St Francis Xavier, Montmorency

2014 ANNUAL REPORT
to the School Community

REGISTERED SCHOOL NUMBER: 1343
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Contact Details

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<thead>
<tr>
<th>ADDRESS</th>
<th>90 Mayona Rd, Montmorency, Victoria, 3094</th>
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<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mr Mark Workman</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr Terry Kean</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Mrs Dee Mc Donnell</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9435 8474</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@sfxmontmorency.catholic.edu.au">principal@sfxmontmorency.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.sfxmontmorency.catholic.edu.au">http://www.sfxmontmorency.catholic.edu.au</a></td>
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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 2007 (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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

St. Francis Xavier Primary School is part of the Catholic faith community of St. Francis Xavier Parish, where children come to know Jesus and His teachings.

Our school is a learning community. Here school and family work in partnership to integrate mind, body and spirit in children.

We strive to develop active, enthusiastic and successful learners, who are resilient, believe in themselves and show witness to the presence of the Lord through their relationships with others.
School Overview

Saint Francis Xavier Parish School was opened in 1932 in a small wooden building on Para Road. Two Sisters of Mercy and thirty-two children started classes in February in a building, which had no permanent fixtures. The classroom was also used for Sunday Masses because Montmorency had become too large to remain a part of the Diamond Creek Parish. This was the birth of Saint Francis Xavier School.

It was not long before the ‘old bush school’ grew in such numbers that the need to relocate to a larger site became obvious. In the mid 1950’s, Father Thomas Ashe purchased land (the old chicken farm) and commenced building the school at the present site in Mayona Road. In 1962 the population of the school grew to 182 students, and in subsequent years the number swelled to a peak of approximately 750 students in the mid 1980’s.

The school was administered by the Sisters of Mercy from 1932 until a lay principal was appointed in 1983. Many of the traditions established in the early years still flourish today.

Currently there are 418 students were enrolled on February Census 2015, from 275 families and 45 staff. Our continued growth trends exceed the growth in population in our catchment area due to the reputation and good standing that St Francis Xavier School and parish hold within our local community. Since 2005, the student population has risen steadily from the 325 students to 418 students representing an increase of 24%.

Our teaching and learning takes place in well maintained and modern school buildings, (a number of which have been recently refurbished) utilising the latest computer technologies and other contemporary learning tools. Our staff room, administration area and staff professional learning areas such as our Professional Learning Centre, Student Services and planning rooms have also undergone refurbishment to provide a functional, welcoming environment. This we believe has enhanced the professional learning opportunities for the staff and demonstrated our commitment to building a professional learning culture.

Our Year Five/Six students learn in flexible open learning spaces within our BER building which was designed to meet the needs of 21st Century learners. This innovative state of the art building incorporates a purpose built library, an e-learning centre, a multi-purpose area (used as a classroom in 2013) and four 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 the 21st Century Learner. Our excellent facilities (including our Hall, meeting rooms, grassed oval and basketball courts) are also used by:

- Out of School Hours Care Program.
- Netball and basketball training, tennis coaching,
- Parish Catechetical Program, Adult Education and by a number of groups for various parish activities.

As at April 2013 93% of the students are baptized Catholics. Our school population includes 0.8% Language Backgrounds Other Than English (LOTE) and 6.8% of families received the Education Maintenance Allowance (EMA). Montmorency remains predominately a middle class area and therefore the school is 109 on the Socio Economic Status Scale. A number of our parents (predominately 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 Associates and with our sister school, Holy Trinity Primary School Eltham North.

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, 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

St Francis Xavier School holds a prominent position in the parish of St Francis Xavier and in the Montmorency community. It is a welcoming and inclusive school where the children, staff and parents work in partnership and show respect and support for each other. Christian values are embedded in all aspects of school life where children learn to respect themselves and respect others.

Regular and ongoing communication is provided to our school community via letters home, Newsletters, e-mails, Parent Teacher Interviews and Goal Setting Meetings where the child, parents and teachers meet together, Student Reports, School Information Nights, Parent Workshops and a variety of school activities which promote home, school and community partnerships. Parents and families were invited to participate in a variety of ways and contribute to the life of the school through such groups as our staff, School Advisory Council, Parents Association, Works and Maintenance Committee, Out of School Hours Committee, Fete Committee and our Student Representative Council.

