



St Francis Xavier
Catholic Primary School
MONTMORENCY

ANNUAL REPORT



ST. FRANCIS XAVIER PRIMARY SCHOOL

2019

REGISTERED SCHOOL NUMBER: 1343

Contact Details

ADDRESS	90 Mayona Road Montmorency VIC 3094
PRINCIPAL	Philip Cachia
PARISH MODERATOR	Father Michael Sierakowski
SCHOOL BOARD CHAIR	Sue Vander
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Minimum Standards Attestation

I, Philip Cachia, attest that St. Francis Xavier School Montmorency 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 2019 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 School.

May 2020

Our School Vision

St Francis Xavier School
promotes equity and excellence,
in a contemporary learning
community.

Inspired by the model of Jesus
Christ, we become successful
learners; confident and creative
individuals; and active and
informed global citizens.

School Overview

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

The 2019 student enrolment was 324. There were 229 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 20 to 28 with an average of 23.5 students per class.

93% of the students are baptized Catholics and our school population includes 3% Language Backgrounds Other Than English (LOTE). Montmorency remains predominantly a middle class area and therefore the school is 109 on the Socio Economic Status Scale. A number of our parents (predominantly mums) are able to remain at home or have part-time employment which enables them to support the school in a variety of ways during any given week.

Enlivened by the Gospel Values, our school strives to be a vibrant, welcoming and inclusive 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, (a number of which have been recently refurbished) computer technologies and other contemporary learning tools.

Numerous refurbishments and improvements have been made to the learning spaces in the past 10 years, the more recent being 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), an eLearning 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 contemporary learning technologies enhances student learning and improves student engagement and wellbeing.

Many of our general purpose learning areas have been modified and refurbished to meet the needs of our 21st Century Learners. Our excellent facilities (including a large Hall, Performing Arts 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, our Parish Catechetical Program, Adult Education and by a number of groups for various Parish activities.

Students attend weekly specialist classes of 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. Learning Support Officers are also assigned to each year level with scheduled daily lessons with Special Needs students. There are specialist support teachers and programs for Language, (Intervention programs including Multi-Sensory Language, Levelled Literacy Intervention) Maths (Intervention), Well Being (Social Skills Program, Positive Behaviour Strategy- PBS and acknowledged by Catholic Education Melbourne 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 Pastoral Associate. The learning & teaching syllabus is the Victorian Curriculum guided throughout the school by the Curriculum, 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 and Class Leaders. There is also an extensive Year 6 Leadership Program made up of a variety of leadership teams including School Captains. All Year 6 students participate in their area of interest and talent developing leadership capabilities throughout the course of the year guided/mentored by a staff member.

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

Acting Principal's Report

Following the departure of Mark Workman at the conclusion of 2018, I was invited by Fr Terry Kean to act as Principal until a suitable replacement could be found. For a number of reasons, including changes in Parish Leadership, this process took significantly longer than expected and it was not until Term Three that a suitable replacement was found. Consequently, I was in the role of Acting Principal until the arrival of the new Principal, Philip Cachia in November.

Although my role as Acting Principal was essentially that of caretaker until Philip's arrival, there was still much to be done. The year began with SWELL Week where our focus was on enhancing the wellbeing and building relationships between students and staff at St Francis Xavier School. Following this, students from Prep to Year Six underwent comprehensive assessments to ascertain their ability levels and learning needs. Parent/Teacher interviews were held, new Prep families were welcomed. We were delighted to see a noticeable upturn in enrolments with 330 students enrolled at the school and the enrolment process began in earnest for the 2020 Prep intake.

A comprehensive Annual Action Plan had been developed and guided the work of the school throughout the 2019 school year. This addressed the areas of Vision, Curriculum Mapping, implementation of improvement strategies in the core learning priority areas of Mathematics and Literacy, enhancement of our Catholic Identity and improved utilisation of data to inform teaching and improve student learning.

