



Melbourne Archdiocese  
Catholic Schools



# 2024

## Annual Report to the School Community



### St Francis Xavier Primary School

90 Mayona Road, MONTMORENCY 3094

Principal: Philip Cachia

Web: [www.sfxmontmorency.catholic.edu.au](http://www.sfxmontmorency.catholic.edu.au)

Registration: 1343, E Number: E1133

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## Principal's Attestation

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I, Philip Cachia, attest that St Francis Xavier Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 May 2025



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## About this report

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St Francis Xavier Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).



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## Governing Authority Report

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Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### Vision Statement

St Francis Xavier Primary School: A faith community inspiring all learners to thrive today, excel tomorrow and lead with compassion.

### Mission Statement

Founded by the Sisters of Mercy, St Francis Xavier Primary School is an integral part of Risen Christ Parish.

We are a community built on a strong foundation of faith, kindness and compassion. We develop positive relationships and a strong sense of belonging.

Through high quality explicit teaching and diverse educational opportunities, we provide an engaging and exciting curriculum.

We nurture and support students to be happy, inquisitive, determined and confident learners.

At St. Francis Xavier Primary School, we welcome and respect all.



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## School Overview

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Located within the green wedge of the Diamond Valley, St Francis Xavier Parish School Montmorency is a safe and welcoming community that pervades a close village charm. The first St Francis Xavier School 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.

The 2023 student enrolment was 340. There were 210 families and 43 employed staff. School enrolment is growing due to the reputation and good community standing. Fifteen (straight) class groupings with class population sizes ranging from 17 to 28 with an average of 22.4 students per class.

93% of the students are baptised Catholics and our school population includes 4% Language Backgrounds Other Than English (LBOTE). Montmorency remains predominantly a middle class area and therefore the school is 114 on the DMI Scale (Direct Measure Index). A number of our parents 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 place within our Risen Christ Parish community. As an inclusive community, we work in partnership with the Parish of St Francis Xavier, Fr Michael Sierakowski, our Parish Moderator, our Parish Council and with our other Parish schools, Holy Trinity Eltham North and Our Lady Help of Christians Eltham to form the Parish of the Risen Christ.

Our teaching and learning takes place in well-maintained and modern school buildings utilising 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 a \$1.7M re-development of the original learning block currently occupied by our Year One and Two students. Works were completed in July 2018. The refurbishment included the upgrade of eight classrooms incorporating the original multipurpose room to create improved flexible student learning workspaces with the latest technology and resources. The upgrade also included work in 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 well lit learning spaces within our BER building which was designed and purposely built in 2011 to meet the needs of 21st Century learners. This innovative, state of the art building, incorporates a purpose built library (Discovery Centre), a Digital Technology Centre, a S.T.E.M Room and learning areas (Year 5/6) leading to an outdoor learning area. We maintain that this contemporary learning

environment supported by its 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 School Hall, Performing Arts Centre, meeting rooms, all weather synthetic oval and basketball courts) are used both during and after school for our Out of School Hours Care Program, netball and basketball training, tennis coaching, for SFX parent education and by a number of groups for various Parish activities. Students, Prep to Year 6 attend seven weekly specialist classes of Visual Arts, Digital Technologies, Physical Education, Performing Arts, S.T.E.M and L.O.T.E (Mandarin). Students also visit the Discovery Centre (formerly known as the Library) on a weekly basis to borrow books and have their weekly library lesson.

Students are supported by a Student Wellbeing Leader (2 days a week). Learning Support Officers are also assigned to each year level to assist students with additional needs. There is also a School Counsellor one day a week. There are specialist support teachers and programs for English and Maths (Intervention and Enrichment/Extension) and Wellbeing (Social Skills Program, Positive Behaviour Management Strategy- PBM).

The Religious Education / Sacramental Programs are guided and supported by Parish Priest, Religious Education Leader and classroom teachers.

The Learning & Teaching curriculum is based on the Victorian Curriculum Standards and the MACS Vision For Instruction. The MACS Religious Education Framework is supported throughout the school by the Religious Education Leader.

Opportunities to promote student voice and engagement are encouraged and celebrated through many channels. These include Prep to Year 6 SRC, Year Prep & 6 Buddies Program, Fire Carriers and Class Leaders. There is also an extensive Year 6 Leadership Program made up of a variety of leadership roles 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 and attached to a staff member.

We welcome the involvement of parents and members of our school community, as evidenced by our highly effective teams of dedicated parents who support us through our Parents Association and School Advisory Council. Parents and grandparents also volunteer as helpers in many ways in classroom during Literacy and Numeracy lessons. They also support classroom teachers in other ways eg. excursions and sports days, book covering etc

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## Principal's Report

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# 2024 - Together We Shine

Dear SFX families and Students,

As we come to the end of a great year at St. Francis Xavier School Montmorency we celebrate the many achievements of those in our school community. Some of these achievements are quite obvious and pronounced; others may be small achievements of goals that may have gone totally unnoticed. Whichever way, always know that as a whole we contribute to the workings of this great school, as a whole all those even small achievements go to making up who we are today. Indeed we are a very different school from five years ago. Every parent would expect that as the world changes so quickly around us, we as a school should change and adapt too. However at the heart of everything we do is celebrating student learning and achievement. Let's recap how it all happened in 2024.

- We began the school year with welcoming for the first time in many years, three Prep classes to our school. They looked amazing in their new school uniforms, full of excitement and maybe a few hidden tears. However they adapted to 'school' really quickly understanding that it is a very different place to kindergarten and pre-school. We were also short two class teachers as Mr. Heddle our Year 3 teacher took paternity leave following the birth of his second child Hugo over the holidays and as we waited for our teaching recruit from New Zealand to be fully accredited by the VIT to teach in Australia. We are thankful to have appointed Ms. Anna Hanley to our Year 6 class and she was able to begin her teaching duties in mid February. The toll of the teacher shortage right around Australia is one that will impact schools for many years to come.
- We celebrated appointing the new 2024 School Captains: Keegan Douglas and Abbie Tomkins (School Captains) Abigail Veerhuis and Dylan Cummings (Vice Captains). These four school leaders have truly lived up to the high expectations that we as a community have of them. They have learnt so much about leadership and public speaking along the way, and they have made us proud and set the tone for our school. We congratulate all Year 6 students who have all held a leadership position this year. We have seen such incredible growth in maturity and responsibility as a cohort and we are so proud of them. Thanks to Ms Hanley and Mr Mithen who have put so much effort into making sure the Year 6 students meet our high expectations of them as leaders of our school.
- In February / March we ran three Child Safety/Parent Helper courses for parents. Thank you to the 170 parents/grandparents who told us that they wanted to somehow be involved in their child's education by being a helper and for always acknowledging that child safety at SFX is our number one priority.
- We also invited parents to attend our morning class prayer sessions. We started morning Christian Meditation on every Tuesday and Friday morning. It is so lovely to

see our parents want to be part of this aspect of our school that is so central to the faith development of our students.