In 2014 our school entered its post-review year of the School Improvement Framework process. Throughout the process we set and worked towards the achievement of goals for the enhancement of the school’s Catholic identity, increases in student engagement, improved performance in Literacy and Numeracy, development of the wellbeing of our students and increasing the strength of our partnerships with parents.

A major focus of our professional learning for 2014 was on the development of students’ critical thinking skills. We engaged the services of Ron Ritchhart, a world leader in the field, from Harvard University in Boston. This work with Ron has skilled the staff in planning for the use of Thinking Routines in all areas of the curriculum to develop thinking skills. It is hoped that through the use of these approaches, we will be able to embed a “Culture of Thinking” at St Francis Xavier.

Following the success of our inaugural St Francis Xavier Film Festival in 2013, our 2014 Visual Arts Show was held to provide opportunities for children to explore and develop different artistic skills and then use these skills to further their learning and communicate their thinking to others. The exhibition included thousands of Artworks and over a parents, friends, parishioners viewed the work of the students after school, in the evening and on the weekend after the Parish Mass.

A number of dynamic teams within our school and parish communities contributed to the ongoing improvement of our students’ academic progress and student wellbeing and to the ongoing improvement to our programs, resources and facilities. As an inclusive community, we continued to work in partnership with the parish of St Francis Xavier, Fr Terry Kean (Parish Priest), Richard Jupp and Rose Cincotta (Parish Pastoral
Associates) and with Holy Trinity school. In 2014 we continued to strengthen our commitment to social justice and worked as a school to take action in helping others through our commitment supporting the St Vincent de Paul, local community appeals such as Relay for Life and Sacred Heart Missions, supporting Buhisan our sister school in the Philippines, sponsoring children in the Philippines, celebrating Social Justice Days and our Sacramental Program with Holy Trinity School and our ongoing connection with Garden Views Aged Care Facility. In 2014 our Innovative programs included: our Prep to Year Four Literacy Advance Program, our Student Wellbeing, Numeracy, Enhanced Learning Extension Program, our parish based Sacramental Program and Religious Education Program, our Innovative Sports Program, Outdoor Education Program (including Camp, Sleepover, Lapathon, Excursions and Twilight Sports) our Junior and Senior Choirs, Gymnastics, Swimming and our PMP Programs. It remains quite evident that our Enhanced Learning Program (catering for the needs of children at both ends of the developmental spectrum), our school counselling service and our Student Well-being programs also contributed to improved learning outcomes and increased self-esteem for our children over the past twelve months.
School Education Board Report

2014-2015 was another busy year for the St Francis Xavier Montmorency School Advisory Council (SAC) in which we have reflected and represented the school community views on a wide range of issues. Our meetings continued to be held on the last Thursday of the month. We always received a report from the Principal as well as reports from the various committees, including the Parents &Friends, Works and Maintenance, Uniform and Canteen. In all, during this period of time eight General meetings, one combined meeting with Holy Trinity and two dinners were attended by members.

2014 saw significant change for St Francis Xavier School (SFX) with the resignation of Phil Doherty and the appointment of Mark Workman. Nick Boyhan and the leadership group ably led the school through this transition time. The SAC were invited by Fr. Terry Kean to be involved in the appointment process of the new Principal. We attended a meeting with the Parish Board and a Catholic Education representative to discuss the process involved and to give our input into the qualities and characteristics we would like to see in a new school Principal. One representative from our Council was chosen (being Sue Vander) to be part of the panel led by Fr Terry and the CEO to appoint the new Principal.

The SAC were involved in discussions with Phil as to what would be an appropriate and fitting send off from the students and parent community. We held our own dinner at Element with a presentation and Gift and believe Phil thoroughly enjoyed his send offs!

Cyber safety, contemporary learning and education, multi-age, lingo often used by teachers and educators but often misunderstood by the parent community. Over a number of meetings we recommended for these terms to be explained to the general school community. We were informed about Ron Ritchhart and the work he was doing with staff. Recently the parents were lucky enough to attend a presentation by Ron and by all accounts were really impressed. Our feedback about parent information sessions and goal setting consistency was really taken on board by the school and many believe this year was the best yet. We look forward to perhaps having a parent night on Cyber safety later this year.