We were very surprised in Term Two to hear of a change in the Parish leadership structure. Fr Michael Sierakowski from Holy Trinity Parish in the southern suburbs was to join Fr Terry in the leadership, not only of St Francis Xavier Parish but also Our Lady Help of Christians, Eltham. We were excited to hear Fr Michael's innovative ideas around the creation of a Federated Schools model and the creation of links between the two Parishes.

My thirteen years at Montmorency officially came to an end on Tuesday 5 November. In all reality, my final day was Tuesday 5 September when I commenced an eight week holiday with my family which was booked long before my appointment to the Acting Principal role. I was blessed and humbled by the kind send off I was given by the students, staff, families and parish.

I have benefited greatly from a vast array of experience at St Francis Xavier School in the roles of Deputy Principal and, on a number of occasions, Acting Principal.

I thank Fr Terry, Fr Michael, Adriana Bownds (Acting Deputy), the School Leadership Team, all staff, students and parents for their on-going encouragement, support, efforts and friendship during my time at St Francis Xavier School.

Mr. Nicholas Boyhan – Acting Principal



Parish Priest's Report

The Annual Report to the families of St. Francis Xavier Primary School and Catholic Education Office Melbourne is now available and for my part I was asked to contribute a simple reflection on the past year 2019.

I arrived in this Diamond Valley area on May 1st 2019. From the flat lands of Bentleigh in the southern suburbs of greater Melbourne and when introduced to Nicholas Boyhan he informed me of my new responsibility to appoint a School Principal A.S.A.P. (*Thanks Nic*) Might I say, not an easy job when I didn't know anyone, or the Parish / school issues and have this important agenda ahead of me!

Come the month of August and the wonderful celebrations of Confirmation with Bishop Terry Curtin, I was getting to know the key players and some amazing parishioners from this lovely parish of Montmorency. The rest is history!

Fr. Terry Kean has handed to me an amazing Parish with plenty of life and vitality around and this primary school is no exception. All the staff and students are a part of a wonderful local Catholic education community and these facilities are impressive too.

People are the core of any good parish school and I have to say that I will miss the love and instant support of Adriana Bownds, and her infectious personality! The jury is out with Guy Toomey and his strange sense of humour! The rest of the staff team are just wonderful.

As I reflect upon these special months for me and 'Lenny' (the Parish Labrador) the appointment of Mr. Philip Cachia as your new school principal was an obvious delight, and Philip was able to start in early November - much to the delight of Nic Boyhan. Thus, the final two months of the school operation was in reflection a perfect time for our new Principal to adjust and determine the new direction of our Parish school for 2020 and beyond. Your New Principal does not let the dust settle on any issue and as far as I can see, gives SFX 24 hour/ 7 days a week service! (*apparently not a good sleeper*)

2019 has therefore been a huge year for CHANGE for our primary school and this was all achieved very smoothly with plenty of good will and great people!

Thanks to so many people and special mention to the 'Principal Selection Committee' for their involvement.

Warmest Regards in Jesus Christ,
Michael F. Sierakowski
Moderator

Our School Prayer
Teach us, Lord Jesus, to be generous.
To serve you as you deserve;
To give, without counting the cost;
To do good works for others;
To have kind words to speak and
To accept others as they are.
Lord Jesus, help us on our journey.
St. Francis Xavier
Pray for us.

FATHER MICHAEL F SIERAKOWSKI – PARISH MODERATOR



School Advisory Committee Report

This year we have had a very productive year with lots of items discussed and actioned. It has been another busy year both within the school and parish with lots of events and activities.

Firstly, I would like to take this opportunity to thank the members of the SAC who have contributed throughout the year and we have worked very cohesively together which makes for an effective team. I would also like to thank Nick Boyhan and Adriana Bownds and Janelle Reid for their leadership and willingness to discuss and listen to a variety of opinions and ideas which I hope helps them form policy and direction for the school.

