

St Francis Xavier Primary School Montmorency

2021 Annual Report to the School Community



Registered School Number: 1343

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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

04/04/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd



Our School Vision

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



School Overview

Located within the green wedge of the Diamond Valley, St Francis Xavier Parish School Montmorency is a safe and welcoming community and pervades a close village charm. The first St Francis Xavier 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 2021 student enrolment was 295. There were 210 families and 40 employed staff. School enrolment remains steady due to the reputation and good community standing. Fourteen (straight) class groupings with class population sizes ranging from 17 to 29 with an average of 22.4 students per class.

93% of the students are baptised Catholics and our school population includes 3% 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 Parish community. As an inclusive community, we work in partnership with the Parish of St Francis Xavier, Fr Michael Sierakowski, our Parish Moderator, Father Terry Kean, Pastor in Solidum, our Parish Pastoral Associates and team, our Parish Council and with our sister school, Holy Trinity Eltham North and Our Lady Help of Christians Eltham.

Our teaching and learning takes place in well-maintained and modern school buildings 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 2017. 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 four other contemporary learning areas, 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 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, Adult Education and by a number of groups for various Parish activities. Students 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 are specialist support teachers and programs for English and Maths (Intervention and Enrichment/Extension) and Wellbeing (Social Skills Program, Positive Behaviour Management Strategy- PBM) and SFX School is acknowledged by MACS as a lead school in the Respectful Relationships program.

The Religious Education / Sacramental Programs are guided and supported by Parish Priest, Religious Education Leader and Classroom teachers. The Learning & Teaching curriculum is the Victorian Curriculum and MACS Religious Education Framework is supported throughout the school by the Curriculum, Faith, Literacy and Maths Leaders.

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 teams including School Captains. All Year 6 students participate in their area of interest and talent developing leadership capabilities throughout the course of the year guided/mentored by a staff member.

We welcome the involvement of parents and members of our Parish community, as evidenced by our highly effective teams of dedicated parents who support us through our Parents Association and School Advisory Council. Our School Chaplain has also been heavily utilised as students came back from Remote Learning in 2021. Parents and parishioners also volunteer as parent helpers in classroom Literacy and Numeracy lessons, uniform, on excursions and at a variety of school events.



Principal's Report

Welcome to our 2021 Annual Report to the School Community. When writing this same report last year, we thought that the words "COVID", "Remote Learning" and "Lockdowns" would be banished to history's dustbin.

The statistics of the last two years are quite sobering:

This is what 262 days of Melbourne lockdown looks like:

Lockdown 1: March 30- May 12 2020: 43 days

Lockdown 2: July 8- October 27 2020: 111 days

Lockdown 3: February 12- February 17 2021: 5 days

Lockdown 4: May 27- June 10 2021: 14 days

Lockdown 5: July 15- July 27: 12 days

Lockdown 6: August 5 2021- October 21 2021: 77 days

36 weeks of Remote Learning for students in that time (that's almost a year).

42 weeks that we've not been allowed to have visitors to our own house.

Almost 50% of our time since 30th March 2020 has been spent in lockdown.

Yet as a school, the strength of the staff, the students and the families of SFX has really shone through and even though we have been apart, these last two years has made our community stronger. Thank you to the SFX staff who have soldiered on each day; sometimes onsite, sometimes offsite dealing with technologies and delivery methods that we were never fully skilled in or had used, whilst at the same time balancing their own family needs through this pandemic. Thank you to the parents who have buoyed us with positivity and support whilst guiding their children in offsite learning and working from home. That has kept us going as a school when we asked ourselves "**Why are we doing this?**" The reason is always the same. It is for the benefit of each and every SFX student that we come to school, we turn on our cameras, we prepare in our own homes and turn them into TV studios, we make that vital call to re-engage a child. Thank you to each and every child who has pushed through the challenges of such a tumultuous time in world history. We now see the light of 'normality'- as a school community let us sprint towards that hope for a better 2022.

- SWELL Week was a great way for students and staff to come together in February. Thank you to Mr. Anderson, our Physical Education teacher and our Year 6 Leaders for putting on such a great SWELL Week Tabloid sport event.
- We began our School Year with a whole school Mass with Father Michael in SFX Church. Unbelievably this was only the second time in two years we were able to assemble as a school and participate in prayer and worship. With Churches closed, Sacraments were severely curtailed. This has led to a huge backlog of Sacraments that we will play catch up with in 2022. We will place great effort in re-connecting our students to the faith life of the Church in coming years. It is what makes us distinct as a Catholic school and something we will need to re-invigorate.
- Our four School Captains were announced in February. Thank you to Talia Southey, Kristian Guastella, Zac Webster and Sofia Cifone for being exemplary school leaders. Also to all Year 6's who displayed great service to the school during the year. We appreciate your efforts in making SFX school a better place.

