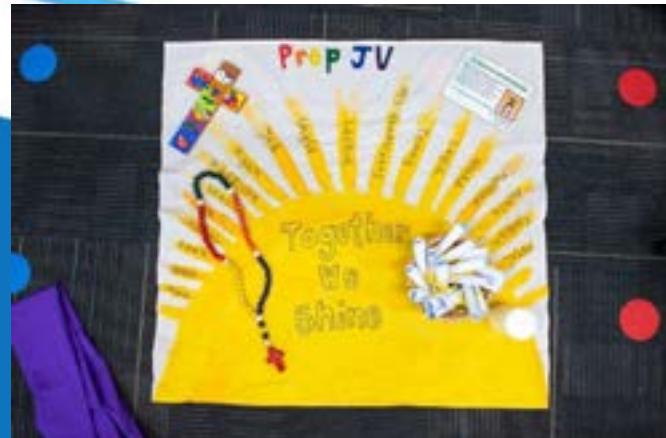




Melbourne Archdiocese
Catholic Schools



2023

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

Registration: 1343, E Number: E1133



Principal's Attestation

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 2023 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 10 May 2024



About this report

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](#).



Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system- wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd



Vision and Mission

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 2023 student enrolment was 282. 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 5% 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, 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 four other flexible 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 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 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) 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 based on the Victorian Curriculum Standards. The MACS Religious Education Framework is supported throughout the school by the Learning & Teaching and Faith 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 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 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.

Principal's Report

Principal's Report 2023

Congratulations on our many achievements during our 2023 school year. Anyone that says school life is 'boring' at SFX couldn't be more wrong. As one of the new Prep parents commented to me, "there's almost something on every week at SFX". It is with this excitement in learning and different programs and events that our students and teachers have navigated the 2023 school year. Thank you to our SFX staff who are so professional and dedicated in their approach to children's learning. This year, in amongst replacing four teachers went on parental leave and whilst still negotiating the remnants of COVID strains in our community, I am so proud of the staff we have employed at every level. In the midst of a nationwide teacher shortage, as a community, we should be so pleased with the accomplished, highly skilled and dedicated staff that work in our school each day.

Our popularity as a school is increasing each year. From a low of around 282 students in the midst of COVID, our student numbers seem likely to move into the 330+ range next year. And yes, we are still taking enrolment enquiries! As a result, I am pleased to announce that we will be taking on a third Prep class in 2024. This will look something like three Prep classes of 17-18 students in each class, with two full time Learning Support Officers spread between the three. My sincere hope is that this is the beginning of the wave of a third Prep class at each level in 2024, 2025, 2026 etc. Prospective parents tell me that they are impressed by the standard and cleanliness of our facilities, the respect and manners shown by the students, the seven Specialist classes and Intervention Programs we have at our school, our explicit teaching style and the calm, quiet learning atmosphere that pervades each of the classrooms.

There are so many highlights to the 2023 school year. Far too many to include them all.

- We celebrated our Beginning of the School Year Mass, commissioned our 2024 staff members and announced our School Captains and Vice Captains for 2023. Congratulations to Owen Low, Alana McParland, Lola Lo Presti and James Weiland for representing our school, their class and families with such distinction and class over the past year. They have been wonderful leaders and role models to the rest of the students in the school and they have been most trustworthy and reliable.
- The new shaded outdoor learning area was constructed on the school oval in February. This has been great to use during Physical education lessons and for sitting under during intense sunny Melbourne days. The new Kiss and Drop Shelters were finally built also. Cost for both of these projects was \$50, 000+.

- In March our Year 3/4 students attended their school camp at Oasis Camp Mt Evelyn. The students loved their time away, participating in many amazing activities and learning the value of being independent and away from home.
- March also saw the beginning of our Sacramental season at SFX school with the Sacrament of Penance for our Year 4 students in March. The Sacrament of the Eucharist followed for our Year 5 students through the season of Ordinary time, culminating with the Sacrament of Confirmation in October for our Year 6 students. Thanks to Melissa Kerr our Faith Leader in Term 1 -3, to Father Michael for always being such a great supporter of the school and to Kate in the Parish house for all the administrative work that she does behind the scenes.
- Congratulations to all of the students who represented SFX in Interschool Sports, District and Regional competitions. Led by Mr Anderson, our Physical Education Specialist, a clear feature of all SFX students is their ability to give their best, compete fairly and show good sportspersonship. We have some extremely talented students in this area, who I am sure will go onto high level representative sport in the future.
- The month of March also saw our Year 3 & 5 students complete their NAPLAN testing for 2023. The result was another outstanding effort with all 10 Maths and English (5 for Year 3, 5 for Year) above the Victorian average for the second year in a row. Never before has SFX School had this sort of consistency across two years and four cohort levels of students. This shows that our teacher Professional Learning in English and Maths is working, that our P to 6 Intervention and Enrichment Programs are having significant impact by lifting student learning, and most importantly that students are really getting into and making the most of their learning in English and Maths.
- It was a seminal year in the area of Digital Technologies. Launching into 2023 we retired 300 Ipads and Chromebooks that had seen their last living days during the COVID years, and we purchased 300 brand new DELL Chromebook 3110 machines and 14 charging cabinets. This meant that through the help of the SFX Parents Associating and a Technology Levy, each SFX child had new, touch screen 1:1 Chromebook to use as a tool in their daily learning. Mr Park, our Digital Technologies teacher also presented a most successful and enlightening Cyber Safety Information session which was very well received and attended by our parent community.
- The bi-annual Family Life Night was also well attended by families in three groups; the Prep to Year 2 session, followed by the Year 3-4 session, followed by the Year 5-6 session. Parents are always so appreciative of the professional, sensitive and sensible way these sessions are presented, often leading to further discussions at home that can only bring children and parents closer together.
- Last year we presented our first STEM family night. This year we doubled the amount of families who attended as Mr Park, our STEM Specialist set up some great science and

technology activities for families to participate in. Parents came away with the feeling that their Student Levies are being so well spent with our SFX students having the best science and technology equipment, creating our scientists of the future. We even delved into A.I (artificial intelligence) in a world that is so captivating for our young minds.