- The SFX Parents Association were so instrumental in satisfying their two main objectives as a group. That being 'fundraising' and 'connectedness'. Events like Shrove Tuesday kicked off the Parents Association year followed by the Welcome Picnic, the Dads Bowling event, the Easter Hat Parade, the Mother's and Father's Day Breakfast, the School Disco, the SFX Mixer and the 2024 Christmas Carols celebration. Every cent of money raised by the SFX Parents Association is headed towards our main fundraising target of resurfacing our two Basketball/Netball Courts over the January 2025 school holidays.
- In late February we had our first Welcome Picnic in many years. We hired two HUGE jumping castles; one for the juniors and one for the senior children. Did I also see some parents going crazy on the jumping castles later in the evening? This was very well attended by families and allowed our families to re-connect for the new school year.
- We thank Mr. Brian Anderson, our Physical Education Specialist who through the year has so freely given of his free time to organise and attend our District Swimming, Cross Country, Athletics and Interschool sports. It is great to see so many of our students compete against others, learning how to win well and how to lose well, and how to always show great sportspersonship.
- In March all SFX completed their Level 2 First Aid qualification incorporating CPR, Defibrillator, Asthma and Anaphylaxis training. We always want to ensure that every SFX staff member is well trained in case of a medical emergency.
- Through the year staff have also moved into the MACS Vision for Instruction and been trained in UFLI (Prep to Year 2 Phonics) and Smart Spelling (Prep to Year 6). Spelling is our major school improvement focus for 2024/2025 and we want to ensure that we have the best resources and best trained teachers to make these changes to pedagogy. All P- 6 teachers also attended MACS Mathematics Daily Review professional learning. This is now the way all Maths lessons at SFX begin each day.
- In mid March our four Year 6 School Captains and RE Leaders Abigail Fisher and Alexia Loutfallah, and our newly appointed Year 5 Fire Carriers James Mithen, Gemma Hoseason, Majella Humberstone and Emmabelle Angelucci represented SFX school at the annual St. Patrick's Day Mass with Archbishop Peter A. Comensoli. It was wonderful for our leaders to be part of a Mass where all Catholic Primary and Secondary schools are represented; more than 300 schools in total. During this same month our Student Representative Council students from Prep to Year 6 were appointed to begin their important work at our school.
- In May Mr Park was busy organising his now annual STEM night. Mr Park brought out some of the incredible STEM equipment we have purchased over the past five years. Our parents were enthralled by what our students were doing in STEM at school. The AI, Coding and Programming were particular highlights...we held back on the flying the

new SFX drones inside the hall just for safety reasons. Mr Park would organise a Cyber Safety night for parents later in the year.

- In May we began to collect non perishable food items for St. Vincent De Paul Montmorency Conference. This is a group of senior women and men from our Parish who service the needs of struggling families in our area. Some of these same families are our very own SFX families. By the end of the month our school had proudly filled the room with food for these families. This is at the foundation of our social justice teaching at SFX.
- The annual SFX Disco was again a massive hit with the students. DJ Phil was at his raucous best as we cranked up some huge tunes. The students went home tired and with no voice....always a good sign after a good school disco.
- June saw the start of our SFX Outdoor Education Program. For the first time our Year 5/6 students attended a SNOW CAMP at Camp Adanac. Part of the trip was heading up to Mt Donna Buang and experiencing subzero temperatures of the Yarra Valley. Our Year 3/4 students attended their school camp at Oasis Camp Mt Evelyn. Year 3's just for a day camp; Year 4's experiencing their first night away from home. The weather was good to us on both camps and this made our program even more fun as we were able to complete all activities....including our very own Big Freeze in the lake at Snow Camp.
- In March our Year 3 & 5 students completed their NAPLAN assessments in English and Maths. When the results were released SFX were once again happy with the results. Once again out of the 10 areas of assessment (5 areas in Year 3 & 5 areas in Year 5) SFX was above the Australian average in all areas. It should be noted that this is the third year in a row that SFX has had all assessment areas above the Australian average. This says something about the quality of curriculum leadership offered by Ms Patrizia Rinaldo, our Literacy Leader Ms. Deb Butler, our highly skilled staff, the training, programs and resources our staff are now using, the work of our Learning Support Officers and your support at home. It is a team effort and we have achieved great results three years in a row with three different cohorts of students.
- We congratulate and prayed for all the students in Year 4, 5 & 6 who have received one of the three Sacraments: Reconciliation, Eucharist and Confirmation through the year and to their class teachers for preparing our students so well. We are fortunate to have the talents of Ms Megan Bird, our Faith Leader, who has done so much through the year to increase the collaboration between Parish and school and develop the spiritual aspect of all of our students. The recently held Advent Liturgies were a perfect example of teaching our students about their faith and spirituality and the true meaning of Christmas.
- Whilst we were unsuccessful in our bid for a Victorian Government Capital Grant, our Masterplan is in place for when the next Federal or State election comes about. On the positive side we gathered all our resources as a school to develop a new School Mission and Vision statement. We thank our SRC who sought feedback from each class and were part of the 'voice' that was part of its development. We intend to launch

this at the beginning of 2025 now that it has been endorsed by the SFX School Advisory Committee. This sets our direction for the next five years up until 2030.

- Book Week 2024 was another huge event with visiting authors Felice Arena for our Year 3-6 students and the “Little Bad Wolf” Puppet Show for our Prep to Year 2 students. We thank Ms Morello and Ms Johnson from our Discovery Centre for always reminding us about the value of books and the importance of reading every night. When we say the week was magic, this was true as we had our very own Magician in the Discovery Centre doing amazing things.....how did he do that trick????
- The Mother’s and Father’s Day breakfasts and celebrations are always great events organised by our SFX Parents Association. It was great that the mums were able to get around to our family groupings in the classrooms and complete a family activity and for the dads an opportunity to get out all their footy jumpers and merch to honour their team. Thanks to the School Choir and Ms. Beamont for entertaining us with their beautiful voices.
- LOTE Day 2024 entertained the students and most of the neighbours, as our visiting Lion Dance troupe came to SFX. We love the work of Ms. Qi, teaching us about Chinese culture during class and during her lunchtime LOTE Club.
- Our 2024 Visual Arts Exhibition, which is held every two years, burst open the end of October with colour and vibrancy. Thanks to Ms O’Connor our Visual Arts Specialist for curating an amazing two night exhibition in our school hall. The students were so happy to showcase their own pieces of art to their parents and also the talents of their peers. Most of the parents who attended were amazed by the skill level of our students. The Glow Tunnel especially was a huge hit with everyone young and old.
- We thank our outgoing SFX Parents Association President Rhiannon Saward and Vice President Leah O’Shea for their tireless work over the past two years and welcome the new Parents Association Executive for 2025: Mary Bolling and Deborah Vega (Co-Presidents), Danielle Christou (Vice President), Liz Blair (Secretary) and Deanna Makhoul (Treasurer). We look forward to getting behind all your 2025 initiative to raise money for our school giving SFX students the best education on the planet.

And what’s in store for next year you may ask.....

- If all goes according to plan over the summer our basketball/ netball courts will look very different for Day #1 2025
- We will increase the number of classes at SFX from 15 to 17 classes and students in our Year 3 – 6 class will have more Learning Support Officer support than SFX has had in its history
- We will undergo our MACS School Review and VRQA validation in Term 3. This occurs every four years and ensures that all of our procedures and processes are up to standard. Along with our new SFX School Mission and Vision Statement this sets the improvement targets and KPIs for our school that we need to achieve by 2030.

One of our Prep parents commented to me last week...."There is something happening at SFX almost every week! I can't keep up!" If that is the case, that is our objective as a school. To give our students the best; as they only do primary school once and we cannot go back. Families are voting with their feet and coming to our school mainly because we do things the SFX way.

Let's pray for our continual prosperity as a school and that we will always do our best for the students in our care.



