Language) one to one or in small groups at St Francis Xavier School. We had 56 students from Prep to Year Six have had MSL/Words their Way Sprints support one to one or in small group with an LSO (Learning Support Officer) and teachers at St Francis Xavier School. A range of support material of Decodable readers and Literacy Apps were purchased.

St Francis Xavier School became an AGILE learning school in the way of introducing Phonics in Context program for Years One and Two bringing with it a new teaching format for the teaching of literacy in the form of learning sprints, a short intense accelerate L&T approach. This is also being applied to the teaching of Maths.

The Number Intervention and Maths Collective projects continued into its 4th and 3rd years consecutively CEM results indicating that St Francis Xavier School students in number had been re-categorised from slightly under performing back in 2016/17 to now high achieving in 2018, results consistently proving much higher than other Catholic Primary schools in the region. The targeting of programs and learning strategies for students determined by the staff SIDA team- (Student Improvement Data Analysis team), who meet each term with class teachers to review student performance in Literacy and Numeracy, then plan learning sprints has been a major factor in the improvements.

STEM capabilities became a focus of classroom Inquiry units. Much purchasing of resources for the delivering of the units and preparing for a specialist role in 2019.

Celebration of National Science week brought an array of STEM activities such as Science in the Kitchen (Yr 5), Building bridges with Buddies ( Prep & 5/ 6), Market Stall ( Yr 6) Stalls which made unintentionally much money being able to self-fund an additional camp activity.

The 3rd year roll out plan for ICT one to one learning devices is to be completed with the purchase of new I pads for prep students in the coming weeks, providing all students in 2019 with either an ipad or chromebook to enhance learning.

The Performing Arts focus was the concert, titled, "DREAM BIG". The concert took place at Planetshakers in September, where we had two evening performances. A smash hit in every way, and certainly a major highlight and success story of the year.

## STUDENT LEARNING OUTCOMES

Our NAPLAN results once again indicated much improvement growth for all students. The percentage of students in year five recording AT National average across all strands was 99.4% and ABOVE National average 95%; for year three students AT national average 98.4% and ABOVE national average 92%. In the area of WRITING 100% of Year 3 students recorded ABOVE National average, a wonderful achievement testament of the quality of teaching and learning throughout the early years of schooling. Fluctuations in performance levels in 2016, 2017 and 2018 are explained by the varying degrees of strength of the cohorts who took part in the assessments.

## Student Wellbeing

### Goals & Intended Outcomes

- To continue to nurture students in an environment where their Wellbeing is recognised as fundamental to learning and the participation in the life of the school.
- To provide a supportive, safe and challenging learning environment for every student.
- To ensure a consistent approach to student behaviour support continues to be implemented across the school.

### Achievements

- St Francis Xavier continued in the role as a Respectful Relationships Lead School
- A highly successful and well attended Parent/Child Expo was held to showcase the great work of the staff in the area of Respectful Relationships on 1 March, 2018
- Respectful Relationships Learning Materials delivered to all year levels
- New Personal Safety Model trialled. (Child abuse awareness and prevention) Parent/Child Workshops. Expert guidance and resource packs were provided to all families
- St Francis Xavier School Leaders (Principal and RR Leader) presented at the Catholic Education Melbourne Respectful Relationships Forum as Guest Speakers
- Lead School mentoring nine Partner Schools

## VALUE ADDED

**SWELL week activities commenced the first week of school, activities designed to assist with the building of relationships. The new Buddy Fest was a huge hit.**

### **School Wide Positive Behaviour Strategy (SWPBS)**

2018 saw the introduction of the SWIS Data Entry System, endorsed by Catholic Education Melbourne, to monitor and record the behaviour of students. GOTCHA rewards continued to reinforce the school SWPBS values with 4 whole school target awards achieved by the students. Additional special ticket challenges of 500 GOLDEN gotchas in 4 weeks and PINK GOTCHAs further supported the notable change in students value based behaviour over past years.

### **Student Voice/Leadership**

Opportunities provided for student input to school improvement through the Student Representative Council. All Year 6 Students were leaders of Student Action Teams throughout 2018

### **Berry Street**

Ongoing professional Learning facilitated by [Tom Brunzell](#) and the Berry Street Education Model (BSEM) Team.

### **Culture of Thinking**

Fostering the development of critical and creative thinking skills, leading to the development the students as reflective learners empowered by positive learning dispositions and Growth Mindsets.

### **Values Education**

The Kindness theme was added this year to further promote and enhance our PBS values of RESPECT and RESPONSIBILITY.