In 2014 it was Holy Trinity’s turn to host our combined meeting. The session was led by Fr. Terry who outlined his recent pilgrimage… the Camino. It provided an opportunity for us to listen and learn about his wonderful experience but also reflect on our own life journey. At the end we were able to enjoy the company and hospitality provided.

Over two meetings the SAC gave recommendations and support to the school regarding the safety and security at SFX. We believe the Principal and Staff at SFX
hold the interests and safety of our students as a very high priority. A reminder to parents about the correct protocols regarding entering and exiting the school has been followed up.

A new uniform (especially for Physical Education/Sports day) was a topic of discussion amongst the parent body. Kimberly Peterson and Marissa represented the SAC on the Uniform group and reported back with updates. This has led to some options that will be presented to the school leadership group by the end of this term. Hopefully this will lead to our children being dressed in a more appropriate, comfortable and stylish sports outfit.

Bike riding to school once again became an issue in 2014-15. Much discussion and reflection especially regarding the safety of students was had by both Staff and Parents. The school decided it was/is a parent’s responsibility to determine how their children arrive at school. Therefore children will be able to ride their bikes to school, dismount before entering and park in a rack provided by the school.

The SAC has been kept up to date with the School Website development since 2012 and look forward to the launch this year before the end of term.

The final extra ordinary meeting of the SAC saw changes to the SAC constitution. This had not been revised formally since 2006. This should make it much clearer to the community and the members as to the role of the SAC.

This will be my last AGM as Chair of SFX SAC. After three years as chair and two as a committee member it is time to hand over to someone with new energy and vision. Thank you to all who attended the meetings and also joined extra committees on our behalf.

Dee McDonnell
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 re-contextualising, dialogical, post-critical believing school, especially in the ‘ideal school’ data.

To deliver RE in the same contemporary and inquiry mode as other curriculum areas

- Professional Learning with Dr Ron Ritchhart for whole staff – spaced learning six days over three terms to shape and imbed our Culture of Thinking
- Continue to develop planning to include faith dimension in inquiry units of work
- Make connection between school values education and Gospel values through Professional Learning for whole staff
- Develop and engage whole staff Professional Learning opportunities of the Hermeneutical approach in Religious Education
- Engage staff in providing a hermeneutical approach to planning and learning of Religious Education through our inquiry planning
- Immersing 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
- Immersing the Year Six students in leadership by attending the National Young Leaders Day
- Continuing and enhancing our responsibility of being a FIRE Carrier School via Yarra Healing, within the North Eastern Zone Network with several of our leaders from Year Five attending FIRE Carriers immersion and training day with members of the Aboriginal Catholic Ministry
- Year Six leaders attending the annual Social Action Conference at St Clements of Rome School, Bulleen
- Following on from the Social Action Conference, an Annual Social Action Day was held in conjunction with our sister school, Holy Trinity and led by our social outreach teams and student leaders
- 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 June, July and August
- A whole school focus of ‘Love One Another, As I Have Loved You’ which supported our school vision of linking gospel values to school, parish, local and global communities within a Hermenuetical approach
• 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
• 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

VALUE ADDED

ELVA (Enhancing Emotional Literacy through Visual Arts) approach to learning
Professional Learning through the CEOM
Learning & Teaching

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

Achievements
• Our school participated in the cyclic School Review and Development process under the auspices of the Catholic Education Office Melbourne (CEOM). We completed Year One of our School Improvement Plan and continued to work with the CEOM School Review Team.

• Over the course of 2014 our whole staff attended a six day Professional Learning Activity with Dr Ron Ritchhart who is a senior research associate at Harvard University in Boston. We focussed on ‘Making Thinking Visible’ and ‘Creating Cultures of Thinking.’ This was an exciting initiative from our school and we will continue to learn with Dr Ron Ritchhart in the coming years.

• We were invited to participate in a Visible Thinking Appreciative Inquiry lead by the CEOM.

• Participated in the Change2 process which was facilitated by the CEOM School Review Team.