I would like to take this opportunity to especially thank Nick Boyhan for his leadership of the school over the last 13 years. He has been a great Deputy to both Phil Doherty and Mark Workman and has done a fantastic job of holding down the fort this year and in many other instances as required. He always has the welfare and education of the children at the forefront of his work and supports and backs his teaching staff which members of staff both appreciate and enjoy. He is a very fair-minded person and is well respected by staff and parents in the school community. His warm and friendly welcome to all the kids and parents on Kiss and Drop has been a great way for all families to start their day. He has given up endless hours of time on committees and events after hours which impacts greatly on his family time, so we thank Nick and his family for taking that time. Thanks from the SAC and the wider parent community.

We welcome Philip Cachia our new Principal on November 1st to our community and we hope that he is settling in and will bring new ideas and direction to the school community, well supported by the great teachers and Leadership Team.

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

- A **Marketing plan** was a big focus for the group in 2019. This was documented to help the school have a timeframe and steps involved in an effective marketing campaign. The leadership team will discuss and implement items in a planned manner. Kindergartens have been asked to be involved in the art show and hopefully some sessions around STEM will be offered to the kindergartens to help families be involved in the school and encourage enrolment.
- Reviewed **Child Code of Conduct** for staff.
- We submitted our statement to the **Plenary Council** in February after our group session in late 2018 regarding our thoughts on the future of the Church.
- Rose resigned as Parish Pastoral Associate after many years of fantastic leadership in the Parish. Fr Michael Sierakowski arrived in May and he *(and Lenny the Labrador)* are a great addition to the SFX community.
- The Government Grant program called '**Pick my Project**' came to fruition this year with the new synthetic oval being constructed and was officially opened by Vicky Ward on the 21st November 2019. We thank both Kirsty and Danetsa who were a major part in helping SFX win the grant.
- Goal setting and report feedback was sought from the Leadership Team and feedback on both was very positive from the group.
- We were successful in another grant which will help beautify the Prep garden area.
- New policy regarding no alcohol being allowed at events where children are present as part of the **Child Safety guidelines**.

Our combined meeting was at Holy Trinity School this year and Workplace Safety was discussed. We do want all teachers to feel safe and secure within the school environment and beyond. We reviewed our current Parent Code of Conduct and as a group we made several changes to reflect the behaviour that we expect and consequences for not abiding by the code. This was released to all parents in November 2019.

Child Safety is always an agenda item at all our meetings.

On a personal note, thanks to SFX for all that you have done for my family. I have three children who have loved their time at SFX, and the school has set them up well for the future that lies ahead. We have made many friends here and have loved being part of the special place that is SFX for the last 13 years.

Thanks again to everyone for their support and I wish you all the best for a safe and Happy Christmas

Sue Vander Chairperson SAC 2019

PARENTS' ASSOCIATION

The St Francis Xavier Parents' Association aims to support the school in creating a strong, positive and inclusive community spirit that makes every family feel welcome. We aim to enhance the education of the students through fundraising for resources and equipment that all children at SFX will benefit from, as well as create opportunities for parents to be involved in the school community. We've had a really successful year this year, holding a mix of fundraising activities and also social events. This year we brought back the SFX Trivia Night as a replacement for the annual comedy night. As well as being a great fundraiser for the school (with the addition of a live and silent auction) the event brought nearly 200 of our parents into our school hall for a fabulous social event! The team received some really positive feedback from those who attended as it provided a welcome opportunity for parents to socialise in a relaxed and fun environment.

This year we have also included a Christmas Market into our annual calendar. With this being planned for the 1st December we are yet to realise the full fundraising effort of this event however it will be another great opportunity for our community to come together.

We would like to acknowledge a number of people who have supported the efforts of the PA throughout the year.