- We planned and prepared for our inaugural Welcome Picnic in February...BBQs...Jumping Castles...Music...and we were suddenly and unexpectedly thrown into Lockdown 3. Thank you to the SFX Parents Association for all preparation and work that went into this event that ultimately did not proceed.
- And there was lots of staff news during 2021. During the year we had three staff who gave birth to children. Ms Annett had a baby boy, Ms Giusti had a baby boy, Ms. O'Connor had a baby girl, and Ms Morello will have a baby girl in January 2022. Ms. Pretto got married and become Ms. Loader. Great happiness for our SFX staff group.
- Having prepared and rehearsed for our School Production 'Rock Bottom' in August, COVID got in the way just weeks before we took to the stage. We made the decision with a heavy heart to postpone the performance until Term 1 2022. This will mean that our current Year Six children, particularly our main cast Kristian Guastella, Zac Webster, Lucy Irwin, Talia Southey, Elizabeth Addis, Maddison Dix, Archie Strongman, Georgia Williams, Blake Wheeler, Marco Dalla Riva and Ainslie Demunck will not be able to lead us on stage as we planned. Each of these children worked incredibly hard on their role, giving up hours and hours of their own time to rehearse and should be commended for their work ethic and commitment. In a perfect world they would have been dazzling us with their amazing talents but unfortunately 2021 had other plans. We wish these students well at secondary school.
- Our School Review and VRQA audit that occur every four years took place in 2021. Led by Ms. Rinaldo, our Deputy Principal and Leader of Learning and Teaching, our school passed with flying colours. The VRQA audit gives us our license to stay open for the next four years and we were able to show compliance with all areas of the policy and procedural audit. The School Review has provided us with our strategic direction for the next four years detailing how we will continue to improve the educational provision of SFX School. Well done to Ms. Rinaldo and our school leaders.
- We were fortunate that our Year 5/6 students were given permission to attend their School Camp at Phillip Island. The good luck continued throughout the three days with fantastic weather, lots of great memories and fun times with our friends that we have missed so much over the past two years. The Year 3/4 students were not as fortunate with Lockdown 4 cancelling the first camp, and when we were able to find two new dates, Lockdown 6 cruelled that as well. Instead the Year 4's had a Virtual Camp which was so well received by the students. We look forward to our Year 3's attending Day Camp in 2022, Year 4's an overnighter, and Year 5/6's a two nighter camp in 2022.
- Early in the year our Leaders ran a Parent Helper session to assist them in their role in the classroom. Unfortunately, we had to suspend all parent helpers due to COVID restrictions. We look forward to welcoming parent helpers back into the classrooms in 2022.
- Our SFX Parents Association were able to have a Bunnings BBQ and a Mothers' Day Break in between various lockdowns. Sorry Dads and father figures....we will try to make it up to you next year.
- Thank you to the members of our School Advisory Committee (S.A.C) for meeting on a regular basis during 2021. Your wise counsel is always greatly appreciated especially over these difficult and unparalleled times in education.
- NAPLAN 2021 went ahead after a year's hiatus due to COVID. Congratulations to our Year 3 & 5 teachers for preparing the students so well so that they could work at their true and full potential.

Out of the five Year 3 areas and the five Year 5 areas of English and Maths (10 in total) SFX students were able to get 8 out of 10 in the green zone (above State average). Historically this was our best showing in NAPLAN since at least 2016. We are proud of this improvement, however we are obviously wanting all 10 areas in the green zone in 2022.

- We had a fantastic attendance at our bi-annual Human Sexuality night in May. The three sessions were led by a facilitator from the Open Doors Foundation. It was so lovely to see families coming together to speak about this content in such a warm and sensitive forum, where parents themselves were the 'teachers' on the night.
- This year in Term One and Term Two we were able to get in the District Swimming, District Cross Country and some rounds of Winter Sport in Term Two. In swimming all students who were part of the team should be very proud of their efforts. Special mentions need to go to Owen who went on to win the State championship in butterfly, Archie and Grace who also did very well in competing at Regional level. In Winter sport the students got to play Football, Teeball, Soccer and Netball. The football and teeball teams would have played in finals however Covid Lockdown put an end to that. Overall it was another interrupted season but we look forward to a more positive year next year. With Swimming happening across the school in the final week's of term, this will give all students the chance to show if they can be confident and safe around water with some of our more advanced swimmers improving various swimming strokes. In exciting news the students will get to wear the brand new SFX sport's tops when representing the school next year.
- There were many school improvements during the year. We had two very successful Working Bees. One in Semester 1 and one in Semester 2. Thank you to the many parents who attended these. There were also many thousands of dollars spent on installing 15 new Smartboards in each of the classrooms, the new Birds of Montmorency mural at the entrance of our school, upgrades of security lighting and CCTV to protect our students and school from vandalism and theft. Many safety and maintenance improvements that were recommendations from a School Safety audit took place that will only enhance the learning that takes place at SFX each day.
- And to end off our year our inaugural SFX Feast Day Colour Run. Lots of music, bubbles, action and COLOUR to brighten our year together.



School Advisory Council Report

School Advisory Committee Report

2021 was another challenging year for our school community. Yet, our amazing community embraced the challenges presented with patience, understanding and respect which enabled a productive and engaging learning environment for all students. The School Advisory Committee (SAC) also faced many challenges which were met with a desire to do well, no matter our circumstances. The SAC used a combination of face-to-face meetings within COVID guidelines, and reverting to online meetings at other times to achieve these goals and to continue to provide guidance and advice to the school leadership.

The SAC focussed a lot of its energies on preparing the school for the return of students after a long and often tedious lockdown. Improving the school infrastructure during lockdowns provided minimal disruption to students learning upon their return. The analysis of school data, and the areas needed for improvement were thoroughly discussed. Perhaps more importantly, answers to how these areas were going to be addressed from the school were sought, and plans put in place to ensure our teachers are delivering the most recent, evidence-based practices to our students.

The wellbeing of students, staff and parents was a main focus area and plans were implemented to ensure all members of the community knew they were being supported and help was available if they needed it. Students have returned to school with an enthusiasm and zest for learning and life. This is largely due to the friendly and accommodating nature of the teachers and support staff, and for this, we thank them.

I would like to thank all of the members of the School Advisory Committee who have contributed in their own way to ensure the school remains a safe place for learning and growth. This team worked extremely well together under difficult circumstances and continued to improve the school for the community's benefit. I would like to specifically mention Danesta Konkys. Danesta has been involved in the SFX community through various committees for numerous years. The entire SFX community has benefited in some way, shape or form and we thank her for her tireless efforts and selfless contributions to our school.

Again, I would like to thank and commend Philip Cachia and Patrizia Rinaldo for their dedication and professionalism throughout an extremely trying time. Both Philip and Patrizia have continued to progress the school, promote and model the school values and implement teaching strategies which will only benefit our children. Through their leadership, both students and staff are thriving.

Brigid Douglas - Chair SFX SAC

SFX Parents Association 2021

Coming off the back of 2020, we went into this year with the hope and aim once again of re-connecting as a school community. The Parents Association discussed the many hurdles encountered in the previous year due to COVID, and what our approach should be with regards to planning events and reconnecting. We agreed to still proceed with planning social and fundraising events, but do so with possible contingency plans in place.