- The month of June did not disappoint. This year's main school led Parents Association Colour-thon fundraiser raised a heap of money and created a lot of colour (and mess) around the school, so memorable.... Thanks again to Mr Anderson, the teachers and parent helpers for showing their true colours (pardon the pun) and for so getting into the spirit of the whole afternoon. DJ Phil played some chart busting tunes to a hall full of excitement and energy at our annual School Disco. The students also cashed in their first PBM School Reward with a lunchtime down at Petrie Park.
- Book Week 2023 was another big hit. Thanks to Ms Morello, our Discovery Centre teacher and Ms Johnson, our Library Technician for the energy and drive in making our beautiful Discovery Centre one of the hotspot features of SFX school. It is great to see our students loving literature, great authors and illustrators and simply 'losing' themselves in the world of literature.
- We concluded Term 3 with our Bi-annual School Musical at the Loyola College Theatre. Congratulations to Ms Beaumont, our Specialist Performing Arts teacher and Ms Kristina Diaz our school choreographer for the months and months of planning, rehearsals and then staging 'Circus Splendida' over two nights. We almost had two sell outs over the two nights with over 950 admiring and applauding family members in the audience. In the end this was a \$30,000 production over two nights and the culmination of a wonderful Performing Arts program at SFX School.
- The SFX Parents Association staged their main fundraiser for the year in October with the SFX Comedy Night. With over 150 people in attendance. All roaring with laughter at our four headline comedy acts, it was a night to remember. Thank you to the families who supported the night, those who organised and staffed the Bunnings BBQ in March, who ran Mothers and Father's day stalls and Easter raffles and the many Parents Association events held throughout the year. We have a tireless group of parents who strive to not only raise much needed funds for our school, but also meet each month to plan events that connect families across all levels. Our commitment is that every cent that the SFX Parents Association raises, goes straight back into our SFX students with legacy items they see and use each day in their learning and play.
- Our LOTE Day 2023 was so much fun as Ms Qi planned a series of Chinese culture awareness raising activities. We are so fortunate to have someone of Ms Qi's talents; always enthusiastic, happy and a positive force amongst our SFX staff.
- The Year 5/6 student attended their School Camp at Phillip island, Although it was November, quite cool and overcast, we were able to complete all the activities as planned.

We made great use of the Victorian Government's fishing rod and tackle donation to schools with Cowes pier never seeing so many young anglers across the two days. A couple of pesky seals were not too far away admiring our catch. Fun times... great learning.... Always memorable.

Our annual 2023 Twilight Athletics was a disappointing washout for all concerned. Although, we were able to stage a mini-version of the Twilight Athletics the following week. Magnificently lead by Mr Anderson and our Sports Captains, our students had a great time showing great spirit and talent with the final results showing.

Spirit Award Trophy

1st Padua - 320

2nd McAuley 280

3rd Xavier 260

4th Loyola 220

Team Award Trophy

1st McAuley - 730

2nd Padua 705

3rd Loyola 700

4th Xavier 695

There is not a month in the SFX school year that we can describe as 'quiet', as what we tend to do is fill these 'quiet months' with something new and exciting. Thank you to anyone who has helped us through the year. There are far too many people to thank, however we all do what we do, so that SFX can be a better place for the students.

Where to for 2024?

My hope is that we will be successful with our Victorian Government Capital Grants application and that we will break ground on our 'Contempo 2024' construction program next year. This has evolved from the extensive Master Planning process with Law architects this year. If successful our plan is to invest \$3.6 million in building works at our school.

After two years of working with the staff on Mathematics Professional Development and NAPLAN as a consequence showing the impact of this professional learning, we next move our attention to English with a priority focus being 'Spelling Prep to Year 6'. Led by our Literacy leader Ms Deb Butler, high quality guest speakers have already been engaged so that we can improve this area of our teaching and learning.

We have already purchased another 50 Chromebooks, one additional charging cabinet and Smartboard for our 15th classroom. With another SFX Parent Association contribution and another year of the Technology Levy we will have paid off this \$200,000 commitment in two years without the school going into debt.

· There is one more big ticket item that is on our Wishlist.
We have quotes and prices in hand, but will keep this under wraps for a while. Life is full of great surprises for the 2024 year ahead!!!

Always know that at SFX we never sit on our laurels and that each and every day we try to do something that will improve the education we provide for our students. Onward and upward SFX School.... Let's lead the way in 2024



Philip Cachia
Principal 2023

School Advisory Committee Report by President Brigid Douglas

(Parent of Keegan Yr 6 & Madelene Yr 2)

The 2023 school year proved to be a busy, innovative, and exciting time for the School Advisory Committee (SAC). With the school now returned to a full “new normal” post COVID, the SAC developed plans and initiatives with the school body at the fore front of all decisions.