### **Student Support**

Many St Francis Xavier students benefited greatly from the support from our School Counsellor and School Psychologist. The support of the school Psychologist will continue in 2019 and funds are being sort from the Chaplaincy Program to employ a counsellor to follow on the good works of Kaye Lock.

## Student Engagement

To enhance student engagement and connectedness to school we have continued the tradition of SWELL (Student Wellbeing) Week focusing on the formation of relationships, refinement of learning dispositions and establishment of class protocols

We have run a Harmony/Bullying Prevention Day

We offer a variety of Lunchtime Activities including Library, Gardening Club, Lego Club, Wellbeing Space, Meditation, Keyboard and Tennis Lessons

## STUDENT SATISFACTION

The fourth year of implementing School Wide Positive Behaviour Strategy at St Francis Xavier saw upward trends in the following areas of our SRC data.

- Student Behaviour, Student Management, Parent Partnerships, Respect For Students, Student Safety, Classroom Behaviour, Approachability, Transitions, Social Skills and Connectedness to Peers

## STUDENT ATTENDANCE

Student Attendance, at St Francis Xavier, is monitored by the Deputy Principal and Administration Staff. The daily roll is audited and phone calls are made to parents of students with unexplained absences. Ongoing attendance issues are referred to the classroom teacher for follow-up with support from School Leadership. The overall Student Attendance Rate for 2018 was 92.7%

## Child Safe Standards

### Goals and Intended Outcomes

- To fully implement the Seven Child Safe Standards in order to further enhance the school's existing supportive and safe learning environment.
- To improve Student Well Being by effectively implementing the Child Safety Policies, practices and curriculum.
- To establish a school-community wide commitment to Child Safety by the school working in genuine partnership with the parent, parish and wider communities.

### Achievements

With the establishment and release of the Child Safe Standards of Victoria to schools in July 2016 our school community has been busy planning and implementing the mandated standards in practice. Throughout 2018 the school has successfully implemented all standards and the full 127 required practices. This was achieved by the forging of a strong whole school community commitment to the safety and well-being of every student by the way of information sharing and collaboration in establishing, implementing and sustaining all the necessary policies, practices and procedures for child safety. The school's commitment to ensuring the safety of every student and compliance with all seven Child Safe Standards can be demonstrated by the following developments and achievements:

- Formation of a staff (with parent rep and school principal) committee led by an appointed staff Child Safe leader to oversee the formation, implementation and ongoing practices.
- Committee engaged in Professional learning workshops offered by Catholic Education and outside educational support agencies. Committee has led and organized many staff and parent briefings/ presentations including the involvement of external professionals.
- Allocated staff meeting time has been provided to establish policies and procedures. The staff meeting agenda has a permanent item on Child Safety Practices to keep staff current in knowledge, practice and commitment.
- There has been on-going consultation with the community with the dissemination of information and feedback to assist the development of Policy and practice and gain/maintain commitment to such. School Advisory Council, Parents Association and Parish Council have been the main groups involved in the on-going consultation and Child Safety has become a permanent agenda item for the meetings held each month. Separate parent forums have also been held and this is now part of the post enrolment information session for new families held in November.
- Reference to and family enrolment acceptance commitment is made on the enrolment form.

- Established a detailed Child Safe Policy that outlines the practices pertaining to the seven standards. Policy is available on school website and copies provided to all families on enrolment acceptance to the school. Regular extracts and reminders about procedures are published in the newsletter and via FlexiBuzz.
- Part of the policy is a Staff Code of Conduct document that outlines clearly the expected behavior, conduct and commitment to Child Safety. The document is established so staff can review it annually and sign as part of their commitment, a condition of their employment obligation.
- Established as part of the process of employing new staff members child Safety expectations including appropriate documentation (VIT Registration and Working With Children Check ) are clearly stated in the advertisements, application criteria, screening, interviewing, referee and CEM Industrial Relations checks all being carried out.
- Established a Community Code of Conduct. All members of the school community have undertaken a Child safe workshop about the Community Code of Conduct and signed an understanding and Commitment.
- Risk Assessment Policy procedure including a matrix for assessing student safety is in operation to assist in the planning of school events and activities. These have been successfully designed and implemented throughout the course of the year e.g. Mother's Day celebration; School Fete; Camps; Sports activities....
- Volunteers workshops were provided (and to be offered each year) outlining duties and responsibilities with the Child Safe Practices. The school mandates attendance to the workshops and to provide the WWCC certificate before volunteering.
- A data base has been established tracking staff and volunteers training and certification with the Child Safe school officer appointed to oversee the updating of data base. The Student Representative Committee and Positive behaviour Support (PBS) student team meetings held monthly addresses child safety issues as well as using student voice to assist in the development and review of policy and practices.
- The school was appointed as a Lead School in the Government project, 'Respectful Relationships' where many of the T&L units directly address Child Safety including standards six and seven. The school has guided and led six neighbouring schools in the project. Project has been led by the schools Well Being, Child Safe leader and school counsellor. All school staff have received training in the program adding further knowledge to the delivery of lesson content and administering of Child Safe practices.
- Have established a school wide teaching & learning hour block for the delivery of Child Safety and Well Being lessons via the schools PBS, Social Skills and Respectful Relationships programs. Student learning is showcased at school assemblies
- Ongoing staff Professional Learning for the staff in the area of Child safety, including their obligations under the Reportable Conduct Scheme and Mandatory Reporting.