Philip Cachia

Principal



### **School Advisory Council Report**

The School Advisory Council (SAC) had a productive and purposeful year, contributing to several initiatives designed to benefit all students and their families.

A key focus was the School Master Plan. Recognising the need for the school to evolve in response to the changing needs of its current and future students, the SAC collaborated with architects specialising in educational environments. This consultation process allowed the SAC to provide valuable input on the use of school grounds, accessibility for students and families, and planning for future growth. Additionally, SAC members engaged with local parishioners in a lively and constructive discussion about the integration of the school's development with the local parish. While the school was unsuccessful in securing grant funding to progress these developments, the plans remain a priority and will be revisited once viable funding options are identified.

This year also saw a strategic shift in academic focus from Mathematics to Literacy. After strong growth in student outcomes in Mathematics—driven by evidence-based teaching practices—the SAC supported the application of these successful strategies to English instruction. The goal is to build on this momentum and improve literacy outcomes across the school.

The SAC also engaged in detailed and thoughtful discussions around school fees and levies. With a clear commitment to making education both **accessible** and **affordable**, the SAC is acutely aware of the financial pressures facing families in our community. Efforts are ongoing to ensure that every student can access a high-quality education without facing undue financial burden.

As part of the School's Review process, the SAC revisited the school's Vision and Mission Statements. These statements are fundamental in guiding the school's direction and ethos.

After several years without revision, the updated statements now reflect the school's current values and aspirations, and are intended to guide our community well into the future.

The School Advisory Council extends its sincere thanks to the school leadership team for their ongoing dedication, vision, and collaborative spirit throughout the year. In particular, we acknowledge and express our gratitude to Philip and Patrizia who have led the school with integrity, compassion, and a steadfast commitment to student success and community engagement.

Ms Brigid Douglas - President SFX School Advisory Committee



## **Parents Association Report 2024**

The Parents Association (PA) is a very special part of what makes SFX a welcoming and inclusive community. All parents by default are part of the association, and many contribute their time where they can, to help strengthen community connection and help create fun and exciting activities that add an extra dimension to school life.

The purpose of the PA is to strengthen the school community through family, children and adult events, and to raise funds to contribute to the school facilities. This was reestablished through a values survey in February 2024. Feedback from this survey was also integrated into future events and running of the PA.

### **Parents Association Values and objectives - Survey results**

To help guide the Parents Association's activities and goals, we put together a short, anonymous survey to help shape our values, objectives and goals. We received 12 responses, which is a general indication that most people are happy with the PA activities. The full survey results were made available on the school website. The key feedback included:

- Make goals clearer
- Include other ways to help out using parents skills
- Consider future focussed, kindness and social impact in PA mission
- Goals: basketball court upgrade, playground upgrade, kitchen garden program, shade, tech equipment and nature play / more vegetation and soft surfaces.
- Interaction with the kids at the Mother's Day breakfast

Our financial goal over for 2024 and 2025 is to raise funds to compensate the school for the upgrade of the Basketball courts, approximating \$85,000. The courts were identified through surveys and Parents Association meetings as being a high priority for investment. The existing courts had not been upgraded in decades and were uneven, tired and unsafe.



The PA raised approximately \$43,246.89. profit across the year which was transferred to the school to pay for the first of the Basketball courts, scheduled to be completed over the 2024-2025 Summer break.

Jellis Craig were the Major Sponsor across the year, donating \$3,000 towards PA activities. In return Jellis Craig received acknowledgement on social media, newsletters and at activities etc.

The PA's other key focus was to create family events. In 2024 we hosted the first Christmas Carols since before COVID lockdowns. Although a very hot day, it was a great success. The other key social event was the SFX Mixer held at the Montmorency-Eltham RSL. It was a fantastic night of laughs and relaxed catch ups. The PA also planned for its major fundraising event to be in March of 2025, giving families some extra space in their calendars in 2024.

At the beginning of the year the PA reviewed the previous years activities with a focus on purpose (connection or revenue based) against parent effort and results. These findings were utilised to set a calendar of events across the year.

Events in 2024 included:

- Shrove Tuesday Pancake snacks
- Welcome picnic
- School Disco
- Easter Hat Parade and Raffle
- Mother's Day Stall, Breakfast and Raffle
- Father's Day Stall, Breakfast and Raffle
- Bloke Barefoot Bowls – Welcome night for Dad's and carers
- Dad's evening event
- Pie Drive
- Twilight triathlon sausage sizzle
- Crazy Camel kids art merchandise
- SFX Mixer - Adults event
- Christmas Carols



- Were Street Shopping night

All of these events were well received and attended. The highlight of the PA calendar was undoubtedly the Christmas Carols. The feedback was fantastic, and the kids made new memories performing, with a focus on faith, fun and community interaction with the Salvation Army Band and Santa arriving courtesy of the Eltham CFA.

The PA meets monthly face to face at the school, with an online option as well. Communications are also digital across a Facebook platform and through year level groups, facilitated by class representatives. Updates are also regularly posted in the school newsletter.

The PA operates on a volunteer basis, with a diverse range of opportunities to get involved. Across the 2024 school year, 100 parents volunteered their time to help run events, coordinate and plan, communicate, organise and schedule. It takes many skill sets and a pinch of bravery to achieve what we have. The SFX PA is certainly strong and represents the broader school family's values that centre around community participation, identity, kindness, belonging and care.

### **AGM November**

In 2024 we agreed to install the new executive in the latter part of the year. This was to enable a smooth transition at the beginning of the new school year and enable activities such as the Welcome Picnic and Shrove Tuesday to be planned and executed. We advertised the November AGM date and executive positions throughout the school community, including to new prep 2025 families. At this meeting a new executive was installed.

I'm very proud to have been a part of 2024 and want to extend a thank you to every person who helped in any way, big or small.

*Rhiannon Saward, SFX PA President 2023-2024*



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## Catholic Identity and Mission

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### Goals & Intended Outcomes

To empower student agency and voice to promote engagement in faith and learning.

To embed an evidence informed, school wide, contemporary approach to learning and faith development.

To enhance a culture of professional growth and development to address the school's strategic directions.

To ensure that staff use relevant assessment evidence to inform ongoing instruction.

### Achievements

During the 2024 Year, there were many achievements and new initiatives introduced across the domains of Classroom and Religious Education Teacher Professional Development, Social Justice Initiatives (Charities), Masses and Liturgies and Sacraments.

#### **Classroom Teaching and Religious Education Teacher Professional Development:**

- The provision of classroom prayer resources continued to be an important part of the Religious Education Program at SFX. Class decorated prayer cloths foster a sense of ownership and connection to morning prayer, of which parents are warmly invited to attend. Each grade was supplied with a school candle, blessed at the beginning of the year Staff Commissioning Mass. 2024 saw an updating of classroom prayer resources for some grades, including crosses and classroom Bibles. (According to the MACSISS survey, 86% of children believe that daily prayer is a large part of daily routine at SFX, highlighting this central role of prayer in our Catholic tradition here at SFX.)
- The Faith Leader has continued to facilitate and attend RE planning with teachers each term. There has been a particular focus on the refining of assessment tasks which directly link with reporting outcomes. In addition, teacher planning included links to the Principles of Catholic Social Teaching, making connections to the many social justice initiatives which took place in 2024.