Ultimately there were some events such as Shrove Tuesday and our Welcome Picnic, that due to the overarching public health concerns relating to food handling and potential physical interactions, we were unable to proceed. That said, our parents were very understanding given their shared concerns with COVID and our responsibilities in preventing the spread of the virus amongst the many vulnerable persons within our school. Despite the disappointments that continued due to government mandates, we were incredibly proud of our families for their resilience and support.

Due to timing and careful planning, we were still able to deliver the Mothers Day Stall and Breakfast whilst adhering to strict regulations. One example being the decision to divide our Mothers Day Breakfast into two sessions and limit ticketing so the capacity limits were not exceeded. This worked well and was so well received by our Mums, Nans and Carers.

Much like 2020, we were not able to proceed with our Major Social Fundraiser or our much-loved Kids School Disco.

Our Father's Day Breakfast was also sadly cancelled as the state had embarked on a period of lockdown; however the Parents Association thought outside the box and established an online Fathers Day Stall combined with a 'Click and Collect' arrangement so the children could still experience this exciting occasion whilst maintaining safety guidelines. This was another great example of the hardwork and commitment of our Parents Association and School in providing families a sense of normality, connection and continuity in their lives. Our school community, particularly our Dad and Grandads, appreciated the efforts of many in delivering this special event.

We continued to conduct our monthly meetings via Zoom which worked well and meant we were able to stay in touch and discuss key concerns affecting planning. I was very proud of our committee. Their enthusiasm and dedication meant we were able to maintain connection with our families. One avenue that assisted greatly was through our social media platforms, in particular Updat-Ed, and our Facebook page. I would like to extend my heartfelt thanks and gratitude once again to Mia Jones for her ongoing assistance in administering our Facebook page and helping to post messages of kindness and keeping our families informed.

This year also saw us enter a new realm of modern connectivity. Given the limited fundraising opportunities, with the guidance of one of our committee members, Natalie Nolan, we set up our very own SFX Christmas Gift Guide and Magazine. This was a massive feat to say the

least. Natalie helped create our Instagram page which we used to connect our local businesses with the school community to help support them in the lead-up to Christmas, as well as design an interactive online gift guide. The gift guide was complemented with recipes donated by some of our families, and fun Christmas ideas and articles. We received financial support from one of our local real estate agents, Scott Nugent at Jellis Craig, to enable us to deliver this initiative to the school and extended local community. This was an astounding success which we are very much looking forward to doing again next year in 2022.

In finishing, I would like to thank my executive committee - Kirsty Dray (Secretary), Amy Jewell (Treasurer) and Zoe Hamilton (Vice President). You have been an incredible support to me this year and I have valued your advice and guidance.

To the other members of our active general committee - Ben McDonald, Dee Egan, Amanda Kazalac, Liz Blair, Natalie Nolan and the many parent volunteers - thank you! Your passion and commitment to making things happen this year for our school has been immeasurable.

To Nella (School Administration) and Susy (School Bursar), your patience and calm despite the many calls and emails from me was so appreciated. And to Phil and Patrizia - without your support, leadership and guidance, we would not have been able to do as much as we did in 2021.

Over the last two years, I believe our school community has grown stronger together, friendships continue to grow which is at the heart of everything the Parents Association aims to do. Our families have shown such beautiful support for each other and for the school, and we will continue to embrace this same spirit in 2022.

Thank you and god bless.

Kate Harford – President



Education in Faith

Goals & Intended Outcomes

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

Achievements

- Continued use of SFX RE planning Folders by staff; incorporating whole school RE planner, The Catholic Social Teaching Principles and a Prayer and Parts of the Mass Scope and Sequence
- Purchase of Class Prayer cloths for the Liturgical Seasons of the Church for Class Prayer Tables.
- Prayers carried out before Staff and Professional Learning Meetings.
- Prep children received a Prep Prayer Booklet to introduce Prayer and Parts of the Mass appropriate to their level of learning.
- Ash Wednesday Mass was shared on a Google slideshow for families to participate in an Ash Wednesday Liturgy at home due to COVID restrictions.
- The Communal Rite of Forgiveness was anointed to our students from Year 3, 2020, now in Year 4, 2021, as due to COVID restrictions they missed out on the Sacrament last year. The Sacrament was celebrated on Tuesday 16th March at 7:00pm in the St Francis Xavier Parish Church, Mayona Road, Montmorency.
- Continuation of 'Parent initiated, School Supported, Parish Based' Sacramental program within the Montmorency and Eltham Parish with the 3 Schools, HT, SFX and OLHC.
- Continued use of Kathy Horan Books **'Becoming Catholic for Reconciliation, First Eucharist and Confirmation'** as a family resource to assist with preparation of Sacraments and extend the "God talk" to home.
- Sacrament of First Eucharist preparations began for our Year 4 students but the Faith Formation nights and some of the Sacraments were postponed due to COVID restrictions. However the Parish offered for students who missed out on their Eucharist celebrations to receive the Sacrament of First Eucharist over the Christmas Masses and in the month of January.
- Sacrament of Confirmation-Students and Parents were informed by newsletters and formal correspondence regarding the preparation for the Sacrament of Confirmation. Students were prepared for this Sacrament in the 2021 school year, but their Sacrament of Confirmation was also postponed due to COVID restrictions. The Year 6 students from 2021 will celebrate Confirmation over weekend Masses from Easter to Pentecost in 2022.
- Year 6 students celebrated a Year Level/Class Mass with their fellow Year 6 students presided by the Parish Moderator and Education in Faith Leader to acknowledge their preparation for the Sacrament of Confirmation. Students were awarded a Certificate of Recognition for their Confirmation preparation.