To all the event coordinators and the Parents Association team that have worked on events this year. It has also been great to have new Prep parents involved. Without each and every one of you these events could simply not happen:

- ♣ Pancake Day
- ♣ Twilight sports
- ♣ Mother's Day Stall
- ♣ Mother's Day Breakfast
- ♣ Pie Drive
- ♣ Father's Day Stall
- ♣ Father's Day Stall
- ♣ School Disco
- ♣ Art Show BBQ
- ♣ Graduation Bears
- ♣ Art Cards
- ♣ Christmas Market

To all the individuals that are not on the Parents Association that have volunteered at our events – thank you. We appreciate you giving up your time and it makes a huge difference to the success of our events.

A special acknowledgment must go to Ben McDonald and Kate Harford. Their leadership with regards to the coordination of the Trivia Night and associated sponsorship and live/silent auctions was outstanding.

We would also like to recognise Rachel Salvitti for her food inspiration and catering for both the Mother's Day and Father's Day breakfasts. The message we received this year from those that attended these events was that the food was amazing – so thank you Rachel!

Maree – thank you for your support and financial guidance. Nella & Nicola – thank you for your assistance in posting our never-ending Flexibuzz posts, as well as admin support throughout the year.

Michale, we've appreciated your assistance in dragging out barbecues and eskies for our events throughout the year.

Thank you to Lynne Lennon for her assistance across a number of initiatives, such as art card coordination and Easter Chocolates.

Thank you to the Vander family. Without your assistance over a many number of years our highly valued Christmas Art card initiative could not take place. Thank you to Kara Bourke & Deb Black for your ongoing management of the uniform shop.

Thank you to the executive team. Although you had not planned on playing such an involved role this year, however due to early withdrawals you stepped up to the plate and we thank you for your support this year. In our role as co-Presidents, we definitely would not have had such an enjoyable time in the role without the three of you.

Thank you to Nick and Adriana, your support and guidance throughout the year and at meetings each month is well and truly appreciated. Finally, to our entire 2019 Parents Association group, after an unsteady start in February/March, our key objective for the year was around maintenance and ensuring our regular calendar of events continued as per previous years. We think as a group we well and truly delivered on this objective and we did more than just maintain a 'status quo'. We look forward to seeing what 2020 brings. Thank you
Mia Jones & Jane Fraser

Works and Maintenance

Overall another good year with working bees and volunteers able to achieve some bigger tasks. I would like to thank the parents who attend on a regular basis and welcome all the new Dads/Mums when they have time free to assist. The school is being maintained very well under Michael Falzon's guidance and control.

Matters which are an ongoing issue are;

- The drains and connecting systems which always require some clearing occasionally (This was slightly impacted due to the oval re-surfacing),
- Gutters which are beginning to show wear and tear,
- Gardens being mulched,
- Play area mulch being turned over to minimise compaction,

Urgent matters have been dealt with as soon as practicable, such as;

- The tree that lost a branch in some wild winds. This tree was addressed the next day (Sunday) and Adriana has informed me that all trees have been inspected by a qualified arborist. (September 2019)
- Overflowing and bulging gutters. The plumber was contacted and it was fixed the next day.

We had a fantastic response when the team asked for specific assistance on the deck facing the tennis courts. We managed to remove all the rotten timbers, replace timber where needed, punch all the nails down, sand back a majority of the timber in preparation for dryer days to apply a coating of stain. Due to weather patterns it has only begun to dry out from November onwards so finalisation will be done in the coming weeks.

Education in Faith

Goals & Intended Outcomes

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

Achievements

That CEMSIS data assists us in further movements towards the preferred stance of a re-contextualising, dialogical, post critical believing school, especially in the 'ideal school' data.