- Staff were provided with regular opportunities to engage in Religious Education professional development in order to meet the requirements to maintain their Religious Education Accreditation. (The MACSISS survey indicates that from 2023 to 2024 there was a 20% increase in the positivity that staff expressed about the professional learning experiences that assisted staff to contribute to the Catholic mission of the school.) This was achieved through twice a term participation in online RE workshops offered by MACS, in order to develop teacher's professional knowledge and further support their teaching of Religious Education. (According to ECSI data, From 2023 to 2024 there was a 20% increase in the positivity that staff expressed about the professional learning experiences that assisted staff to contribute to the Catholic mission of the school.)
- Continuation of the provision of RE teacher planning resources to support teaching and learning. These include 'To Know Worship and Love' and 'Understanding Faith' digital subscription. Teachers were regularly supported with resource packs developed by the Faith Leader, in supporting the teaching and learning of important events and Feast Days including: The Feast of Mary MacKillop, Feast of the Assumption, ANZAC Day, Remembrance Day and St Francis Xavier Feast Day.
- In August 2024, all staff attended a whole school Professional Development day focused on developing a renewed Vision and Mission Statement for SFX. The day was facilitated by Pauline Zappulla Consultant and Coach, and was also attended in part by Sr. Rosemary Patterson RSM (Mercy Order) who explored The Legacy of a Charism with staff. (MACSISS survey results reflect that 67% of staff believe that the school leadership team encourages staff participation in faith and religious formation, an upwards increase of 15%.)
- Friendship school visit: Friendship School Coordinator Anni Miers along with Glenys Gayfer (founder of KADASIG) visited SFX in September and presented information sessions to SFX children and staff, highlighting 'Faith in Action' at SFX via our support for our friendship school, Buhisan Elementary, and linking this to the Principles of Catholic Social Teaching.

### **Social Justice Initiatives (Charities)**

- Both existing and new social justice initiatives took place in 2024 and were strongly supported by the school community. (This is evident in the MACSISS data, indicating that 75% of families feel that the Catholic Mission is emphasised by the school reflecting its importance in the daily life, values, and educational approach of the school community.)
- SFX once again supported Caritas Australia's Project Compassion. This was promoted each week within the school newsletter and at morning assemblies, by the Year 6 RE Leaders.
- On 18th April, representatives from St Vincent De Paul addressed the morning assembly, to present certificates in recognition of our SFX support. During this visit, the St Vincent De Paul Winter Appeal was launched. Families were invited to bring a variety of non-

perishable food items to support those in need in the local community. This appeal was promoted and driven by the Year 6 RE Leaders and Faith Leader, with a strong response and support from our generous SFX school community.

- In May, The Faith Leader and FIRE Carriers led a 'Wear it Yellow' Day, supporting the FIRE Carrier Foundation and Children's First Charity. A total of \$373.60 was raised. Students participated in Indigenous Games workshops and activities, in recognition of National Reconciliation Week. (According to ECSI data, 75% of students and staff see current practice of the school as being a Dialogue School, according to the Victoria Scale, which demonstrates that the school is both inclusive and responsive along with being representative of the student/family population.)
- On Tuesday 3rd December, St Francis Xavier Feast Day, was celebrated with a whole school Mass. This was followed by a Year Six level led Fundraising Fun Day, in support of our Friendship School in the Philippines. Students purchased tokens to participate in a range of activities led by the Year Six Students, and enjoyed a sausage sizzle lunch. An incredible total of \$4042.30 was raised for our KADASIG friendship school in the Philippines, Buhisan Elementary. In addition, a "Balikbayan" box was sent to our friendship school containing much needed supplies including teacher resources, student stationery, linen and toiletries. The Year Five children made friendship bracelets to send and wrote letters to children in our friendship school.
- During Advent, St Vincent de Paul ran their Christmas appeal. Students from Prep to 6 were asked to bring in a range of items to support the Montmorency St Vincent de Paul group. Donations were brought along to the end of year Christmas Carols, well supported by the SFX community.

### **Masses and Liturgies**

A range of Liturgies and Masses were celebrated throughout 2024 and were strongly supported. (This is reflected in the MACSISS survey. According to student data, there was an increase of 11% from 2023 to 2024 in the extent to which celebrations and traditions such as prayer, social justice, sacraments and mass, are a part of school life. Similarly, according to ECSI data, the school remains about the MACS average in regards to family participation in a religious event, such as a class or school prayer service or Mass. This shows the school is endeavouring to build an environment of strong religious formation.)

- Year Six School Leaders attended the Ash Wednesday Mass, held at Our Lady Help of Christian Eltham. During this Mass, the RE Leaders were responsible for distributing both communion and the ashes to the community. This additional responsibility reflected the important role our children play in our Masses.
- Children participated in an Ash Wednesday whole school Liturgy at SFX, led by the Faith Leader and Year Six Leaders. This was followed by a Year Level Liturgy and distribution of the ashes, marking the start of the Lenten season.

- Attendance at the annual St Patrick's Day Mass at St Patrick's Cathedral, with the Year 6 SFX leaders and our FIRE Carriers. This recognised the important role that these children play in our faith community.
- Whole school participation in the Easter Liturgy Holy Week Tableau, marking the events of Holy Week. This was also well attended by the parent community and parishioners. Our two Year Six RE Leaders read the events of Holy Week, highlighting the importance of student voice and participation within Liturgies. (The MACSISS data shows that 70% of students believe that celebrations and traditions are a strong part of school life, up from 59% in 2023. This demonstrates that students feel that leaders and teachers provide opportunities to support spirituality.)
- Attendance at weekly Year Level Masses, from Terms 1-4, four times a year. A new initiative was introduced in 2024, providing an opportunity for Year Levels to select and sing the Opening Song at their Year Level Mass. This was an important way to strengthen the relationship between the parish/school community and allow children to make a positive contribution to the weekly Parish Mass.
- ANZAC Day SFX Service: This was led by our Year Six School Leaders, RE Leaders and FIRE Carriers, and was attended by representatives of the parent community currently engaged in service. Each Year Level made a wreath to mark the occasion. On ANZAC Day, the Year Six school leaders attended the RSL Montmorency ANZAC Day service. During this service, the school leaders played an important part by doing a reading.
- The Feast of St Mary of the Cross MacKillop was marked by attendance at a Liturgy in the SFX Church. Students from Prep-Six actively participated in the Liturgy, through taking on various roles within the mass, such as reading prayers.
- The Feast of the Assumption of Mary during August was celebrated at the Parish Mass. The middle and senior school children attended the Mass, whilst the junior children participated in a classroom liturgy.
- In November, the whole school attended the Remembrance Day commemoration ceremony at the Montmorency RSL, wearing Poppies that were made by the students.
- There were weekly Advent Liturgies in the SFX Church, across three weeks in December. These were led by the Year Six RE Leaders, with whole school attendance and an invitation extended to parents and parishioners. Students from P-6 were also provided with opportunities to read at these liturgies. The final Advent liturgy included an opportunity for the Prep children to retell the Nativity Story.
- The Year 6 Graduation ceremony was held at SFX in the Church, and was followed by a Graduation dinner for students which was held at the Montmorency RSL.

- Staff spirituality is nurtured through opportunities for prayer, such as at weekly staff meetings. (This is reflected in MACSSIS data, indicating an upward trend above the MACS average, in how important staff participation in prayer in this school is - 77% in 2022, 82% in 2024. This suggests that leaders enable regular participation in Catholic formation and prayer.)

## Value Added

### Sacraments

MACISSIS survey data indicates positive growth reflected in the Senior School Sacramental Program from a student perspective. Year Five and Six student responses in relation to the value placed on prayer and sacraments as a key part of school life, demonstrated an upwards trend from 2023 59%, to 2024 70%.