The members of the SAC closely examined the school survey results. From this survey, the SAC identified areas of strength as well as areas of improvement. From here, the SAC members identified strategies which the school could implement which could potentially lead to better the educational experience for our students, families and staff. The SAC focused their attention on “Enhancing Community Involvement for Mutual Benefit”, “Striking a balance between Oversight and Community Input” and “Newsletter Optimisation for Increased Engagement”. For example, the identification of an absence of a dedicated platform indicated a noticeable gap of communication to encourage Community Involvement. This resulted in the creation of a “Media, Marketing and Promotions Leader” position within the school. This has led to a position of time release so that this staff member can focus on distributing information to families to encourage community engagement in events occurring throughout the school.

With great interest and excitement the members of the SAC poured over the School Master Plan. This plan proposes great change within the school, allowing for growth, progress and optimal use of current land. Various options were considered, numerous budgets were dissected and ideas were scrutinised. Members of the Church Parish were invited to discuss the future of the school. The insights they provided resulted in key developments and ensured that not only the history of the school and church is secured, but the future of all entities is well catered for.

Numerous discussions around the structure of the school in regards to leadership positions, size of classes, increase in enrolments and the involvement of the school community were held on a continual basis over the year. The SAC aimed to provide the school community a

well rounded, balanced and needs based approach to the school structure. This needs to be a fluid entity which evolves with and as the school develops and grows.

Overall, the SAC had a productive and successful year. I would like to thank all members of the SAC who continually give up their time to ensure we can achieve the best possible learning environment for our entire school community. I would also like to thank Philip and Patrizia and their staff for their ongoing support, work and dedication to our amazing students and school community. It is greatly appreciated.

Ms. Brigid Douglas - President 2023

SFX PARENTS ASSOCIATION REPORT 2023

(Written by PA President Rhiannon Saward mother of Chloe Yr 1 & Imogen Yr 2)

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. Our financial goal over the past two years has been to raise funds to compensate the school for the purchase of 350 Chromebooks to provide a 1:1 program at SFX school. The Chromebooks are seen by the parent community as a key asset that provides a critical, modern learning device for each individual child and creates equality of learning across the school community.

The PA's other key focus was to create a sense of more inclusive communications, with a view to encourage more active and diverse participation of parents in different PA activities. To achieve this we organised and streamlined our communications and were clear about goals and responsibilities. We also embedded a sense of fun.

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

Events in 2023 included:

Colourthon

School Disco

Junior and Senior School Movie Nights

Easter Raffle

Bunnings BBQ

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

Community Comedy Night and silent auction

All of these events were well received and attended. The highlight of the PA calendar was undoubtedly the Comedy Night. The PA team were able to secure some well-known comics, and set up a lead-in social hour with live music on the basketball courts. This event was open to the community and also included a silent auction with exceptional donations. The feedback was fantastic; everyone just said they had so much fun.

The PA raised in excess of \$40,000 profit across the year which was transferred to the school to complete the Chromebook outlay.

Jellis Craig were the Major Sponsor across the year, donating \$3000 towards PA activities. In return Jellis Craig received acknowledgement on social media, newsletters and at activities etc. The Comedy night also had key sponsors that had similar arrangements based on a tiered system.

The PA meets monthly face to face at the school. 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 2023 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.

I'm very proud to have been a part of 2023 and want to extend a thank you to every person who helped in any way, big or small.

Ms. Rhiannon Saward, SFX PA President 2023



Catholic Identity and Mission

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

There were many achievements during the 2023 school year.

Classroom:

- Religious Education teacher planners continued to be used. They are more user friendly as well as being linked to the Pedagogy of Encounter. This included having a copy of the Religious Education curriculum included in the year levels Scope and Sequence. By implementing this, teachers are presenting a curriculum that aligns with Catholic beliefs and practices that make sense to the students (*this is evident in the MACS report where 64% of the students reported positively which was slightly below the MACS average*)
- Faith Leader attended Level planning at least twice a term to support classroom teachers prior to going on Parental leave. This has lead to an increase in staff knowledge of the Catholic beliefs and practices that underpin the policies and practices of SFX (*MACS Data has grown from 68% in 2021, to 89% in 2022 to 88% in 2023 showing that learnings are now well established amongst staff*)
- The two Year 6 Religious Education Faith Leaders assisted the Faith Leader in running a range of activities throughout 2023. Eg. Holy Week Tableau, St Vincent De Paul Winter Appeal
- Staff and students continued to use their digital subscriptions of both 'To Know Worship and Love' and 'Understanding Faith'. These resources provide interactive activities that align with the Religious Education curriculum.
- Class prayer cloths were decorated by each class at the beginning of the school year during SWELL week. From reviewing the MACSISS data 93% was achieved in 2023 (*MACS*

average 89%) of students felt as a class they pray together often and by having a central prayer space encourages this practice.

- Building a stronger relationship with the SFX Parish, Marisa (a retired teacher) from the Parish continued supporting Year 1 and 2 teachers with running Godly Play in the classrooms. Godly play really does make the scriptures more meaningful at this level.
- In August, to recognise Australia's first saint, Mary MacKillop, all classes received relevant activities to complete.

Charities:

- Throughout Lent each class raised money for Caritas Australia's Project Compassion. Classes from 3 to 6 used many of the readily available resources on the website.
- At the end of Term 2, St Vincent de Paul ran their Winter Food Appeal. Students from Prep to 6 were asked to bring in a range of non-perishable food items to support families in the local community. It was so wonderful to see our office foyer filled with non-perishable food items that would be distributed in our local Montmorency community. Our Year 6 Religious Education leaders worked in collaboration with members of the St V de P Conference to transport the abundance of non perishable over to the storage room under the Church. It was so gratifying to see the room filled to the brim.
- During Advent, St Vincent de Paul ran their Christmas appeal. Families at our school were asked to make tax deductible donations to this most worthwhile cause.