• We participated in the CEOM Learning and Teaching Network PL opportunities focusing on Curriculum through the AusVels construct, Principal and Teacher Standards (AITSL), Whole School Planning and Google enterprise Apps.

• We continued our participation in the Literacy Assessment Project in Years Two - Six.

• Our teachers in Years Prep, One and Two teachers were invited to write and present a paper to the CEOM in regards to Differentiated Assessment Schedules in Literacy and continued to participate in the CEOM P-2 Literacy Assessment Project.

• We continued our participation in the Collaborative Learning Literacy Communities Project in Year Five and Six.

• We were selected as a leading school and site of best practice by the CEOM in Literacy.

• As a site of best practice we were invited to contribute to an Appreciative Literacy Inquiry and worked with members of the CEOM.

• We continue to work in partnership with Melbourne and Deakin Universities

• Several of our teachers completed or are currently completing their Masters of Education
- Participated and worked in collaboration with the University of Tasmania in developing a Calculus for Kids program in Mathematics for children in Year Five and Six.

- Continuing to work collaboratively with local Mathematics clusters and leading involvement in projects and competitions.

- The Enhanced Learning Team continued to analyse Literacy and Mathematics data for effective small focus groups in Literacy and Mathematics.

- Professional Learning Team meetings were used for professional learning in Literacy, Numeracy, Student Well Being and eLearning.

- Our Tri Annual Art Show once again showcased the creativity of our children, teachers and our school community.

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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STUDENT LEARNING OUTCOMES

Our school has been able to maintain its growth with the Year Three and Year Five data. There has been a slight growth between the 2012 data and the 2014 data. Writing has maintained its one hundred percent in both Years Three and Five over the three years. The Year Five children have shown the biggest growth over the three years.
Student Wellbeing

Goals & Intended Outcomes

- To continue to nurture students in an environment in which their wellbeing is recognised as fundamental to learning and the participation in the life of the school.
- That the school provides a supportive, safe and challenging learning environment for every student.
- That a consistent approach to behaviour management is implemented across the school.

Achievements

- The introduction of the SWPBS Framework has begun over a three year cycle. A core team is completing the training facilitated by CEOM and leading the whole staff in implementing the framework.
- Data has been gathered to gauge student, staff and parent voice in relation to the needs of our school relating to SWPBS.
- Student and Staff Wellbeing Core teams have been established to support the introduction of SWPBS. Parents are informed through the Parent Association and School Advisory Committee. All parents were invited to a Parent Information Session that outlined SWPBS.
- Our Values Education and Award system has been audited, updated and will be adjusted to complement our SWPBS framework.
- SWELL Week (Student Wellbeing Week) continues to be the focus of the first week of the school year to allow staff and students to build meaningful routines and relationships.
- SRC Meetings are held regularly with new initiatives to ensure student voice is heard and valued.
- Circle Time continues to be used within the classroom.
- Connections with Berry Street School of Education have been established to enhance staff professional development and parent education. A series of upcoming parenting workshops is being planned.
- The Buddy Program continues to be implemented for all students.
- Social and Emotional Learning is an integrated part of the curriculum and included in all curriculum planning sessions.
- 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 absent students. Ongoing attendance issues are referred to the classroom teacher for follow-up. For the year 2014, the average student attendance was 94.82%.
Student Satisfaction

Our SRC data has fluctuated over the past few years in the area of Student Wellbeing. The SWPBS framework is being implemented with the goal of greater satisfaction for students, teachers and parents. We aim to see an improvement in the following areas: Student Safety, Classroom Behaviour, Learning Confidence, Student Morale and Student Distress. We also believe that SWPBS will strengthen Parent Partnerships.

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

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

Achievements
Collegial feedback in relation to the implementation of Teaching and Learning strategies undertaken from professional learning facilitated by Ron Ritchhart

Undertaking the Change 2 process, a plan was devised to improve the learning dispositions of the students at St Francis Xavier School.