The continuation of the 'Parent initiated, School Supported, Parish Based' Sacramental program within the Montmorency and Eltham Parish with the three schools: Saint Francis Xavier, Holy Trinity and Our Lady Help Of Christians Schools.

The Sacramental Program included the continuation of the Kathy Horan Books 'Becoming Catholic for Reconciliation, First Eucharist and Confirmation' as a family resource to assist with preparation of Sacraments and to provide opportunities for spiritual conversations within the home.

Parents were invited to attend a Reconciliation Family Faith formation evening in February at the SFX Church. The Sacrament of Reconciliation was then celebrated with Year 4 students in March. Students along with their families and Parish community, were invited to the Communal Rite of Forgiveness on Monday 18th March 2024 (at OLHC, Eltham) or Tuesday 19th March 2024 (at SFX, Montmorency.)

The Sacrament of First Eucharist preparations began for our Year 5 students with parents invited to attend a Faith Formation night at OLHC Church in May. Families were invited to celebrate the Sacrament at one of the Parish weekend Masses between June and November 2024.

With our two Parish Schools, the SFX students received the Sacrament of Confirmation on Sunday 4th August at St Patrick's Cathedral. Parents were invited to attend a Confirmation Faith Formation night in May to help prepare their child to receive this Sacrament and classroom teachers prepared students by teaching them about the Sacrament and the Holy Spirit in the classroom. During July, Bishop Terry Curtin visited the Year 6 students, who were presented the historical perspective of Confirmation. The students were involved in a discussion about living the Sacrament of Confirmation in their daily lives with an emphasis on living the Gifts of the Spirit.

**Ms. Megan Bird – Faith Leader 2024/25**



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## Learning and Teaching

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### Goals & Intended Outcomes

To empower student agency and voice to promote engagement in faith and learning.

To embed an evidence informed, school wide, contemporary approach to learning and faith development.

To enhance a culture of professional growth and development to address the school's strategic directions.

To ensure that staff use relevant assessment evidence to inform ongoing instruction.

### Achievements

St Francis Xavier PS has celebrated many successes in the area of Learning and Teaching through the development of consistent whole school understandings and expectations. Our learning and teaching practice involved the implementation of personalised and engaging learning, based on the use of data, reflective practice and the introduction of the MACS Vision for Instruction. The driving goal for this year from our Annual Action Plan was: To enhance a culture of professional growth and development to address the school's strategic directions.

With the introduction of the MACS Vision for Instruction, St Francis Xavier Primary School staff embarked on a journey of learning that was both challenging and rewarding. The year began with staff participating in Professional Learning with Rebecca Ryan based on the ABC of Cognitive Learning and the way students need to be able to relate new learning to previous learning to make connections and develop schemas. This learning, which was revisited and discussed often in both Professional Learning Meetings and Facilitated Learning, had a significant impact in the way we taught in the core areas of Mathematics and English and our student learning outcomes.

Our Leadership Team also participated in professional learning with MACS Eastern Region Office focusing on the Science of Learning. This research supported educators in designing instruction that helps students effectively take in, process, and retain information.

While the overall priority for Professional Learning over the course of the year was around the newly introduced MACS Vision for Instruction, our key focus within this was Explicit Teaching. We centred this around Mathematics in the following areas:

**Teaching for impact in Mathematics Series (TIMS)** In order to continue to enhance the momentum and the teaching & learning of Mathematics at SFX, all classroom teachers from Prep to Year Six completed the TIMS professional learning. This initiative was a direct link to the MACS 2030 strategy with the Vision for Instruction, in particular the Explicit Teaching Sequence in Mathematics Instruction. Teachers were involved in a one day workshop drawing upon research & evidence based practices, enabling teachers to get the most out of Ochre Education resources and gain a deeper understanding of how to implement full participation strategies and Daily Review methods. Following the workshop, each teacher embarked on a self-reflection and video instructional coaching cycle, allowing for personalised professional growth & refinement of teaching practices.

**Mathematics Professional Learning Meetings** facilitated by school Maths team staff: Dyscalculia; Use of Ochre Resources; PAT Data Analysis; NAPLAN Analysis

**Participation in the following MACS Webinars:** Perimeter & Area; Symmetry & Transformation; Addition and Subtraction of Fractions; Angles; Equivalence

**Professional Growth Culture:** Inclusion of TIMS sprints feedback and reflection as part of Annual Review Meetings and documentation.

At St. Francis Xavier Primary School, we are committed to ensuring every student develops strong literacy skills from the earliest years. In 2024, we took significant strides in aligning our literacy instruction with the latest research on how children learn best, guided by the MACS Vision for Instruction.

Our work is part of a broader commitment to begin embedding the MACS 2030 Strategy, which champions evidence-based instruction across all Catholic schools. Our approach to Literacy is grounded in the Big 6 of Reading, a research-based framework identifying six essential components for reading success:

**Oral Language**  
**Phonological**  
**Awareness Phonics**  
**Vocabulary**  
**Fluency**  
**Comprehension**

This year also saw the implementation of the UFLI Foundations program (University of Florida Literacy Institute) in Prep to Year 2. UFLI directly supports the Big 6 by providing a structured, sequenced, and explicit approach to phonics, while also building students' oral language and phonological awareness. To complement this program, we invested in new

decodable books aligned with the UFLI sequence. These texts were sent home to support daily reading practice and consolidate classroom learning. We recognise that building our collection of quality decodable readers will be an ongoing effort in the years ahead.

In addition to phonics instruction, we strengthened our whole-school approach to spelling. All staff undertook professional learning with Michelle Hutchinson, author of the SMART Spelling program, which also reflects an explicit teaching approach. **SMART** is an acronym that guides instruction through the steps of:

**S**ay the word

**M**eaning Exploration

**A**nalyse the sounds and letter patterns

**R**emember the word with memory strategies

**T**each it explicitly using consistent routines

This consistent, structured approach to spelling ensures students are not only learning word patterns but also understanding and applying them in writing. Interleaved practice and regular review help shift knowledge into long-term memory.

To further support strong literacy development, St. Francis Xavier Primary School continued to prioritise daily literacy instruction. Teachers also engage in regular moderation of student writing to ensure consistent assessment and curriculum understanding across all year levels.

Our specialist classes (Discovery Centre, DT, STEM, LOTE: Mandarin, Physical Education, Visual Arts and Performing Arts ) continued to be a highlight of our school, with all students being involved in a weekly 40 minute session in each area. Specialist teachers supported by the SFX staff put on many special events for students and their families, including Book Week, STEM Week, LOTE Day and the Visual Arts “Glow Show” exhibiting 3 pieces of art for each of our students. Our Visual Arts student leaders with our VA teacher also led a number of students in various community art competitions, including the Montmorency RSL Remembrance Day Primary School Art Competition and the Greensborough Plaza Christmas Tree decorating. We are also proud of the students' achievements in the various school and district sport competitions.

St Francis Xavier School continued to provide extracurricular activities for its students, many of which were student chosen and student led. These included but were not limited to:

Choir

SFX News

Year 3-6 Australian Mathematics competition

Premier's Reading Challenge

Book Fair

Garden Club

Lego & STEM Club

Arts Club

Mandarin Club (including cooking)  
Sports Club  
Footy Card and Swap Club  
District Swimming Program, Cross Country and Athletics  
Year 4 and 6 School Bike Education Program  
Year 3/4 & 5/6 School Camp  
Instrumental Music lessons with Carmel

This work will continue into 2025 as we continue to implement and refine our current explicit instruction practices as aligned with the MACS Vision for Instruction. These initiatives mark an exciting chapter in our school's learning journey. We are already seeing encouraging results in classrooms, and we remain committed to continually strengthening teaching and learning for every student at St. Francis Xavier Primary School.