Masses and Liturgies:

- For Ash Wednesday, the school leaders attended a Mass at Our Lady Help of Christians, Eltham and brought back the ashes to the SFX school community. SFX students participated in an online liturgy in their classrooms and then received the ashes from their teachers.
- To recognise the end of Lent, SFX students participated in the Easter Tableau/play. Classes had re-enacted different Station of the Cross in SFX Church. This was a lovely, reflective ceremony attended by many parents, discovering the trur meaning of the Easter story.
- Throughout the year (Terms 2-4) classes attended weekly Parish Masses on Tuesday mornings.
- At the beginning of Term 2 the SFX school community came together to recognise ANZAC Day by having a service led by the Year 6 school leaders and a returned services person. Our school leaders and Principal also attended the Montmorency ANZAC Day service and parade run by the RSL on ANZAC Day at Petrie Park.

- Throughout Advent a Gospel reflection was run by a range of classes in the Church for the school community to attend. To celebrate the end of Advent and Christmas the Prep students acted out the Nativity story during the last weekly Gospel reflection. This was once again a most beautiful, reflective ceremony of the Easter story.
- The Year 6 Graduation ceremony was held at SFX in the Church followed by a Graduation dinner held at the Montmorency RSL.

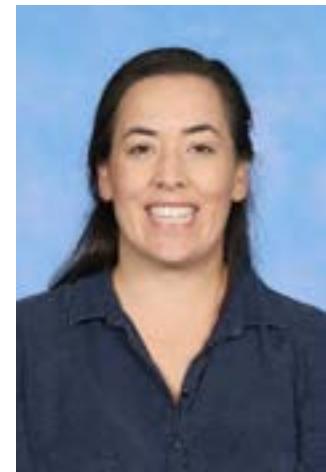
When looking at the MACSSIS staff data, there was an increase in participation through Liturgies and Masses in 2023 73% of staff (which is on par with the MACS Average) felt that Catholic Church's Liturgical seasons are woven throughout the school year.

Sacraments:

1. Continuation of 'Parent initiated, School Supported, Parish Based' Sacramental program within the Montmorency and Eltham Parish with the 3 schools: Holy Trinity, Saint Francis Xavier and Our Lady Help Of Christians Schools.
2. 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 the home setting, deepening understanding for all family members.
3. The Sacrament of Reconciliation was given to Year 4 students. Students along with their families and Parish community were invited to the Communal Rite of Forgiveness on Monday 20th March at OLHC, Eltham.
4. The Sacrament of First Eucharist preparations began for our Year 5 students with parents invited to attend a Faith Formation night on Monday 8th May. Families were given the opportunity to celebrate the Sacrament at one of the Parish weekend Masses between June and November 2023.
5. The Year 6 students received the Sacrament of Confirmation on Sunday 15th October at St Patrick's Cathedral. Parents were invited to attend a Faith Formation night on the 7th August 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. At the beginning of Term 4 Bishop Terry Curtin visited the Year 6 students and 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 was on living the Gifts of the Spirit.

Value Added

Our school continues to add to the prayer life and spirituality of each child. It is central to what we are trying to achieve as a Catholic school.



Melissa Kerr
Faith Leader (Semester 1)



Learning and Teaching

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

Learning and Teaching 2023

St Francis Xavier Primary School 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 involves the implementation of personalised and engaging learning, based on the use of data and reflective practice. Teachers continue to refine the teaching and learning cycle with explicit professional development in high impact teaching strategies and lesson structures.

Inquiry Learning develops a number of learning dispositions and learning assets and in 2023 students were given the opportunity of being researchers, collaborators, communicators and thinkers. There was a particular focus on social responsibility culminating with our Term 4 Faith and Life Inquiry across the school "For the Common Good". Each year level built on their understanding of the many connections that exist within and between communities and the ways in which people have responsibility for each other and the challenges and opportunities associated with this. We were particularly proud of the Market Stall created and run by our Year 5 and 6 students for the school raising awareness and money for our Friendship school in the Philippines - Kadasig.

Our specialist classes (Discovery Centre, DT, STEM, LOTE: Mandarin, Physical Education, Visual Arts and Performing Arts) are another highlight of our school, with all students being involved in a weekly 40 minute session in each area for all 40 weeks of the school year. 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 Open

Studio Morning. Our Visual Arts student leaders with our Visual Arts 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.

In September our students, under the guidance of our Performing Arts Teacher Alexandra Beamont and Dance Choreographer Kristina Diaz, performed 'Circus Splendida' twice to packed to the rafters crowds of proud family members and teachers at Loyola Theatre. A smash hit in every way, and certainly a major highlight and success story of the year. In preparation for this event, the school transformed into a circus with students and teachers participating in circus activities including juggling, balancing, hula hoops and more.

On all of these occasions parents, relatives and friends of the community joined with school staff and students to not only celebrate our learnings and successes in various curriculum areas but to also make props, costumes and marshall events.

At SFX we aim to develop learners who are encouraged to question, reflect and are empowered to take action and lead their own learning. In Learning and Teaching we recognise the value of parent and community participation and teacher professional learning.



Ms. Patrizia Rinaldo
Learning & Teaching Leader

Student Learning Outcomes

Mathematics - 2023 - The Year of Data!

The driving goal for this year from our Annual Action Plan was: To embed an evidence informed, school wide, contemporary approach to learning and faith development.

Achievements:

Our involvement in the MACS "Get In2 Maths" initiative continued in 2023, and we received a \$20,000 grant to implement improvement in Mathematics teaching and learning in our school. This contribution ensures the continuation of a Maths Leader (1 day per week). Facilitated Planning with the Maths Leader continued, with each level meeting for a minimum of 3 x 40 minutes per term to analyse data and plan learning experiences to meet students at their point of need. The Maths Leader and relevant staff attended regional network meetings and "Get In2 Maths" grant school meetings to enhance their professional development.