Value Added

- Continued support from Dr. Ron Ritchhart for new staff – discussion and group work amongst experienced staff and new staff, coaching and mentoring in levels that embed our Culture of Thinking.
- Conversations that included the Cultural Forces - embed this in our planning for RE through the Inquiry process when planning with year levels.
- Continue to plan and to include faith dimension in Inquiry units of work and critically evaluate our process throughout the Inquiry units.
- Make connection between School Wide Positive Behaviours Strategy (SWPBS) and Values Education and Gospel values through Professional Learning for whole staff.
- Continue to engage whole staff Professional Learning opportunities in the Horizons of Hope, the renewed RE Curriculum and Reporting and Assessment for Religious Education in 2020.
- Engage staff in providing the Horizons of Hope to plan the teaching of Religious Education through our Inquiry planning. (Continued process as this was a working document)
- Continue to Immerse the students in a Culture of Thinking through the use of thinking tools to continue to develop their own thinking on a personal, communal and global perspective.
- Celebration of Catholic Education week in March with student leaders attending the Annual Catholic Education Week Mass at St Patrick's Cathedral and concert at Treasury Gardens.
- Immersing the Year Six students in leadership by attending the National Young Leaders Day which leads into our Confirmation unit.
- Continuing and enhancing our responsibility of being a FIRE Carrier School via Aboriginal Catholic Ministry, within the North-Eastern Zone Network with our Four leaders from Year Five attending FIRE Carriers immersion and training day with members of the Aboriginal Catholic Ministry (Melbourne Museum) and National Sorry Day Grounded in Truth Walk with Courage' at Whittlesea Council Office (Year Six leaders School Captains, SJLT and SRC, attended this too)
- Supporting and assisting our Year Six Leaders through planning, preparing and implementing a day for Social Action held in conjunction with our sister school, Holy Trinity and led by our social outreach teams and student leaders.
- Attend the annual Kidsview Conference at St Gregory the Great run by Bahay Tuluyan Organisation taking our School Captains, Social Justice Liturgy Teams and School Representative Council Leaders.
- High parent and student participation evident during Family Faith Nights, especially in Year 2 (November in preparation for 2020) and Year 6 (Confirmation)
- High level of student participation in Social Justice activities throughout the whole school, especially Harmony Day, Social Action Day, Parish Feast Day, St Vincent de Paul food Collections and Sorry Day.
- The continued incorporation of social justice activities in the sacramental programs, such as St Vincent de Paul and Hayden's Helping Hands.
- Our School and Parish Leadership Teams provide continued leadership and support for Education in Faith through school based Religious Education Professional Learning sessions.

- Sacramental Units are a whole school focus which are linked to our Inquiry units.
- We celebrated the Sacraments of Reconciliation, over five nights, and Confirmation for our Year Six students in August (4 in total).
- There were no Eucharist Masses in 2019 as we decided as a Parish Team in 2018 to change Eucharist to Year 4 in 2020.
- A whole school focus of 'Be the Kindness You Want to Receive' supported our school vision of linking gospel values to school, parish, local and global communities within the Horizons of Hope Documents.
- Demonstrating the living faith through our Liturgical celebrations, Parish Sacramental celebrations, Social Outreach day, Parish Feast Day celebrations with our sister school Holy Trinity, class, school and Parish Masses and liturgies, Community Memorials such as ANZAC Day (School Captains attending RSL Lead Celebrations) and Remembrance Day, Sacramental Programs, Family Faith nights.
- Our Social Justice and Liturgy Team demonstrated their living faith and reaching out by organising a whole school collection of food for St Vincent de Paul four times in 2019.
- Our Parish Priest, Fr Terry Kean and new Parish Moderator Fr Michael Sierakowski, continued to deepen our awareness of social justice issues for staff, students and Parish through class, staff, school and Parish Masses.
- Continued support from Fr Terry Kean and Fr Michael Sierakowski on Professional Learning Activities and their work with parents through Parent Faith Nights and whole Staff Meeting.
- Our Year Six School Captains and Social Justice Liturgy Team wrote the Liturgy for our Opening of the refurbished School Oval, thanking the team behind this auspicious event.
- Continue to meet with the Social Justice Liturgy Team twice a term to develop their learning and engage them in their role as School Leaders.
- Continue to assist our Social Justice Liturgy Team Leaders to plan, prepare and implement whole school Liturgies throughout 2019.
- The beginning and planning of incorporating the Federated School Model for Religious Education at the end of 2019 where school leaders would meet to discuss the development of the three schools working together in 2020. *(St. Francis Xavier School, Holy Trinity School & Our Lady Help of Christians School)*

Ms. Adriana Bownds – Education in Faith Leader



Learning & Teaching

Goals & Intended Outcomes

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

That student engagement is improved.