## **Student Learning Outcomes**

We are proud of our students and staff for their hard work and determination to succeed. Impact on student achievement has continued to show an improvement in our NAPLAN scores. The strength of St Francis Xavier School's results in NAPLAN in 2024 was a reflection of the increased consistency of the Learning and Teaching practice at the school and the school's commitment to providing quality education to its students.

Student data was utilised to provide enabling and extension support through both in class and small group interventions. Staff worked together to unpack the 2024 NAPLAN data and to use this data to get a thorough understanding of our focus for future learning as a school with the development of the SFX Educational Priority List.

PAT Reading assessment results demonstrated consistent growth across the school with 43% of our students tracking above standard and 41% of students at standard in Reading. A similar trend was found with our PAT Maths results with 32% of our students being above standard and 55% at standard in the area of Numeracy.

Literacy Intervention data (including YARC, BAS, single word reading, sound Isolation and deletion) showed an improvement from students' pre to post testing in all areas. The Mathematics Interview was conducted by the SFX Math Intervention team across Year 1 to 6 to identify the students to be withdrawn for extra support. Their post data demonstrated an improvement in student knowledge of place value and counting and student ability to access classroom curriculum.

Staff continued to track student progress using a number of assessment tools, both formative and summative. As a school we recognise that high-quality data collection and analysis are essential for driving effective teaching. 2024 saw the introduction of the SPA (Student Performance Analyser) tracker, which enabled staff to monitor and analyse student growth across one streamlined digital platform. This tool allowed us to collect, access, and interpret summative assessment data easily and accurately. Over time, this will form the foundation of a digital data wall, supporting data-informed planning, early intervention, and whole-school visibility of student progress.

| <b>NAPLAN - Proportion of students meeting the proficient standards</b> |                   |                         |                   |
|---|-------------------|-------------------------|-------------------|
| <b>Domain</b>   | <b>Year level</b> | <b>Mean Scale score</b> | <b>Proficient</b> |
| Grammar & Punctuation   | Year 3            | 443                     | 71%               |
|   | Year 5            | 534                     | 85%               |
| Numeracy  | Year 3            | 435                     | 87%               |
|   | Year 5            | 510                     | 79%               |
| Reading   | Year 3            | 464                     | 89%               |
|   | Year 5            | 538                     | 92%               |
| Spelling  | Year 3            | 407                     | 62%               |
|   | Year 5            | 487                     | 70%               |
| Writing   | Year 3            | 418                     | 78%               |
|   | Year 5            | 517                     | 91%               |

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.



**Ms. Patrizia Rinaldo**  
Learning & Teaching  
Leader  
2024/25



**Ms. Sarah Karakaltses**  
Numeracy Leader  
2024/25



**Ms Deb Butler**  
Literacy Leader  
2024/25

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## Student Wellbeing

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### Goals & Intended Outcomes

To empower student agency and voice to promote engagement in faith and learning.

To embed an evidence informed, school wide, contemporary approach to learning and faith development.

To enhance a culture of professional growth and development to address the school's strategic directions.

To ensure that staff use relevant assessment evidence to inform ongoing instruction.

### Achievements

#### Student Wellbeing

A significant strength of our wellbeing approach has been the leadership of our Positive Behaviour Management (PBM) Year 6 Leaders, who work alongside the Wellbeing Leader to promote and model the school's values. These student leaders have played a key role in ensuring that our school values are not only visible, but lived each day in classrooms and the playground.

This year the school community came together to revisit and revise the Vision & Mission statement, with students playing an active role in shaping its language and meaning. Through this inclusive process, our school values were also refined to better reflect the voice of our students. As a result, **Safe** was replaced with **Kind**, forming our current school values: Resilient, Respectful, Responsible, and Kind. These values are strongly aligned with our Catholic identity and guide how we learn, relate, and grow together.

Our Positive Behaviour Management (PBM) leaders have led many initiatives throughout the year, including weekly assemblies and classroom activities that reinforce our values. A whole-school reward system is in place to acknowledge students who actively demonstrate these values, contributing to a culture where kindness, respect, and responsibility are celebrated.

We proudly participated in Bullying. No Way! Week and Harmony Day, both of which support our goal of creating an inclusive, safe, and compassionate learning environment. These events allowed students and staff to reflect on diversity, acceptance, and respectful relationships within our school and beyond.

To further support student wellbeing, we have a school counsellor employed one day a week. The counsellor works closely with individual students and provides valuable support to families, helping to address a range of emotional, social, and mental health needs. This service is an important part of our whole-school wellbeing framework and strengthens our commitment to holistic care.

Looking forward, SFX remains committed to student wellbeing as a foundation for learning. We will continue to develop and adapt our programs and leadership opportunities to meet the evolving needs of our students and community.

## **Value Added**

### **Learning Diversity**

At SFX, we are committed to ensuring that every student can access and fully participate in their learning. Learning diversity is a key focus of our inclusive approach, and we work closely with students, families, and staff to meet individual learning needs.

Teachers regularly make adjustments to teaching and learning to support student access and engagement. These adjustments are based on individual needs and are guided by best practice and professional judgement. This ensures that all students—regardless of their ability or learning profile—have the opportunity to thrive.

Program Support Group (PSG) meetings are held each term for students receiving additional support. These meetings involve parents, teachers, and relevant support staff, and are used to review existing goals, reflect on progress, and set new goals for the following term. This ongoing collaboration helps ensure that learning remains targeted, measurable, and responsive.

All staff share responsibility for catering to the diverse learning needs within our school. This work is led by the Leader of Learning Diversity, who ensures that all required documentation is up to date and completed in preparation for the annual August NCCD submission. The Leader plays a crucial role in supporting teachers with the implementation of evidence-based strategies, offering guidance and resources to enhance student outcomes.

In addition, the Leader maintains communication with families, ensuring they are informed and involved when new supports are introduced or goals are adjusted. This partnership between home and school is central to our inclusive practices and contributes to the success of each student.

At SFX, we will continue to build the capacity of our staff and refine our practices to ensure that learning is accessible, equitable, and empowering for all.

## Student Satisfaction

Here are the 2024 MACSSIS survey results from our students in Year 4,5,6.

Rigorous Expectations MACS Average 77% SFX Average 80%

School Engagement MACS Average 51% SFX Average 63%

School Climate MACS Average 59% SFX Average 74%

Teacher Student Relationships MACS Average 71% SFX Average 80%

School Belonging MACS Average 69% SFX Average 79%

Learning Disposition MACS Average 73% SFX Average 79%

Student Safety MACS Average 57% SFX Average 73%

Enabling Safety MACS Average 57% SFX Average 63%

Student Voice MACS Average 56% SFX Average 61%

Catholic Identity MACS Average 65% SFX Average 61%

**Overall school positive endoresement % MACS Average 64% SFX Average 71%**

## Student Attendance

### Child Safe Standards Goals & Intended Outcomes

The safety and wellbeing of the students at St. Francis Xavier School is our utmost priority.

### Achievements

The right for students to learn and feel safe is underpinned by clearly articulated standards of behaviour. With the introduction and revision of Child Safe Standards policies and procedures for MACs schools, St. Francis Xavier School continues to demonstrate its strong commitment to the care, safety and wellbeing of all students at our school.