- Year 6 students were involved in a Zoom meet with Bishop Terry Curtin. They were presented the historical perspective of Confirmation and were involved in a discussion about living the Sacrament of Confirmation in their daily lives; emphasis was on living the Gifts of the Spirit.
- The Year 6 students were involved in a Zoom Presentation with the Mary MacKillop Heritage Centre as an alternative to being unable to go on an excursion for their Confirmation preparations.
- Year 6 students completed a Sacrament of Confirmation workbook.
- Some classes attended Parish Masses with their class but such celebrations were unable to continue due to the COVID restrictions.
- Education in Faith leader provided Prayer/Reflection Services via Slideshows, whilst students were home learning or restricted with numbers for gatherings, to be viewed at home for the following liturgical celebrations: Ash Wednesday, Feast of the Sacred Heart, St Francis Xavier Feast Day, Easter and Advent. These were well received by the community.
- Education in Faith Leader invited staff and students to be involved in a Sacred Space Blog for resources for faith development and to complement religious Education lessons.
- Staff and students continued to use their free Subscription offered to SFX for the digital '*To Know Worship and Love*' Resource.
- Subscription to the '**Understanding Faith**' website to assist teachers and students with their Religious Education lessons as this resource continued to be accessed online and proved interactive for students in both a School and Home Learning environment.
- Smiling Mind Meditation App continued to be used by school and used in classrooms for Student Wellbeing and once per week implemented in the morning in classrooms.
- Staff participated in 2 x 2 hour workshops conducted by Ruth Fowler to introduce the practice of Christian meditation in our school community. Classes each received Singing Meditation Bowls. (This professional Learning contributed to 4 hours for Maintaining/Gaining accreditation to teach or lead in Catholic Schools).
- Staff participated in a webinar, Children and the Mental Health Crisis-The Benefits of Meditation hosted by Laurence Freeman and Dr Jean Clinton. (This professional Learning contributed to 3 hours for maintaining/gaining accreditation to teach or lead in Catholic Schools).
- School Community managed to raise a considerable number of non-perishable food items for the St Vincent de Paul Winter Food Appeal.
- Continued implementation of the new RE Framework and Horizons of Hope document for the planning of RE curriculum and the framework was continued to be used for reporting against the learning descriptors and reporting progression.
- Continued use of Catholic Social Teaching Principles, Caritas units of work and Understanding Faith website to complement the planning of RE units and Inquiry.
- RE Professional Learning Meetings carried out where appropriate for completion of Enhancing School Identity Data and planning of RE lessons.
- Education in Faith Leader attended Level planning where appropriate either onsite or via Zoom.
- Education in Faith news published in newsletters.

- Continued and maintained links between SFX and Buhisan Elementary in the Philippines.
- Principal and RE leader met and Planned Professional Learning with Kadasig: Glenys Gayfer and Anni Miers to assist with providing knowledge to staff about the links we have with our friendship school in the Philippines. Unfortunately this PL had to be postponed due to COVID restrictions.
- Continual update of scripture resources for classrooms and teacher reference.
- Attendance by our community at Community Memorials such as ANZAC Day and Remembrance Day in line with Covid restrictions either at home or via virtual links.
- Graduation ceremony was held at SFX in the Church followed by a Graduation dinner held at the Montmorency RSL.

VALUE ADDED

Links introduced and maintained between the three parish schools of Montmorency and Eltham: Holy Trinity, Eltham North (HT) and Our Lady Help of Christians, Eltham (OLHC) with St Francis Xavier, Montmorency (SFX). This includes fortnightly Federated Schools' meetings with Parish Moderator and Principals and Education in Faith Leader.



Learning & Teaching

Goals & Intended Outcomes

To improve student performance and engagement in our identified core learning areas.

To enhance a culture of utilising data to inform teaching and improve student learning.

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

Achievements

Learning and Teaching is the core of our work at St Francis Xavier Primary School. We are committed to providing a learning environment where students are engaged in stimulating and rewarding learning experiences and encouraged to express themselves. We began the 2021 school year with great gusto, looking forward to a year in review, a year to take stock of our many accomplishments, to identify what we as a school do well in Learning and Teaching and what improvements we needed to make.

Continuing from our work with Ms Julie Stewart (Melbourne Archdiocese Catholic Schools) and the analysis of student writing, it was identified that spelling was an area needing continued improvement. To cater for this in January 2020 the THRASS program was introduced to support the development of explicit phonics teaching and common language used across the Prep to Grade Two. The Junior School Literacy Intervention teacher, the 2 Prep classroom teachers and the 2 Year One teachers attended a two day online THRASS training Program and implemented this in their classrooms. To ensure consistency, this will be rolled out in Year Two and Year Three in the next 2 years. Initial results have shown improvement in student's phonemic awareness (the ability to separate sounds in words), awareness of the 44 sounds of English and the many spelling combinations, and their confidence to read and write independently by the end of Foundation.

As part of a MACS Eastern Region initiative, St Francis Xavier School Leadership Team was part of School Improvement Learning Collaborative working with Dr Simon Breakspear on Strategic Planning and Action (Through Annual Action Plans/School Improvement Plans). This work allowed the team to work together to use a variety of Thinking tools and canvas & develop a deeper understanding of where the focus needed to be in learning for students and therefore teaching for teachers. Through this termly work, Professional Learning Meeting agendas were set including Moderation, Goal Setting and the need for a focus on Contemporary Quality Teaching & Assessment in Mathematics.

Level Leaders, Sarah Karakaltses and Guy Toomey were initially involved in the Literacy Leaders Communities of Practice action research project "How can we develop an open to learning culture to improve and reflect on our teaching practices" working with MACS Literacy Leaders and other ERO schools, however network meetings were phased out due to COVID-19 restrictions. Instead a number of Moderation Professional Learning Meetings for staff were developed to work collaboratively to assess and discuss student work samples in both Writing and Number and Algebra. This work proved both challenging and rewarding as staff analysed student learning

samples against the curriculum and the work of their peers to develop a criteria for successful and consistent reporting in these areas.

St Francis Xavier School continued to be part of the Intake 3 Learning Collaborative, a project in partnership with Dr Lynn Sharratt. School based leaders took part in webinars throughout the year with a particular focus on Assessment Literacy. This work allowed leaders to work with staff to develop understanding around the impact of clearly displayed Learning Intentions and Success Criteria to ensure student clarity of what they are learning, what is required of them and how they know they have achieved progress and success in their learning. Various formats include:

- Visible displays in classroom
- Digital displays for all lessons
- Use of rubrics

Unfortunately, with the re-introduction of an extended COVID-19 lockdown, this work was put on hold and becomes a focus for our school in the coming year in order to ensure students are developing skills to become better independent learners at an age appropriate level. Our aim continues to be that they know the stated requirements of the task and how to achieve their best.