The Early Number and Algebra Program (ENA) continued in 2023 for the Year 1/2 team. The format of the program remained the same, with each term consisting of an online plenary for

administering the assessments, time allocated for carrying out the assessments, a full day offsite workshop facilitated by the MACS ENA team to analyse data and develop learning sequences, and a half day an online leaders network. The team were introduced to the Mathematics Online Interview, putting us at a great advantage prior to its mandated use in MACS schools in 2024. The learning of the team and the students was once again reflected on and shared with the participating schools in all four regions through an online learning fair. The Year 1-3 students and families were introduced to the Marvellous Mathematics Manipulatives kits. The kits included some of the learning tools that support the students within the classroom, as well as some suggested activities and games. The purpose of the kits were for the children to have fun experimenting with manipulatives and to open discussion within the home about how we can use different tools to support our understanding of maths in everyday life.

Mathematics was a priority for staff Professional Learning in Semester One, and we were fortunate to have held two school closure days dedicated to Mathematics Professional Learning. In Term 1, the day was facilitated by MACS Mathematics Learning Consultant Anthony Oxley, along with the Maths Leader. The focus of the day was to develop mathematical content knowledge of Measurement through: Identifying links to the Victorian Curriculum and Key Ideas; Analysing pre-assessment data; Exploring a range of tasks and strategies that can be used to address student needs; and Identifying and sequencing tasks that can support student learning. The second closure day was facilitated by Maree Croft from Love Maths. This day was centred around the following: Student engagement and challenging all students; Mathematics Proficiencies (Understanding, Fluency, Problem Solving and Reasoning. These are fundamental to learning and working mathematically); Problem Solving / Lesson Structure; What will Student Engagement and Differentiation look like at St. Francis Xavier?

Professional Learning Meetings (PLMs) over the course of the year had a heavy focus on assessment practices and data analysis. There were a minimum of two Mathematics PLMs each term, led by the Maths Leader, and over the course of the year we covered: NAPLAN Question Analysis; Analysing Data using PAT; Analysis of PAT Data - Maths; Maths ENA Assessment PL (P-2);

Maths Sprints (ENA) P-2; Rich Assessment Task Moderation / Assessing Proficiencies; Naplan Analysis - Maths. In Term Four, all teachers attended the MACS webinar “Implementing the Mathematics Online Interview”.

Following our Professional Learning around the Proficiencies, we introduced whole school reporting on the Proficiencies within Semester School Reports.

The use of ACER PAT testing was mandated for MACS schools in 2023. At SFX, the introduction of the PAT Adaptive tests led to the development of a visual data wall, as well as school-wide testing conditions determined and agreed on by teaching staff, and the tracking of student support adjustments



**Ms Sarah Karakaltses
Numeracy Leader**

English 2023

In 2023 the teachers in Year 3 to 6 participated in professional learning focusing on enhancing the writing skills of our students. This intensive and ongoing professional learning was led by MACS and focused on improving writing instruction with the aim to provide teachers with a pedagogical model that explicitly teaches how language works through the use of exemplar texts. The professional learning was presented by Professor Misty Adoniou. Misty has taught undergraduate and postgraduate teacher education courses in Language and Literacy. Through this targeted professional development for our teachers and the implementation of research-based instructional strategies, there has been significant improvement in students' writing abilities. Students are demonstrating greater proficiency in writing across various genres, and we will continue to support them in developing these skills.

We have continued to utilise formative assessments to monitor student progress and inform our instructional practices effectively. In 2023 we focused on the use of the PAT Reading assessment to provide valuable insights into individual student reading levels. This data has been instrumental in guiding our instruction and ensuring that each student receives the support they need to succeed. In addition to formative assessments, we have also implemented regular reading comprehension assessments to measure students' understanding of texts across various genres. These assessments provide us with valuable data on students' comprehension skills and help us tailor our instruction to meet their individual needs.

Our ongoing writing moderation sessions have been invaluable in ensuring consistency and quality in our assessment practices. Teachers have collaborated to review student writing samples, and are learning to establish criteria for assessment, and provide constructive feedback. As a result, we have seen increased alignment in our assessment practices and greater accuracy in evaluating student writing.

Through targeted small group instruction, our teachers are able to provide personalized support to students based on their specific needs. This approach has proven to be highly effective in improving reading fluency, comprehension, and overall literacy skills.

The Literacy Leader was present within fortnightly facilitated planning to help guide teachers towards best practice and use of resources alongside our curriculum and student's needs. Assessment used for Literacy was analysed, discussed and used in adjusting learning and teaching for more accurate differentiation in small focus groups and the classroom setting. Through targeted small group instruction, our teachers are able to provide personalised support to students based on their specific needs. This approach has proven to be highly effective in improving reading fluency, comprehension, and overall literacy skills.

The implementation of our Data Wall has allowed us to track student progress in reading comprehension throughout the year by visually representing student growth and

achievement. The Data Wall is still a work in progress knowing that it will be a powerful tool for setting goals, celebrating successes, and identifying areas for further growth.

2023 saw the purchase of new resources to support both school and home reading. Our updated collection of books provides students with a wide range of high-quality texts to choose from, catering to a variety of interests and reading levels.