## Leadership & Management

### Goals & Intended Outcomes

*To enhance the leadership and management culture to further engage, challenge and support staff to contribute actively to the growth of the school.*

*\*To further develop staff team capacity in the development and implementation of school improvement plans*

*\*staff professional learning be strategically implemented in line with first year of the School Improvement priority plans*

*\*Inspired by our faith, staff relationships are enriched through professional and collaborative interactions*

### Achievements

2018 saw the implementation of year 1 of the new four-year strategic educational plan which was designed following the 2017 school review. The school's new strategic educational plan takes on a narrow and sharp focus to our identified core learning priorities. As a result of plan some of the following achievements are noted;

We have developed a pedagogical framework for learning and teaching which articulates the evidence-based practices expected of all St Francis Xavier teachers, with a particular focus on the agreed whole of school approaches to the teaching of Reading, Writing, Mathematics and Science.

Staff committees chosen by the needs of school improvement priority plans and members of each team empowered to devise and drive the plans.

Teachers collaboratively assess and plot each student on the progressive developmental reading comprehension and number scales, devise learning plans to progress each student, adjust plans accordingly to each child to ensure progress and success for all. A committee titled SIDA ( Student Improvement Data Analysis) was devised to support teachers in under taking this task meeting on a weekly basis. Members of SIDA included the leaders of L&T; Literacy; Maths; NCCD; Principal

A review of the school Assessment and Testing schedule took place to ensure all collated and analysed student performance data provides the very best information for planning student improvement.

A new student performance data platform (COMPASS) was researched and selected for implementation enabling all teachers quick and easy access.

Several staff led school wide projects engaging all other staff in the learning journey, which include; Respectful Relationships; Maths Collaborative; GAFE; PBS; LAP; Phonics in Context.

Staff presented as lead schools in several projects of best practice in PBS; Respectful Relationships and the Maths Collective both at Catholic Education and Vic Education Department forums.

The provision of professional learning for all staff in the areas of MSL approaches; Phonics in Context; Respectful Relationships Program; Berry Street – managing anxiety in children; Child Safety,

NCCD data and Assessment and reporting to the new Vic Curriculum.

A NCCD staff committee was formed to assist teachers with the identification of students requiring learning adjustments and modification of learning programs for students in the application for NCCD funding.

SFX became an AGILE learning school in the way of introducing Phonics in Context program for years 1 & 2 bringing with it a new teaching format for the teaching of literacy in the form of learning sprints, a short intense accelerate L&T approach. This is also being applied to the teaching of Maths.

The introduction of Multi Sensory Language (MSL) enhanced many students in Prep-Two Literacy outcomes; the Number Intervention and Maths Collective projects continued into its 3<sup>rd</sup> and 2<sup>nd</sup> years consecutively and continue to make significant improvement to student learning outcomes.

STeAM capabilities became a focus of classroom Inquiry units. Much purchasing of resources for the delivering of the units and preparing for a specialist role in 2019.

The Performing Arts focus was the concert, titled, “DREAM BIG”. All 325 students performed at planet shakers in September held two evening. Smash community hit!

Parents received professional workshops in the RESPECTFUL RELATIONSHIPS program and CHILD SAFETY procedures.

Student voice and leadership skills continued offering a variety of student leadership teams who meet regularly timetabled across the school term and assigned a teacher mentor to nurture student ideas turn into improvement plans and develop student leadership skill. Many wonderful initiatives were implemented as a result.

SWELL week was reviewed which resulted in a change to format, time activities. The introduction of the Buddy fest was a great success. A further review later in the year paves the way for additional improvements to be implemented in 2019.

Fully implemented the new Religious Education Curriculum and embed the pedagogy of encounter in the teaching of R.E through the Inquiry approach.