In the second half of the year, staff and students once again rose to the challenges of online learning during another extended COVID-19 lockdown. Teachers met with students to conduct 'live' (face-to-face) classes in both Literacy and Numeracy using Google Classroom. Staff also filmed lessons delivered through this platform in other areas of the curriculum. Learning Support Officers worked with students with identified learning needs, with the support of specialist teachers and parents. Weekly planning meetings and Professional Learning Meetings were also held in an online format. These meetings ensured that all teachers were involved in planning learning experiences based on student data and that the learning needs of students were being met in this remote environment. We congratulate once again the SFX School Community for their ongoing tenacity, resilience and 'can do' attitude during this period of time.

Our specialist classes (STEM, Digital Technologies, Discovery Centre, Physical Education, Visual Arts, Performing Arts and LOTE:Mandarin) are another highlight of our school, with all students being involved in a weekly 40 minute session in each area. As part of STEM the SFX Garden was developed, with classes being responsible for the harvesting of a number of herbs and vegetables with the school STEM Teacher Mr Michael Park. Students managed to grow a number of vegetables including parsley, carrots and cauliflower before heading into the lockdown.

31 students from Years 3-6 also chose to participate in the Australian Mathematics Competition. The students prepared for this in their own time, participated online during Remote Learning and as a school we are proud of their following achievements:

Year 3= 4 distinctions, 2 credits, 1 proficiency and 2 participation

Year 4 = 1 distinction, 4 credits and 2 proficiency

Year 5 = 1 distinction, 2 credits, 2 proficiency and 2 participation

Year 6 = 4 credits, and 4 proficiency

Adjustment Plans and Personalised Learning Plans for students are an essential part of our practice at St Francis Xavier Primary School. Teachers continued to design and implement these, specifically to develop the skills and knowledge of those students experiencing some challenges with their learning and to meet their individual needs. Now in its second year at SFX, the Intervention/Enrichment program continued to target students based on assessment and data collected in the classroom. The Intervention Program is designed for students who have encountered difficulties in Literacy and/or Numeracy. The Enrichment program provides opportunities for challenging students thinking to complement classroom experiences. Data collected by these 6 staff members indicates student improvement in the targeted areas of Phonological Awareness, Reading and Comprehension strategies, Number and Algebra and Problem Solving.

As part of the preparation for MACS School Review, staff analysed school data in relation to learning and teaching and engaged in robust discussion around the effectiveness of our Learning and Teaching programs. Mathematics was identified by both the School Reviewer and Curriculum team as an area requiring targeted improvement. As such the school applied for and was successful in applying for MACS 'Get In2 Maths' initiative for 2022/23. This has allowed the school to put into place a Mathematics Leader who will work with MACS team and staff to drive Mathematics Improvement at St Francis Xavier Primary School. The school was also successful in applying for a 2 year 'Early Number and Algebra' Program in 2022/23 to support the teaching of Mathematics in Years Prep to Year Two.

The key achievement which underpins this success is the establishment of key networks with MACS Literacy and Numeracy staff with our School Leadership Team. Maintaining and strengthening this relationship is paramount to ensure the future growth and success of St Francis Xavier Primary School in its pursuit of being a high performance school.

Student Outcomes

Impact on student achievement has shown an improvement in our NAPLAN scores with our best results since 2016. As a school we did quite well against the Victorian NAPLAN averages, with 8 out of 10 areas being at or above the standard.

Staff tracked student progress using a number of assessment tools, both formative and summative. Over the course of the year running records, letter identification assessment, Essential Assessment in Reading comprehension, PAT-Reading and teacher professional observation and judgement, demonstrated an improvement in student reading ability and engagement in various types of texts. Writing moderation across levels using 'The Australian Criterion Scale' allowed staff to use a common tool to appraise student's writing, demonstrating an increase in student knowledge in some of the essential skills of writing, including plausible attempts at spelling, use of punctuation and improved sentence structure. The continuation of Reading Intervention across Years 1-6 and assessments conducted by these teachers (YARC, BAS, LLI) also demonstrated, that despite Remote Learning, targeted students reading levels increased and students were beginning to engage with their class program with less support.

The Mathematics Interview was conducted by the SFX Math Intervention team to identify the students to be withdrawn for support. Their post data demonstrated an improvement in student knowledge of place value and counting and student ability to access classroom curriculum. This improvement however was not as significant as previous attempts due to Remote Learning impacting students' ability to manipulate hands on materials in the same manner as when at school. PAT-Maths and Essential Assessment data, as well as student work samples were used by classroom teachers to assess Mathematical knowledge. It was noted that students were improving their ability to formally use the four processes (addition, subtraction, multiplication and division).

St Francis Xavier Primary School, acknowledges that Remote Learning in the second half of the year proved to be a challenge in collecting unbiased and accurate data and that this form of learning did impact on student outcomes. Some of our students flourished with this style of learning, however some of our students were challenged by it. We look forward to continuing to increase our use of quality assessment to directly inform our teaching in order to improve student outcomes.

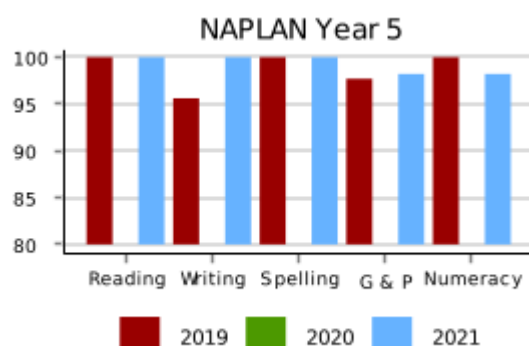
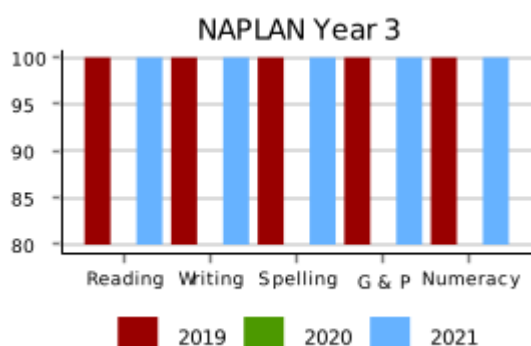


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	97.7	-	-	98.2	-
YR 05 Numeracy	100.0	-	-	98.2	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	95.6	-	-	100.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

The Wellbeing Leader supported teachers with Circle Time and classroom visits.