Every person at St Francis Xavier Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children is at the forefront of all they do and every decision they

make. As a staff, our child safety policies and procedures were regularly reviewed during Staff Meetings and minuted to ensure St Francis Xavier Primary School is not only meeting its obligations in keeping students safe and supported in both physical and online environments but that all staff understand the role they played in ensuring child safety.

Child Safety is a standing weekly item on the Staff Meeting agenda. All SFX staff sign an Employee Code of Conduct annually, maintain a current VIT registration or Working with Children Check. All staff also complete an online Mandatory Reporting Module and are briefed throughout the year on their obligations to respond to incidents, disclosures and suspicions of child abuse should they arise.

We began the school year with SWELL Week (Student Wellbeing Week). As part of this week, students identified ways of working together with their classroom peers and other students throughout the school. They developed skills in communication and understandings around everyone's right to a voice and to be listened to. As part of their learning, year levels came together to discuss the students' rights to feel safe, how they help others feel safe and the importance to call out inappropriate behaviours and speak up. Together each class and year level wrote a Mission and Vision statement around child safety that was shared with the school community. Further to our commitment to Child Safety, all students participated in weekly Wellbeing classroom lessons tied to our school values (Respectful, Responsible, Resilient, Safe). As part of learning, Online Safety lessons featured strongly in Digital Technologies lessons and students and guardians signed a student Acceptable Use Policy around the use of technologies.

Our Digital Technologies teacher, Mr Michael Park with school leaders, also ran a cyber safety information evening for parents. The evening centred around keeping their child safe online, deciding age appropriate apps, games etc and monitoring device use in the home. Discussions were also had around enabling safety mechanisms on devices.

A number of Child Safe/Parent Helper workshops were held for parents and guardians seeking to help in the classroom in Term 1. As part of these workshops, all parents/guardians were updated on the school's policies, procedures and practices around child safety and our expectations of all students at our school. Parents cannot be parent helpers in the classroom or at any school activity where children are present, if they have not completed this annual one hour workshop and produced a valid Working With Children Check. Parents were also asked to read and sign the Parent/Carer/Guardian Code of Conduct.

Contractors, volunteers, and community members continue to use Passtab to sign in and out of the school, with a requirement being to include their current WWC number and reading and signing the updated Code of Conduct.

Our commitment to Child Safety is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety).



| Average Student Attendance Rate by Year Level |      |
|---|------|
| Y01   | 91.9 |
| Y02   | 93.0 |
| Y03   | 94.6 |
| Y04   | 92.7 |
| Y05   | 93.5 |
| Y06   | 95.7 |
| Overall average attendance                    | 93.5 |

**Ms. Deb Butler – Student Wellbeing & Diversity Leader 2024/25**



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## Leadership

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### Goals & Intended Outcomes

- To empower student agency and voice to promote engagement in faith and learning.
- To embed an evidence informed, school wide, contemporary approach to learning and faith development.
- To enhance a culture of professional growth and development to address the school's strategic directions.
- To ensure that staff use relevant assessment evidence to inform ongoing instruction.

### Achievements

The 2024 school year started with a new leadership structure and new appointments in that structure:

**Principal** - Philip Cachia

**Deputy Principal** - Patrizia Rinaldo (0.4)

**Learning & Teaching Leader** - Patrizia Rinaldo (0.2)

**Education In Faith Leader** - Megan Bird (0.2)

**Student Wellbeing Leader** - Deb Butler (0.4)

**Numeracy Leader** - Patrizia Rinaldo(0.2)

**Literacy Leader** - Deb Butler (0.4)

**Marketing, Media & Promotions Leader** - David Mithen (0.1)

The structure was approved by the SFX Consultative Committee for the next two years 2024/2025. It was an especially important structure to establish given preparations for the cyclical School Review and VRQA validation in 2025.

Once again the school structure and strong leadership capacity continued the strong development of our school. The promotion of our school in the community as a school of 'first choice' or 'destination school' grew strong traction in 2024. Suddenly our school student numbers exploded from a low of 282 to now pushing the 340 students. School tours for the following year/s now showed that a school of 400 is very possible and that planning for more classrooms should be undertaken.

As a consequence the school employed Law Architects to conduct a school Masterplan project. In consultation with parents, teachers and students, Law Architects were able to put together a Masterplan that would deal with many of the issues we have with a school that is 'built in the side of a hill'. The production of the SFX School Master plan was to coincide with the Victorian State Government \$400 million capital grants to non-government schools.

Disappointingly our grant application was not successful. In fact there were only three schools in Eastern Region that were actually successful. Nonetheless, the SFX School Masterplan is ready to go when the next tranche of grants is announced.

Once again we were well pleased with our school NAPLAN results, where for the third year in a row all ten aspects of Year 3 and Year 5 NAPLAN were above the Australian average. This shows that our programs in English and Maths, the resources we use, the skill base of our staff, the LSO support we offer to our additional needs students and our explicit teaching approach are all effective and paying dividends. There is never a ceiling on what SFX students can achieve in English and Maths so that even our advanced students are challenged by our Intervention Enrichment programs.

The school is now in a financially stable position and is able to make major purchases eg. new Chromebooks for new students, without going into debt. Infact the school has been able to pay down its debt over the past 5 years; starting with 5 loans in 2019, the school now only has one loan to pay off. Again this strength is reflected in good day to day cashflow, good collection rates of school fees, but also puts it in the ball park for a large loan for a future capital works program. The school is also able to take advantage of high interest rates by investing cash reserves on a month to month basis.

The school has coped well with the implications of the 2022 CEMEA for staff. Whilst T.I.L (Time in Lieu) at some schools has been problematic (and expensive) all staff entitled to T.I.L came in well under the required hours. Staff acknowledged this and were thankful.

SFX School continued upgrading its technology through the school. Due to the implementation of a \$100 per child Technology Levy and good cash reserves the school was able to purchase another 50 new Chromebooks for the start of the 2024 school year. This will provide all students with a new, fast, modern, 1:1 Chromebook to use in their daily learning. This is now a \$250,000 investment in the children's learning, all achieved by not adding one dollar to school debt. Now that we had such great 1:1 Chromebook devices, we also replaced some of the old Wifi units in classrooms around the school, to allow the students super fast, efficient internet access.



| Expenditure And Teacher Participation in Professional Learning   |          |
|--|----------|
| List Professional Learning undertaken in 2024  |          |
| <p>MACS Online Workshops: Synodality- the invitation all people to be a real part of the Church Meditation - with Lisa Hughes</p> <p>Solidarity- a principle of Catholic Social Teaching</p> <p>Scripture: Gospel Of Luke</p> <p>ECSI Masterclasses</p> <p>ABC of Cognitive Load Theory Rebecca Ryan</p> <p>MACS Vision for Instruction –Explicit Instruction: Daily Reviews Science of Learning: Reading</p> <p>MACS Maths Webinar Series: Perimeter, Area, Angles, Equivalence</p> <p>Teaching for Impact in Mathematics Series: (all classroom teachers)</p> <p>DATA Analysis: SPA Platform</p> <p>Professional Learning Day - SMART Spelling Michelle Hutchins</p> <p>UFLI Foundations—explicit and systematic phonics program Years P-2</p> <p>Cystic Fibrosis Professional Learning</p> <p>Mandatory Reporting Online Module</p> <p>First Aid Training Level 2</p> <p>Child Safe Standards PLM</p> <p>What is Dyscalculia and How to assist students</p> <p>How to identify SMART Goals based on student and write PLPs that are parent friendly</p> <p>Colourful Semantics: LSO training</p> <p>Resilience First Aid Training</p> <p>School Improvement Networks: Simon Breakspear</p> <p>Vision for Instruction – Strategic Implementation</p> <p>Planning Explicit Instruction Rubric - Developing your teacher Goals</p> <p>Professional Learning Day Development of the new SFX Mission and Vision Statement</p> <p>MACS Leader Networks: Principal, Deputy Principal, RE, Maths, English, Student Diversity/ Wellbeing</p> |          |
| Number of teachers who participated in PL in 2024  | 43       |
| Average expenditure per teacher for PL   | \$526.00 |