The projects of the Collaborative Literacy Learning Communities and the Literacy Assessment Project were enhanced by collegial feedback at Literacy PLTs

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
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<tr>
<td>Leadership and Learning and Teaching (Curric)</td>
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<tr>
<td>Network Cluster Days, Principal, Deputy Principal, Religious Education, Leadership for Learning and Teaching, Literacy, elearning, Numeracy, Reading Recovery, Italian, Student Services and Student Wellbeing</td>
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<tr>
<td>Ron Ritchhart Creating Cultures of Thinking, Religious Education Conference, Change 2</td>
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Facilitators Course, Collaborative Literacy Learning Communities (CLLC), Literacy Assessment Project (LAP), F-2 Assessment Capabilities Project, Ausvels in Catholic Schools, School Wide Positive Behaviour Support Introduction, SAFEMinds Headspace Laptops and ipads for Personalised Learning, Phonological Early Reading Instruction, CEOM-ICON; Web 2.0 Online Course

Transition for Students with Additional Needs, LNSLN Applications, Assisting Students with Hearing Loss, Using an Intellectual Disability Lens to understand Behaviour

ADMIN


In 2014 all staff members attended some Professional Learning provided by the CEOM or by St. Francis Xavier, eg. Six Professional Learning Days with Ron Ritchhart ‘Creating Cultures of Thinking’

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 32 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL     | $1710 |

TEACHER SATISFACTION

100% of staff rated the school positively in relation to opportunities in this school for developing new skills via professional learning. Likewise

100% of staff noted on the staff survey that the school strongly encouraged each teacher to improve their skills, knowledge and performance.
School Community

Goals & Intended Outcomes

To sustain and enhance a school community in which all members work together in effective and positive partnerships

1. That the communication and connection within the school community will improve

Achievements

The continuation of family faith nights with greater student participation

Using staff led parent workshop nights as a vehicle for improving the communication and relationships within the school community

Involvement of parent community in key areas of the Visual Arts Show

Strategic planning for greater collegiality between the staff of St Francis Xavier and Holy Trinity in 2014

Continued high attendance at school functions e.g. Comedy Night, Pancakes on the Oval, Class Masses, parish fete etc.,

Expansion of the school counsellor’s work with parents and families

Parents offered a myriad of ways in which they can be involved in the school, through the trained parent helper program, excursions, sport days, innovative sports programs, interschool sports, Italian days, tuckshop, uniform shop, school banking and working bees.

Parents are involved in many school activities and are members on the School Advisory Council, Parents Association, Works and Maintenance Committee, Fete Committee and associated sub committees.

They were involved classroom helpers program (many of whom attend Parent Training Workshops in Literacy and Numeracy), excursions, parent liaisons, sports and supporting our school events such as our Twilight Sports, School Concert, Carols By Candlelight and Parish Feast day.

The School Advisory Council surveyed parents and provided feedback to the school community Our Parents Association strengthened our school spirit through successful social events included the Comedy Night, Pancakes on the Oval, School Disco and Mothers’ and Fathers’ Day activities
Insight SRC data suggests that parents are satisfied with the extent to which they see teachers as being enthusiastic and passionate about their work. We believe that this is a true reflection of our staff.

Through supportive leadership and team work, our staff morale is high and this is reflected in our positive school spirit. As a staff we participate in a number of social events and team building activities.

Initiatives such as SWELL Week, House Sports events, Social Outreach, Buddy programs and whole school celebrations of learning contribute to a strong sense of School Spirit among students.

Students feel connected to their school community and their peers. This is supported in the School Improvement Survey data on student attitudes to school where our students are placed in the top 25% range of all Victorian Schools across Emotional Wellbeing, Teacher Relationships and Engagement in Learning Spheres.

We developed Inquiry Units of work that provide opportunities for students to create links with the community. These provided opportunities for students to engage in social action within and outside of our school community.

We have a presence at local community events, such as Were Street Festival and Relay for Life and through our social outreach networks for those in need.

We made connections with the local kindergartens, nursing homes and sporting clubs and supported a number of fundraising activities. As an outward looking school, we participated in professional learning networks and a number of our staff hold executive roles on these committees including our Deputy Principal who chairs the Eastern Region Deputy Principals Network and the Phys Ed Leader who Chairs the Montmorency District Sports Association.