That curriculum delivery is inclusive of all students and reflects their diverse learning and wellbeing needs.

Achievements

All staff at St Francis Xavier School are committed to the positive wellbeing of all our students. Our Student Wellbeing/Learning Diversity Leader continued to work collaboratively with staff as they provided a safe and welcoming environment throughout 2021. Student Wellbeing continued to be an important leadership role within the school. A time allocation of 0.4 FTE was given to support this role.

Some of our Achievements in 2021 include the following:

- Celebrated many initiatives to highlight the learning and importance of our personal and social capabilities, such as Harmony Day and National Day of Action against Bullying.
- Lunchtime activities were offered to support students' emotional and social wellbeing. These activities included Discovery Centre Reading Club, Visual Arts Club, Sports Club, LOTE Mandarin Club, School Magazine and the Wellbeing Space. They were offered when all students were onsite.
- School Counsellor/Chaplain role and time allocation was maintained; allowing many students to benefit from one on one counselling sessions and small group sessions. During Remote Learning, counselling sessions also continued via Google Meets.
- Year 6 students were buddies to our Prep students. This helped our youngest students to feel welcomed, comfortable, and supported in their new school environment. There were frequent 'Buddy Lunches' and 'Buddy Activities' organised for Year 6 students and their Prep buddies.
- During Remote Learning, 'Wellbeing Wednesdays' was implemented to support learning. These days offered students a range of different activities that supported the teaching of Respectful Relationships and Personal and Social Capabilities.
- Onsite Learning was offered for those students who were vulnerable during Remote Learning.
- Cyber safety was continually addressed through focussed lessons, promoting the responsible and respectful use of Digital Technologies.
- Each classroom has 'calm corners' that support self-regulation and the whole school approach of the 'Berry Street Education Model' framework.
- All staff completed an on-line Mandatory Reporting module assessment to become aware of their responsibilities in relation to Child Protection and Child First.
- Transition meetings were held between our Prep teachers and local Kindergarten staff.

- Varied opportunities for students in Year 6 to hold Leadership Roles were provided. These included: School Leaders, Sports Leaders, Class Captains, Positive Behaviour Management (PBM) Leaders and Environmental Monitors.
- All students participated in a whole school wellbeing activity to celebrate the return to school after lockdown, highlighting our resilience and perseverance in tough times.

STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	97.4%
Y02	92.2%
Y03	96.7%
Y04	95.2%
Y05	94.6%
Y06	96.1%
Overall average attendance	95.4%



Child Safe Standards

Goals & Intended Outcomes

The safety and well being 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. 2021 saw the change of governance from Parish Priest to Melbourne Archdiocese Catholic Schools for Catholic schools. This change meant a change to some of the policies and procedures in place for schools across the archdiocese. As part of this change, the school now has a combination of MACS and local Child Safe Standards policies and procedures in place, demonstrating the strong commitment of St Francis Xavier Primary School to the care, safety and wellbeing of all students at our school.

As part of our School Review and VRQA Audit and yearly practice, our child safety policies were reviewed to ensure St Francis Xavier Primary School was meeting its obligations in keeping students safe and supported in both physical and online environments. These were shared with families through our school newsletter and can also be found on our school website.

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. Classes also participated in a Health, Identity and Wellbeing Inquiry during Term One. Across the school we focused on developing the students' understanding of the physical, emotional, social and spiritual components that contribute to human wellbeing and personal identity. As part of this 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. Following on from this, students worked together to develop and age appropriate Child Safety Pledge/Statement. These signed statements were displayed across the school and shared with our school families.

Further to our commitment to Child Safety, all students participated in weekly wellbeing classroom lessons tied to our school values (Respectful, Responsible, Resilient, Safe), the Respectful Relationships Program and Berry Street Education Model. Students also participated in weekly Digital Technologies lessons. As part of this learning, Online Safety lessons featured strongly and students and guardians signed an Acceptable Use Policy around the use of technologies. When the school entered into Remote Learning in the second half of the year, guidelines were shared with students to include protocols of what they could do should they feel safe online and who they could contact at school for help.

At St Francis Xavier Primary School leadership continued to be committed to ensuring that the ethical imperative of keeping students safe is recognised, understood, valued and upheld by all staff, volunteers and community members within the school. As such Child Safety was a standing weekly item on the Staff Meeting agenda, all staff signed an Employee Code of Conduct,

maintained a current VIT registration or Working with Children Check. All staff also completed the Online Mandatory Reporting Module and were briefed throughout the year on their obligations to respond to incidents, disclosures and suspicions of child abuse should they arise.

A number of volunteer/Parent Helper workshop were also held for parents and guardians seeking to help in the classroom. 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 were also asked to read and sign Parent/Carer/Guardian Code of Conduct. Contractors, volunteers, and community members continued 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.

At St Francis Xavier Primary School, we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment 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*).



Leadership & Management

Goals & Intended Outcomes

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

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

Achievements

In 2021 we continued with our new streamlined leadership structure. This structure will be evaluated at the end of this year and a new leadership structure will be considered by the SFX Consultative Committee for 2022.

Thus the 2021 Leadership structure as approved by the Consultative Committee is:

Principal - Philip Cachia

Deputy Principal / Learning & Teaching Leader- Patrizia Rinaldo (0.4/0.2)

Education in Faith Leader - Kathy Toomey (0.2) POL 1

Student Wellbeing Leader - Rachel Giusti (Semester 1 then went on Parental Leave) followed by Caroline Jones in Semester 2.