Completed the ICT 3 year roll out plan of one to one learning where each student from prep to year 6 now have either a Chrome Book or Ipad for learning to further enhance the developing of ICT capabilities

Maintained our strong Child Safe Practices by reporting regularly to parents, placing it as an agenda item at staff and parent committee meetings and the updating of policies.

Full implementation of the Victorian Curriculum including the mapping of curriculum delivered through Inquiry units across all year levels.

Planning Days for each year level continued with the focus on Inquiry Units, Curriculum Mapping and Assessment and Reporting.

The Consultative Committee advised on school Positions of leadership, Professional Learning opportunities including the use of pupil free days.

Review and restructure of the Positions of Leadership (POL) to ensure alignment with School Improvement priority plans are met.

Weekly staff meetings and bulletin continued ensuring that there was clear and accurate communication across the school.

School wide Community rally for the governments PICK MY PROJECT grant for the resurfacing of the school oval with synthetic turf was a huge success- \$197,350! The project to commence in 2019.

## **EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

### **DESCRIPTION OF PL UNDERTAKEN IN 2018**

Staff have undertaken Professional Learning in the areas of:  
School Wide Positive Behaviour Strategy, Phonological Early Reading Instruction, Supporting New Arrivals, Understanding Significant Reading Difficulties, Hapara – Chromebook Management, Phonics in Context, G Suite for School Administrators, Improvement Sprints into Action, Phonics in Context, Agile Sprints, Understanding and Using Standardised Assessment, Number Intervention Training, Renewed RE Curriculum, Family and Community Engagement, STEM, CEM – Protect. A number of leaders have regularly attended the Eastern Region Network Meetings for Principals, Deputies, Learning And Teaching, Religious Education, Student Services, eLearning and Administration

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018</b>	25
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	\$655.22

## **TEACHER SATISFACTION**

While our data in relation to Teacher Satisfaction has followed similar trends to previous years, it has been pleasing to observe improvements in the following areas:

- School and Teacher Morale
- Teamwork
- Parent Partnerships
- School Improvement Focus

## School Community

### Goals & Intended Outcomes

- To sustain and enhance a school community in which all members work together in effective and positive partnership
- That the communication and connection within the school community will improve

### Achievements

2018 saw many and varied opportunities for the community to come together to collaborate on tasks and to celebrate. Some of these included:

- Harmony Day (mid March) having activities designed with a culturally Inclusive and Anti bullying theme. Chinese New Year – Year of the Dog
- ANZAC Day and Remembrance Day commemorations
- Mother's & Father's Day Breakfasts and Assemblies
- National Reconciliation Week - NAIDOC week
- Science Week and Book Week
- School Working Bees lead by our Works and Maintenance Committee
- Active October – Walk/Ride to school
- KAMBOOM sports (for end year celebration with HT)
- School - Parish Twilight Fair ( 24th Nov).
- Carols by Candle Light evening;

We are extremely grateful to the combined efforts of our School Advisory Council and our Parents Association in securing a grant of \$197,000 via the Pick My Project Community Project Grant. The funds secured will pay for the resurfacing of our oval in 2019.

### PARENT SATISFACTION

When considering both qualitative and quantitative data from the School Improvement Survey data and directly from parents via committee forums, parents appear to be generally satisfied with St Francis Xavier School. While their perception of School Improvement has remained constant, there has been an improvement in their perception of Parent Input, Parent Partnerships and the Approachability of the staff. The shifts in the data between 2017 and 2018 have generally been very minor.

## Future Directions

The school review conducted in October 2017 has paved the way for future school improvement focus.

The review report affirms much of our previous direction and achievements and recommends sustaining many of these and at the same time provides recommendations for a new focus over the coming four years. Some of these in 2018 include:

- developing a plan for improvement that has a narrow and sharp focus on core learning priorities.
- ensure the plan includes an analysis of the performance of identified priority groups, cohorts, classes and individuals. We will continue to grow a culture of using data to inform teaching by providing opportunities for teachers to meet and reflect on student performance.
- developing a pedagogical framework for learning and teaching which articulates the evidence based practices expected of all St Francis Xavier teachers, with a particular focus on the agreed whole of school approaches to the teaching of Reading, Writing, Mathematics and Science. We will continue to provide multiple opportunities for these practices to be shared, enabling teachers to learn with and from each other.
- develop and refine the whole school curriculum plan, ensuring the full implementation of the Victorian Curriculum underpinned by the Horizons of Hope Framework.
- review current strategic partnerships to evaluate whether these are having the intended impact in improving outcomes for students.
- developing a whole school approach to the provision of regular and timely feedback to students in forms which make clear what actions students can take to make further learning progress. We will be continuing to explore how students with Gifts and Talents can be formally identified and supported.
- maintain our Child safe Practices building upon the strength of the united community commitment to upholding child safety.
- maintain the ICT One to One mobile learning device strategy for student from prep to year 6 will have their own Chrome Book or Ipad for learning and developing of ICT capabilities
- review the school Assessment and testing schedule to ensure all collated and analysed student performance data provides the very best information for planning student improvement.
- further embed our PBS framework, Social Skills, Berry Street Education and Respectful Relationships programs continuing student well being support