MS. DEBRA BUTLER
LITERACY LEADER

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|---|-------------------|-------------------------|-------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 3 | 443 | 76% |
| | Year 5 | 542 | 90% |
| Numeracy | Year 3 | 439 | 88% |
| | Year 5 | 509 | 83% |
| Reading | Year 3 | 451 | 93% |
| | Year 5 | 542 | 100% |
| Spelling | Year 3 | 413 | 69% |
| | Year 5 | 497 | 73% |
| Writing | Year 3 | 438 | 98% |
| | Year 5 | 517 | 94% |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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.

Student Wellbeing

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 roles, Learning Diversity, Wellbeing and Student Counselling are inextricably linked in their content. Additionally, their delivery is afforded a significant degree of overlap; particularly apparent when an overarching and complete understanding of the student and their capacities is sought. It is to be noted, student support is formalised but not limited to these elements at SFX School. This approach speaks to the optimal environment in which all students flourish with respect to appropriate tailor-made adjustments impacting their capacities to engage in a classroom and whole school environment. It is this recognition of uniqueness that enables and empowers engagement, joy and success in learning.

Value Added

In 2023 our whole school focus, 'Learning Together Leading Tomorrow' spoke to the interconnectedness of everyone, articulating their personal aspirations and the impact this mindset brought to the achievements of the group. A team mentality allows a focus upon the needs of others in addition to these individual personal pursuits and by direct connection, enhances the mindset and capacities of the individual.

Students engaged in a whole school activity coming together as year levels and sharing what it means to be part of a group; we can shine individually but also allow others the time and space to also shine. We listened respectfully to the comments of others and added each to a collage representative of these discussions. This allowed for student voice, expression of ideas and opportunity for reflection when examined initially and going forward.

Learning Diversity

At SFX we pride ourselves upon the recognition of everyone's uniqueness. We allow and encourage this to be an ever-present notion and guiding principle leading into acceptance and tolerance of others. This is not limited by a vision of how we want things done, but again in consultation with the group, we address what is the greater good for all.

SFX School has mechanisms in place to accommodate those requiring additional support. This is achieved through structured, regular consultation with parents and caregivers. PSG meetings are held each Term, Classroom Teacher's, Learning Support Officer's and allied health professionals all contribute to discussions around student goals and how an individuals learning can best be supported.

Counselling

The SFX Counselling Service available to all students, has supported numerous families and individual students across all year levels at SFX School. In excess of 85 students have utilised this service in 2023 with multiple appointments exceeding 120. It is anticipated that a greater demand for this service will be experienced in 2024 and beyond.

This service is an opportunity for students to address personal concerns, receive additional support and accommodate understandings that may not be apparent from conventional sources.

Student Satisfaction

Here are the results of our 2023 MACSSIS Survey, that was undertaken by our Year 5 & 6 students are as follows:

Rigorous Expectations MACS Average 77% SFX Average 79%

School Engagement MACS Average 52% SFX Average 63%

School Climate MACS Average 59% SFX Average 70%

Teacher Student Relationships MACS Average 71% SFX Average 76%

School Belonging MACS Average 70% SFX Average 77%

Learning Disposition MACS Average 73% SFX Average 79%

Student Safety MACS Average 57% SFX Average 64%

Enabling Safety MACS Average 58% SFX Average 59%

Student Voice MACS Average 57% SFX Average 63%

Catholic Identity MACS Average 65% SFX Average 62%



Mr. Gerard Carrick
Student Wellbeing/Diversity Leader

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 was not only meeting its obligations in keeping students safe and supported in both physical and online environments but that all staff understood 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 an 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 volunteer/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 course.

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 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 | 93.3% |
| Y02 | 93.9% |
| Y03 | 93.5% |
| Y04 | 92.6% |
| Y05 | 95.1% |
| Y06 | 92.7% |
| Overall average attendance | 93.5% |

Leadership

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 2023 School Year saw SFX school move into the second year of its Leadership structure namely:

Principal - Philip Cachia

Deputy Principal - Patrizia Rinaldo (0.4)

Learning & Teaching Leader - Patrizia Rinaldo (0.2)

Education In Faith Leader (0.2 + POL 1) - Melissa Kerr

Student Wellbeing Leader - Gerard Carrick (0.4)

Numeracy Leader - Sarah Karakaltses (0.2)

Literacy Leader - Deb Butler (0.2)

Junior School Leader - Year Prep - 2 - Vacant (*due to Parental Leave*)

Senior School Leader - Yr 3 - 6 - Anne Hibbert - POL1

The structure was impacted during the year as both our Junior School Leader (May) and our Education in Faith Leader (October) left their roles due to parental leave commitments. Our Student Wellbeing Leader was also new in the role for the 2023 year very quickly learning the systemic expectations of MACS and NCCD.

It was most heartening to know that many of the structures, supports and programs that have been initiated over the past four years are now paying clear dividends. Examples of this are:

- Outstanding NAPLAN results in Year 3/5 for the second year in a row. These results now show that we are outperforming all other schools in the Montmorency area
- Our MACSSIS Surveys conducted in August show that we have shown great growth so that we are now outperforming most areas (students, parents and teachers)
Particularly pleasing was the way our staff are now feeling about teaching at SFX school. There is now a professional learning culture amongst the staff who feel they are well supported by leadership, given good recognition and feedback for their efforts, and have a real direction about their teaching.
- Expenditure is well contained and major purchases can now be made without the school having to go into debt. It was gratifying to pay off another two loans during the year. In 2019 current leadership began their tenure with five outstanding loans. Now there is only one to pay off. This has allowed us three things:
 - It has added to day to day cash flow
 - It has allowed the school to build its cash reserves and begin to take advantage of high interest rate returns that term deposits can provide
 - It has allowed us to explore the development of a Masterplan in 2024, and works that will add to the safety, security and acceptability of our current buildings and capital. Without having solid enrolment growth and a solid financial footing there is no way the idea of a major capital project could be entertained.
- With a growing reputation in the Montmorency and greater visibility and involvement, interest in our school grew during the year. Beginning the year with 282 students during the year we enrolled 18 further students during the year concluding the year with 300 students in total. Adding to this excitement was the projected Prep enrolment for 2024. With so many families attending our 60+ school tours through 2023, it was projected that we would have our highest Prep enrolment in at least 15 years and the decision was made to place these 53 Preps for 2024 into 3 straight classes. Planning thus commenced for the implementation of a third stream of classes for the 2024.
- A great deal of planning and thought went into dealing with new aspects of the CEMEA 2022 for staff. How would we maintain good teaching practices and not allow various aspects of the 30+8 model to directly impact student learning. With the CEMEA 2022 being approved in Semester 2, we used the second half of the year to trial what it would look like for teachers, workload and equity.
- We were also notified that MACS would be 'reimagining' its digital processes and support to schools, an acknowledgement by the Director that its former ICON program was no longer fit for purpose. Although this 'reimagining' will cause more uncertainty in the short term, we welcome reforms in this area.
- 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 350 brand new Chromebooks for the start of the 2023 school year. This will provide all students with a new, fast, modern, 1:1 Chromebook to

use in their daily learning. We also purchased 15 charging cabinets to house these 350 Chromebooks. This will hopefully add to their lifespan if they are stored and charged properly each day. This was a \$200,000 investment in the children's learning, all achieved by not adding one dollar to school debt. Now that we had such great devices we also replaced some of the 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 2023 | |
| Planning a primary Art program and Back to Basics - Briohny O'Connor | |
| Gifted & Talented Action Research Project with Dr Susan Nikakis (MACS) at the CLC. - Kate Godden | |
| ENA (Early Number & Algebra) - Year 1 & 2 teachers Coaching Conversations (as part of DP Network) | |
| SILC - Eastern Regional PD | |
| Leader Network Meetings as provided by ERO | |
| Developing Mathematical Content Knowledge of Measurement - Presenter: Anthony Oxley | |
| Maths Student Engagemet Professional Development - Presenter: Maree Croft | |
| Year 3 - 6 Writing Professional Development - MACS - Presenter: Professor Misty Adoniou | |
| Number of teachers who participated in PL in 2023 | 40 |
| Average expenditure per teacher for PL | \$127.00 |

Teacher Satisfaction

Out of the 14 domains in the 2023 Staff MACSSIS Survey, the SFX staff outperformed the MACS average in 13 areas. This data was reflected in the way staff were collaborating with each other, learning and listening to each other, and working in unison towards a common goal.

Student Safety MACS 67% SFX 82%

School Climate MACS 73% SFX 91%

Staff - Leadership Relationships MACS 80% SFX 85%

Instructional Leadership MACS 55% SFX 63%

Feedback MACS 39% SFX 66%

School Leadership MACS 55% SFX 72%

Staff Safety MACS 66% SFX 80%

Psychological Safety MACS 65% SFX 80%

Professional Learning MACS 62% SFX 67%

Collaboration around the improvement strategy MACS 66% SFX 72%

Collaboration in teams MACS 69% SFX 82%

Support for teams MACS 67% SFX 76%

Collective efficacy MACS 74% SFX 89%

Catholic identity MACS 75% SFX 65%

These numbers speak for themselves. Congratulations to the leaders of our school who invest so much time in not only the students but also the staff that teach them each day.

E1133 St Francis Xavier Primary School

2023 Overall and Domain Level Snapshot - Staff

1st Level Comparison

| DOMAIN | DOMAIN DEFINITION | RANGE (0-100) | MACS average | | | |
|--|---|---------------|--------------|------|------|------|
| | | | 2021 | 2022 | 2023 | 2024 |
| OVERALL | Overall school positive endorsement % | 50-100 | 67% | 64% | 66% | 78% |
| 1. Student safety | Perceptions of student physical and psychological safety while at school. | 40-100 | 43% | 70% | 81% | 82% |
| 2. School climate | Perceptions of the overall social and learning climate of the school. | 72-100 | 81% | 81% | 82% | 81% |
| 3. Staff leadership | Perceptions of the quality of relationships between staff and members of the leadership team. | 80-100 | 87% | 87% | 73% | 89% |
| 4. Instructional leadership | The extent to which the school leaders set the conditions for improving teaching and learning at the school. | 30-100 | 38% | 48% | 47% | 37% |
| 5. Feedback | Perceptions of the amount and quality of feedback staff receive. | 30-100 | 53% | 57% | 67% | 60% |
| 6. School leadership | Perceptions of the school leadership's effectiveness. | 30-100 | 58% | 58% | 56% | 52% |
| 7. Staff safety | Perceptions of staff safety in the school. | 40-100 | 64% | 64% | 70% | 66% |
| 8. Psychological safety | How safe it feels to take risks and make mistakes in this school. | 35-100 | 48% | 48% | 87% | 72% |
| 9. Professional learning | Perceptions of the quality and coherence of professional learning opportunities. | 40-100 | 82% | 48% | 87% | 87% |
| 10. Collaboration around an improvement strategy | Perceptions of the coherence of the school's improvement strategy. | 30-100 | 88% | 42% | 73% | 72% |
| 11. Collaboration in teams | How well teachers work together in teams to improve teaching and learning. | 30-100 | 89% | 81% | 80% | 82% |
| 12. Support for teams | Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively. | 30-100 | 87% | 87% | 72% | 71% |
| 13. Collective efficacy | Teachers' perceptions that staff at the school know what it takes to improve instruction. | 74-100 | 88% | 91% | 88% | 88% |
| 14. Catholic identity | Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life. | 72-100 | 78% | 57% | 80% | 80% |