Junior School Leader - Guy Toomey (0.2) POL 1

Senior School Leader- Sarah Karakaltses (0.2) POL1

The role of the Deputy Principal/Learning & Teaching Leader over the course of 2021 was twofold:

1. To audit all school policies and their currency against the new MACS policies in preparation for the VRQA audit and MACS School Review in August 2021.
2. To begin the process of auditing the ways in which English, Maths, Inquiry and Religious Education are taught across the school in the light of contemporary theories and teaching methods and the use of up to date resources. This will be especially highlighted during the August MACS School Review so that we can be assured that our content delivery is contemporary, relevant and effective.

Obviously much time, effort and energy was devoted to the efficient and effective implementation of Remote Learning through the School. This method of teaching once again challenged staff to move beyond the comfort zone of on-site teaching. The main challenge faced by staff was a lack of certainty and predictability going forward (*i.e Would this round of Remote Learning go for a week, a month, or a term?*), keeping the students engaged for Remote Learning and keeping the staff connected to each other for support.

Remote Learning did give the school an opportunity to conduct both major and minor school improvements while the students were off-site and away from the property. Through good financial management and by using some of the savings made during Remote Learning (i.e electricity, photocopying, excursions) the school was able to purchase \$85,000 worth of Smartboards for the 14 classrooms and 1 portable Smartboard for the STEM/Digital Technology Room. It should be noted that this was done without taking out another loan and further adding to school debt.

Other critical maintenance and improvements were carried out during the year. Some of these were pointed out during the pre-School Review MACS Safety Audit. The most urgent being the replacement of the rotten wooden railing on the Upper Playground. In consultation with artist Graeme Kenneday and his son Ross from 'Cut Out' we were able to design a beautiful metal mural called the 'Birds Of Montmorency'. This depicts the course of the Yarra River that runs past our school, through the Banyule Flats and out to Port Phillip Bay and the myriad of birds that are habitat to its course. It also acknowledges the traditional owners of the land on which the school sits, the Wurrundjeri People of the Kulin Nation. This is a wonderful work of art that will greet the many visitors to our school over the next 100 years.

Other school safety improvements were:

- * the installation of CCTV security around the school adding to the safety of students both in and outside of school hours.
- * yellow stair treads were installed on the many steps around to school adding to visibility and traction especially during the slippery, winter months
- * the rotten basketball backboards were also replaced on the basketball courts
- * the process of electrical e-tagging and annual servicing of gas heaters and air-conditioning units will continue to be an annual event. Regular maintenance is always cheaper than having to replace these items.

I am very proud of the way that our whole school community - parents, teachers, learning support officers and most especially the students have all banded and partnered together to keep leaning on the boil and children engaged with school and peers over a very long and indefinite period of off-site learning. Indeed SFX made every effort to make the best of a bad situation called COVID and for this as Principal I can be very proud.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Professional Learning 2021

Numeracy - Place Value

First Aid Training for Staff - Level 2 - (whole staff)

Visual Arts - Nurturing Creativity Online Conference

Certificate IV training for Learning Support Officers - Edutrain

Thraxs Training - Prep and Year 1 teachers

Christian Meditation

Resilience, Rights and Respectful Relationships

Smartboard Training with Simon Gordon.

Number of teachers who participated in PL in 2021	38
Average expenditure per teacher for PL	\$208

TEACHER SATISFACTION

Staff retention and absenteeism remained steady and consistent over the past year. Some factors impacting this area included:

- Some staff (3 in total) began/continued adding to their own family and went off on Parental Leave.
- Some staff were impacted by COVID and Remote Learning. After two years of Remote Learning this led some staff to questioning whether they could sustain another year of this form of education. This led some staff to decreasing hours of work, focussing on working at one school rather than multiple schools, taking a sabbatical year of leave without pay to consider their future in education or retirement from the profession.

Staff Retention 2019-2021

Year	Rate
2019	82.1
2020	79.5
2021	75

Staff Absenteeism 2019 - 2021

Year	Teaching	Non-Teaching	All
2019	87.1	96.6	91.2
2020	92.6	96.6	93.9
2021	87.1	96	89.8

1st Level Comparison		MACS average	2019	2021
DOMAIN	DOMAIN DEFINITION	Base (n=)		
OVERALL	Overall school positive endorsement %	13 354	34	39
		68%	71%	64%
1. Student safety	Perceptions of student physical and psychological safety while at school.	72%	70%	76%
2. School climate	Perceptions of the overall social and learning climate of the school.	80%	81%	81%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	81%	90%	67%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	57%	61%	46%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	41%	41%	53%
6. School leadership	Perceptions of the school leadership's effectiveness.	60%	68%	58%
7. Staff safety	Perceptions of staff safety in the school.	67%	68%	69%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	65%	72%	45%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	55%	64%	48%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	65%	58%	63%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	70%	70%	81%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	68%	51%	67%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	80%	80%	88%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	75%	77%	57%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

87.1%

ALL STAFF RETENTION RATE

Staff Retention Rate

75.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	13.6%
Graduate	27.3%
Graduate Certificate	9.1%
Bachelor Degree	81.8%
Advanced Diploma	22.7%
No Qualifications Listed	4.5%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	37.0
Teaching Staff (FTE)	29.5
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	10.6
Indigenous Teaching Staff (Headcount)	0.0



School Community

Goals & Intended Outcomes

To further improve the wellbeing of all by enhancing the Relationships

To enhance student connection to their peers and school community

Achievements

We began the 2021 year with a renewed enthusiasm to be back at school and excited for a full year of onsite learning. Little did we know that less than a month into Term One a snap lockdown would be thrust upon us. And so proceeded the tumultuous year that was. Four lockdowns, with a total of 108 days spent in Remote Learning. Yet the St Francis Xavier School community proved once again that a little COVID-19 interruption could not stand in the way of the welcoming, supportive spirit that the SFX families, staff and students are so renowned for.

2021 was a year of welcome, with the introduction of new staff: Brian Anderson, Amelia Burnie, Deb Butler, Kara Germano, Anne Hibbert, Dave Mithen, Jessica Wynn and Susy Perizzolo. Perhaps even more exciting was the birth of three babies to staff members. Congratulations to: Ms Annett on the birth of Hudson; Mrs Giusti on Leo's arrival; and Mrs O'Connor on Neve's birth. We ended the year in anticipation of further baby news, with Mrs Morello expecting her third child in early 2022. The extended SFX community certainly continues to grow.