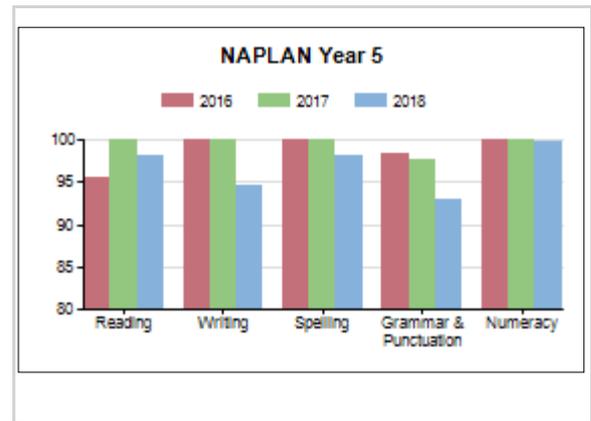
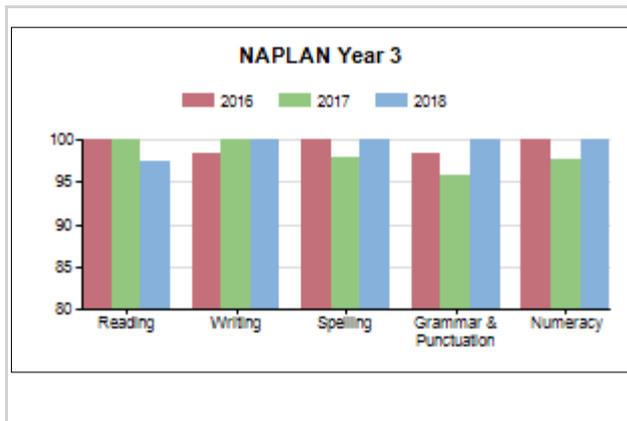
- review teacher meeting structure and schedule to ensure maximum opportunity is provided for staff to plan and act on student performance data for student improvement.
- continue involvement in Maths Collective Project, Berry Street Education, and Respectful Relationships and seek involvement in STEM and Literacy - Phonics
- fully implement the Renewed Religious Education Curriculum and embed the Pedagogy of Encounter in the teaching of R.E. through the Inquiry approach
- Continue to align the school improvement plans with professional learning for staff and parents.

Finally, as a school community we will continue to develop and change in order to provide the best possible education for all students. 2019 will be challenging but exciting knowing it will provide us with an opportunity to celebrate our past achievements, plan and act upon our new direction with courage to the future

## School Performance Data Summary

- Proportion of Students Meeting the Minimum Standards

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	98.3	95.8	-2.5	100.0	4.2
YR 03 Numeracy	100.0	97.8	-2.2	100.0	2.2
YR 03 Reading	100.0	100.0	0.0	97.4	-2.6
YR 03 Spelling	100.0	97.9	-2.1	100.0	2.1
YR 03 Writing	98.3	100.0	1.7	100.0	0.0
YR 05 Grammar & Punctuation	98.5	97.8	-0.7	92.9	-4.9
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	95.5	100.0	4.5	98.2	-1.8
YR 05 Spelling	100.0	100.0	0.0	98.2	-1.8
YR 05 Writing	100.0	100.0	0.0	94.6	-5.4



- Average Student Attendance Rate by Year Level

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.8
Y02	93.6
Y03	94.2
Y04	92.8
Y05	93.0
Y06	90.5
Overall average attendance	92.7

- Teaching Staff Attendance Rate

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.0%

- Staff Retention Rate

STAFF RETENTION RATE	
Staff Retention Rate	77.8%

- Teacher Qualifications

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	17.6%
Graduate	23.5%
Graduate Certificate	5.9%
Bachelor Degree	94.1%
Advanced Diploma	52.9%
No Qualifications Listed	0.0%

- Staff Composition

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	20.4

Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	11.0
Indigenous Teaching Staff (Headcount)	0

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