**PHILIP CACHIA
PRINCIPAL**

| Teacher Qualifications | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 11.4% |
| Graduate | 11.4% |
| Graduate Certificate | 2.9% |
| Bachelor Degree | 40.0% |
| Advanced Diploma | 11.4% |
| No Qualifications Listed | 22.9% |

| Staff Composition | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2 |
| Teaching Staff (Headcount) | 41 |
| Teaching Staff (FTE) | 33.1 |
| Non-Teaching Staff (Headcount) | 12 |
| Non-Teaching Staff (FTE) | 9.0 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

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 School is focused on building a strong community which works together and is empowered and connected. This year was no exception with many opportunities for parents, parishioners, extended families and the wider community to get involved. The students also developed their sense of place in the world and considered how they could contribute positively to building community.

Circus Splendida was a highlight of the year, with the combined skills and effort of many people enabling its success. The production simply does not succeed without the collaboration of families, staff and students.

The Student Representative Council was an opportunity for students to give voice to improve the school. They collected ideas from their classes and worked collaboratively to make positive changes. This included reviewing the timetable for the oval. The SRC was used extensively for input into the 'Contempo 2024' Master Plan process with Law Architects. Our students certainly have a unique and accurate idea of how our buildings and playgrounds can be improved for the better.

The students connected with the broader community when attending services at the local RSL and fundraising for particular causes (eg. Caritas' Project Compassion). They were encouraged to be informed and compassionate global citizens through inquiry learning with the Term Four focus on 'Social Responsibility - For the Common Good'. The Year 5/6 market stalls and the individual fundraising efforts of the Year 3/4 students empowered the students to be active in improving the lives of those in the local and global communities. The

connection to our Friendship School in the Philippines was strengthened through presentations from the team at Kadisig and both physical and monetary donations from the children.

Weekly whole school assemblies were reintroduced. These events allowed classes to share the work and achievements of their students. The high attendance of parents reflects the value they place on these assemblies. They were a great opportunity to connect with the great learning happening in different classrooms. They are in addition to the regular morning assembly which includes many parents daily.

Parents were empowered to drive change through a range of committees, especially through the School Advisory Council and Parents Association. Regular Principal Forums were held to allow issues to be discussed in Term 1,2 3 4.

Families were extended multiple opportunities to engage with the child's learning and the classroom. This included being part of Parent Support Group meetings, three parent-teacher conferences, Sacrament evenings, morning prayer, weekly meditation, Family Life sessions and STEM week activities.

Many parents were generous with volunteering across the school. This includes helping in the classroom, attending excursions, running events and programs such as the uniform shop. The MACS survey data shows improvement in the perceived degree to which families are partners with their child's school. It also shows strong growth in the frequency of communication with the staff regarding their child's learning and wellbeing which reflects a closer partnership between school and home.

It was great to see grandparents and the broader SFX network represented at Mother's Day and Father's Day events and at the much anticipated return of both the Comedy Night and Christmas Carols during the school day in SFX Church..

With a boom in enrolments, the SFX community has proven to be a welcoming, inclusive school, working to ensure new families are connected and have a strong sense of belonging.

Schools thrive when they have a strong community. With SFX's incredible community working together and feeling empowered and connected, its thriving and its potential continues to grow.

Parent Satisfaction

We had some excellent feedback from our parent community during the 2023 MACSSIS Survey period. This gave SFX school an overall school positive endorsement of 70%, compared to the MACS average for its schools of 68%.

In particular:

Family Engagement MACS Average 46% SFX Average 54%

Barriers to Engagement MACS Average 66% SFX Average 55% *(Reverse Scored)*

School Fit MACS Average 75% SFX Average 83%

School Climate MACS Average 84% SFX Average 89%

Student Safety MACS Average 70% SFX Average 69%

Communication MACS Average 71% SFX Average 76%

Catholic Identity MACS Average 64% SFX Average 63%

2023 Overall and Domain Level Snapshot - Family

| 1st Level Comparison | | MACS | 2021 | 2022 | 2023 | M | F | |
|---------------------------|---|-----------|-------|------|------|-----|-----|-----|
| DOMAIN | DOMAIN DEFINITION | Base (n=) | 7,408 | 31 | 36 | 32 | 17 | 15 |
| OVERALL | Overall school positive endorsement % | | 60% | 63% | 78% | 70% | 66% | 74% |
| 1. Family engagement | The degree to which families are partners with their child's school. | | 66% | 58% | 72% | 55% | 57% | 54% |
| 2. Barriers to engagement | Factors that can hinder a family's interaction or involvement with their child's school. | | 46% | 43% | 51% | 54% | 48% | 63% |
| 3. School fit | Families' perceptions of how well a school matches their child's developmental needs. | | 75% | 73% | 80% | 83% | 78% | 80% |
| 4. School climate | Families' perceptions of the social and learning climate of the school. | | 84% | 78% | 80% | 85% | 87% | 82% |
| 5. Student safety | Perceptions of student physical and psychological safety while at school. | | 70% | 71% | 83% | 69% | 66% | 73% |
| 6. Communication | The timeliness, frequency, and quality of communication between the school and families. | | 71% | 63% | 83% | 76% | 75% | 78% |
| 7. Catholic identity | Families' perceptions of and engagement with the overall Catholic identity of the school. | | 64% | 60% | 68% | 63% | 53% | 75% |



MS. ANNE HIBBERT

SENIOR SCHOOL LEADER

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.sfxmontmorency.catholic.edu.au