Speaking of growing, Mr Park had great success with his establishment of the Stephanie Alexander Kitchen Garden Program to support student learning in STEM. The students loved getting into the garden and seeing their seedlings grow into edible products. Mr Park also found a wonderful way to welcome parents back onsite with his veggie sales on a Friday afternoon, with all coin donations going straight back into purchasing more supplies for planting and cooking.

The Parents Association were busy cooking up some fantastic fundraisers too.

- We had great success with our Bunnings sausage sizzle in March and were grateful for the number of parents who donned an apron and volunteered on the stall, and all the families that came down to buy a snag and a drink and support our school.
- Our Mother's Day stall and breakfast were a hit and it was a joy to celebrate our SFX mums with a live, in person event. Such events cannot proceed without the support of our parent community and we thank all the families for their donations towards the raffle, the mums who assisted in preparing for and running the Mother's Day stall and the dads who got into the kitchen or looked after the kids so that our mums could reconnect with each other over breakfast and a cuppa.
- Unfortunately, the Dads got the rough end of the stick, with yet another Father's Day spent in lockdown. But thanks to some creative thinking and strategic planning, the PA launched the inaugural "Click and Collect" Father's Day stall. This was a genius initiative that kept our community intact in the depths of lockdown, at a time when many of us were feeling a sense of disconnect and isolation.

Connection was definitely a focus for the staff at SFX, after 2020 we were desperate to involve our students and families in community strengthening traditions.

- We began the year with SWELL week, and celebrated coming together as a whole school (without masks or bubbles!) for the very successful tabloid sports, organised by Mr Anderson and run by our Year Six leaders.
- Our school Welcome Picnic was set to follow the next week, yet as became commonplace, it was postponed, and eventually cancelled due to lockdown and restrictions.
- Our Parent Helper workshop proceeded in Term One, yet having parents onsite assisting in the classrooms was once again to be delayed. This was a disappointing setback as our teachers so greatly value the support parents provide in the classroom and the learning opportunities that can be created with additional parent assistance.
- Fortunately, outdoor and sporting activities were not as badly impacted, and we were thrilled to have our parents available to support and cheer on our students at District swimming and Cross Country, as well as whole school swimming lessons in December.
- Our families once again rolled up their sleeves and slogged it out at our two working bees (A to K in Semester One / L to Z in Semester 2). Our school was looking spick and span and it did not go unnoticed by our students, who marvelled at the cleanliness of the buildings and the aesthetics of the yards and garden areas. Such levels of maintenance are simply not possible without the support of our parents and we again thank you.
- A series of workshops were held on the 18th May for our Human Sexuality night and the turnout of families, as well as the positive feedback following the night, was greatly appreciated by staff.

Not all was smooth sailing though, and staff and families had to once again get creative to remain positive and connected through the long periods of lockdown.

- Mr Park coordinated our 2021 video to the school community during lockdown, with the teachers (and some of their kids) getting their groove on once again to put a smile on the faces of the students, and give the parents a chuckle too.
- The Year Fours had no intention of missing out on their school camp, and no lockdown was going to stop them! Mrs Hibbert and Ms Northrop arranged an action packed and fun filled "camp" experience from home, and families loved the opportunity to join in with the Amazing Race, campfire and sleeping under the stars.
- Who needs the Royal Melbourne Show when you have show bag drive bys in Kiss and Drop? This surprise for the students was an all round effort by our staff and parents, and everyone was so thrilled to see the joy on the children's faces as they received their chocolate goodies. Being able to see each other away from a screen and live in person was such a spirit lifter, no matter how fleeting or how many windscreen barriers.

Our year ended on the most wonderful high, with the wildly successful Colour Run to celebrate St Francis Xavier Feast Day. Mr Anderson and the Year Six Leaders once again pulled off an incredible event, with DJ Phil in his sparkly jacket adding to the party vibes of the afternoon. Not a child, nor staff member, left school that day without every last inch of them covered in a wash of vibrant colour and the biggest grin plastered across their face.

We were able to farewell our Year Six students with a Graduation Liturgy in the Church, where they reflected on their time at SFX surrounded by family, friends and teachers past and present. The celebrations continued for the students with a dinner at the Montmorency RSL, accompanied by staff. After the last two years, it was a joyful relief to see them celebrate the end of their primary school journey with a sense of normality, and with excitement for what awaits them in years to come.

In trying times, our staff, students and families rally together to provide support and ensure relationships are maintained and wellbeing is nurtured. Taking into consideration the disruptive and challenging year that 2021 was, the flexibility and resilience of the SFX community was certainly evident.



PARENT SATISFACTION

1st Level Comparison		MACS average	2019	2021
DOMAIN	DOMAIN DEFINITION	Base (n=)	7 761	45 31
OVERALL	Overall school positive endorsement %	69%	68%	63%
1. Family engagement	The degree to which families are partners with their child's school.	47%	54%	43%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	64%	84%	58%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	76%	68%	73%
4. School climate	Families' perceptions of the social and learning climate of the school.	85%	75%	78%
5. Student safety	Perceptions of student physical and psychological safety while at school.	73%	57%	71%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	74%	57%	63%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	65%	68%	60%

Future Directions

We look forward to 2022...

- The installation of a new outdoor learning space on the synthetic oval. This is due to a \$25,000 Shade sail grant by the Victorian Government
- Our curriculum focus for the next two years will be the area of Maths and Numeracy education. Our staff will be involved in indepth and strategic Maths professional development to ensure that that way we teach Maths is cutting edge, contemporary and best practice.
- We will continue to develop the teaching of English at SFX and keep it on the boil. This is an area that we have been working on with MACS staff over the past 18 months. Both of these areas were highlighted in our recent School Review as core learning areas.
- We hope to put on all the events that we planned and prepared for in 2021. So much time and effort has gone into these events by teachers, students, the Parents Association and the Parish. We want to give SFX students the full scale education they deserve and that they have missed over the past two years.