**PARENT SATISFACTION**

When considering both qualitative and quantitative opinion via parent committees and the Insight SRC data, parents generally satisfied with St Francis Xavier School. They believe the school has a very good learning focus and that the students are motivated to learn. They agree there could still be further refinements to the management of student behaviour. Parents value the importance of having input into the running of the school and continue to welcome further opportunities to express their opinion via our School Advisory Council surveys, parent workshops and Level information evenings. In partnership the parent community contributed positively towards the life of the school in 2014.
### Financial Performance

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<th>REPORTING FRAMEWORK</th>
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</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>848,820</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>765,229</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

EDUCATION IN FAITH

Goal:

To strengthen a Re-contextualising Catholic School Identity.

Key Focus:

Making Jesus Real; Social Justice Action; Church as a place of Worship; Daily Nourishing of Eucharist & Prayer.

Strategies:

Contemporary Inquiry Units; Culture of Thinking (Ritchhart); Hermeneutical approach; Explicit teaching.

Main focus developments:

*The planning of Inquiry Units that includes the embedding of R.E. learning content to enhance student understanding of the Catholic Faith and Christian living, that leads to the planning and carrying out of social action.

LEARNING & TEACHING

Goal:

To further develop an active, informed, responsible and creative learning community.

Key Focus:

Pedagogy; student engagement; English & Mathematics targets.

Strategies:

Explicit teaching; ILP’s; Learning Support; Learning Dispositions; PLT’S; AITSL /Performance targets, Coaching/Mentoring

Main focus developments:

*Extending and strengthening learning support by exploring a number of intervention programs and strategies and utilising the expertise of professionals. Such as Literacy
Learning Intervention (LLI) Occupational and Speech Therapy programs, Berry Street (behavioural) school intervention and support.

*Explore ICT mobile devices for student learning to improve student engagement and accessibility to the Curriculum and student performance. An e-learning action plan to be planned.

*Engage in the Catholic Education ‘Language Project’ to plan and promote the LOTE program of the school for the next 3 years.

**STUDENTS WELL BEING**

**Goal:**

To continue to nurture students in an active environment in which their well being is recognised as fundamental to learning and participation in the life of the school.

**Key Focus:**

Providing a supportive, safe & challenging learning environment for every student; Improve school wide understanding & common approach to student management; social skills engagement & well being.

**Strategies:**

SWPBS; Learning Dispositions; SWELL Program; Values Awards; Explicit teaching of social skills; Parent Workshops.

**Main focus development:**

*The planning and implementation of year 1 of the SWPBS (school wide positive behaviour strategy). This is to support much of the CHANGE 2 action plan to support student learning dispositions.

**LEADERSHIP & MANAGEMENT**

**Goal:**

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

**Key Focus:**
Leadership Development; Collaborative structures & voice; professional staff climate; distributive leadership

**Strategies:**

Committees employed; meeting structures and protocols; PLT’s; coaching & mentoring

**Main developments:**

*Redefining the staff leadership roles, providing a more distributive model so each staff member can more fully engage and contribute to the yearly school improvement action plans.*

*Introduction of School Development Committee, staff committees include the Arts, Student Well Being, ICT, Sport, each to plan and drive the school’s annual plans and projects.*

*Provide a greater variety of student leadership teams so student voice and action can contribute and enhance school improvement plans.*

**SCHOOL COMMUNITY**

**Goal:**

To work in genuine partnership with the school and broader community to enhance learning.

**Key Focus:**

Community engagement; empowering parents in their child’s education at school & home; communication between school & home.

**Strategies:**

Parenting/educational workshops; (Resilience; Childhood Anxiety; Critical Thinking- Ron R) students learning & progress feedback; classroom & school correspondence.

**Main Developments:**

*Parent forums to increase understanding and engagement in the T&L: Forums and workshops include: Ron Ritchhart, PBS, Berry Street Parenting skills, ICT.*
*A review of the Advisory Council Constitution to bring community clarity about its role and function including greater engagement and utilisation of parent expertise within the Council to assist in school development and future plans.

* The school will employ a community consultative process to design a school master Building Plan to take into its future years. The first stage of the master Plan is expected to be implemented late in 2015 or early 2016 should the State Government Financial Commitment pledge made to the school in November 2014 be honoured.