## Teacher Satisfaction

The 2024 MACSSIS surveys with staff continued to show good development with many areas exceeding the MACS average for its schools. The year was a year of change for some staff who were challenged with the new MACS approach to learning 'Vision for Instruction'. The use of new MACS resources that were being tried and tested with our staff added to some of the anxiety levels of our staff. Change is difficult for some staff which is understandable, however the explicit teaching approach which is the preferred teaching approach saw the MACS approach as an evolution of enhancements to what we currently do, rather than a total revolution.

**Student Safety** MACS 67% SFX 76%

**School Climate** MACS 73% SFX 88%

**Staff- Leadership Relationships** MACS 81% SFX 80%

**Instructional Leadership** MACS 57% SFX 55%

**Feedback** MACS 41% SFX 54%

**School Leadership** MACS 59% SFX 66%

**Staff Safety** MACS 68% SFX 77%

**Psychological Safety** MACS 65% SFX 63%

**Professional Learning** MACS 63% SFX 64%

**Collaboration around the improvement strategy** MACS 67% SFX 75%

**Collaboration in teams** MACS 70% SFX 81%

**Support for teams** MACS 68% SFX 67%

**Collective efficacy** MACS 75% SFX 85%

**Collective identity** MACS 76% SFX 71%



**Mr. Philip Cachia – Leadership & Management Leader 2024/25**



| Teacher Qualifications   |    |
|--------------------------|----|
| Doctorate                | 0  |
| Masters                  | 3  |
| Graduate                 | 5  |
| Graduate Certificate     | 2  |
| Bachelor Degree          | 19 |
| Advanced Diploma         | 5  |
| No Qualifications Listed | 16 |

| Staff Composition                     |      |
|---------------------------------------|------|
| Principal Class (Headcount)           | 2    |
| Teaching Staff (Headcount)            | 36   |
| Teaching Staff (FTE)                  | 30.7 |
| Non-Teaching Staff (Headcount)        | 16   |
| Non-Teaching Staff (FTE)              | 8.65 |
| Indigenous Teaching Staff (Headcount) | 0    |



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## Community Engagement

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### Goals & Intended Outcomes

To empower student agency and voice to promote engagement in faith and learning.

To embed an evidence informed, school wide, contemporary approach to learning and faith development.

To enhance a culture of professional growth and development to address the school's strategic directions.

To ensure that staff use relevant assessment evidence to inform ongoing instruction.

### Achievements

Throughout 2024, St Francis Xavier Primary School in Montmorency fostered a strong sense of community through a wide range of events and initiatives. These events have not only brought students, parents, and staff together but also strengthened our connections with the broader community, including our Risen Christ Parish, and our sister school, Buhisan Elementary in the Philippines.

The school year commenced with a Welcome Picnic, an event designed to bring together new and returning families in a relaxed and welcoming atmosphere. Parents, students, and staff had the opportunity to connect, fostering a sense of belonging within the school community.

The Parents Association continued to play a vital role in engaging families throughout the year. Key events included the highly successful Mother's and Father's Day stalls, where students had the chance to select gifts for their parents while supporting school fundraising efforts. Additionally, the Easter Raffle brought excitement to the school community and further bolstered funds for upcoming SFX Parents Association initiatives.

The Triathlon fundraiser proved to be a standout event, combining physical activity with charitable giving. The enthusiastic participation of students and families exemplified the school's commitment to health, wellness, and community support.

A regular highlight of the academic year was the Year Level Expos, where parents were invited to witness the wonderful learning being undertaken within the classrooms. These

events provided an opportunity for students to showcase their learning achievements and for families to gain insight into the educational programs and themes explored throughout the year.

The Visual Arts Show ran successfully over two nights, displaying a captivating array of student artwork. This event celebrated creativity and artistic expression, with strong attendance from families and the local community, reinforcing the importance of the Visual Arts in our curriculum.

Our St Francis Xavier Feast Day was a memorable celebration, emphasising the school's values of compassion, kindness, and community spirit. This event also served as a powerful platform for raising funds for Buhisan Elementary, with the school community raising over \$4,000 to support our Friendship School in the Philippines, showcasing the generosity and commitment of our families.

L.O.T.E Day and STEM/DIGITAL TECH Night highlighted the diverse and innovative learning experiences offered at St Francis Xavier School. Students had the chance to engage in language and technology-based activities, while parents participated in interactive sessions that demonstrated the application of digital tools in the classroom.

In order to keep parents informed and engaged, we again ran an ICT Parent Information Evening, focusing on digital safety and responsible technology use. Additionally, Child Safe and Parent Helper Training sessions covered the importance of maintaining a safe and supportive environment for all students, further encouraging parent involvement in school activities.

St Francis Xavier Primary School created a new role in 202, a Marketing, Media and Promotions Leader was created and they were responsible for managing content on social media platforms and maintaining the school website. By sharing regular updates and important information, the Marketing, Media and Promotions Leader ensures that the school community remains informed and connected, further enhancing communication and engagement.

Throughout the year, whole school Masses served as pivotal occasions for the community to come together in faith and fellowship. With strong ties to Risen Christ Parish, these Masses not only celebrated significant religious events but also fostered a deeper connection between the school faith development and the broader parish community.

The 2024 school year at St Francis Xavier Primary School was marked by a series of impactful community engagement events, each contributing to the vibrant and connected culture that defines our school. From fundraising efforts and artistic showcases to parent education and religious celebrations, our community's active participation and unwavering support have been instrumental in fostering a thriving school environment. Looking ahead,

we aim to build on these successful initiatives, continuing to strengthen the bonds within our school community and beyond.

## Parent Satisfaction

We had some excellent feedback from our parent community during the 2024 MACSSIS Survey period. This gave SFX school an overall school positive endorsement of 70%, compared to the MACS average for its schools of 69%.

In particular:

Family Engagement MACS Average 48% SFX Average 50%

Barriers to Engagement MACS Average 64% SFX Average 66% (Reverse Scored)

School Fit MACS Average 76% SFX Average 81%

School Climate MACS Average 84% SFX Average 87%

Student Safety MACS Average 70% SFX Average 74%

Communication MACS Average 73% SFX Average 74%

Catholic Identity MACS Average 66% SFX Average 60%

There has been a dramatic improvement in the Student Safety area where we are now well above the MACS average for schools. This has been an area, whether real or perceived, that students are now telling their parents that they feel safe and happy at be at SFX school.



**Mr. David Mithen – Marketing, Media & Promotions Leader 2024/25**



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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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).

For more detailed information regarding our school please visit our website at [www.sfxmontmorency.catholic.edu.au](http://www.sfxmontmorency.catholic.edu.au)