That student performance in Mathematics and English is improved

Achievements

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

St Francis Xavier also introduced Little Learners Love Literacy (LLLL) in the two Prep classes. This involved 24 students from Prep JS and 23 students from Prep AS. This was to predominately be introduced to improve the phonics learning for all Prep children in 2019. All students took part in this program for the entire year where data was collected and used to gauge the students' learning.

Our 2019 NAPLAN results indicate that our students' results in Year 3 place them in the Australian average in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. As a school, however, we acknowledge, that although our Year 5 results are within the average for Reading, Writing and Numeracy, Spelling and Grammar and Punctuation are below the average and require focussed teaching for improvement.

When comparing the Relative Growth of our 2019 Year 5 students to their Year 3 results in 2017 their results indicate that:

77% of students showed medium to high growth in Reading

64% students showed medium to high growth in Writing

70% students showed medium to high growth in Spelling

76% students showed medium to high growth in Grammar and Punctuation

79% students showed medium to high growth in Numeracy

As a school we are proud of our students' improvements whilst being conscious of the fact that we would like to work towards higher growth for all students in all areas.

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

The Number Intervention and Maths Collective projects continued into its 5th and 4th years respectively. CEM results indicated that St Francis Xavier students in number had been re-categorised from slightly under to now high achieving in 2019, results consistently proving much higher than other Catholic Primary schools in the region. The targeting of programs and learning strategies for students determined by the staff SIDA team- (Student Improvement Data Analysis team), who met each term with class teachers to review student performance in Literacy and Numeracy, then plan learning sprints has been a major factor in these improvements.

STEM capabilities became a focus of classroom Inquiry units, with much purchasing of resources for the delivering of the units and preparing for a specialist role in 2019. This program was constructed to provide students with concise STEM classes for 40 minutes each week. These classes were linked to the Inquiry Unit each term and the specialist teacher devised lessons that heavily linked their learning in STEM to their learning in Inquiry. The students performed very well in STEM classes. Their engagement levels increased dramatically where the children were stretched in their STEM thinking capabilities.

The third year roll out plan for ICT one to one learning devices is to be completed with the purchase of new I pads for Prep students in the coming weeks, providing all students in 2019 with either an iPad or Chromebook to enhance learning. All students from Prep to Year 6 have one to one devices. Prep to Year 2 have iPads and Years 3 - 6 have Chromebooks. All staff have an iPad to complete tasks and teachers Years 3 - 6 have Chromebooks. We are currently trialing touch screen Chromebooks for some of our Year Six students.

The Visual Arts focus for 2019 was the Art Show Gala. The Arts Show Gala was organised to be in line with the opening of our new school oval refurbishment. Unfortunately due to the weather and time constraints, the Art Show went ahead without coinciding with the opening event of the refurbished oval. The Art Show Gala took place and was a smash hit in every way, and certainly one of the major highlights and success stories of the year. We invited our local Kindergartens to take part in the Art Show Gala and three of our local Kindergartens took part - Leap Ahead Learning Centre, Sherbourne Preschool and Lower Plenty Preschool. It was a privilege to have them collaborate with our school and have their work on show next to our students' artwork in 2019. We hope to continue this collaboration with our local kindergartens to showcase our school in 2020.

One of our biggest highlights was the refurbishment of our school oval. It was a thrill and a privilege to see this project come to fruition. It was a collaborative project completed along with the School Advisory Board, the Parents Association and local community. Our students thoroughly enjoyed watching the refurbishment take place over the course of two and a half terms. We did have our opening, eventually, where the Year 6 students wrote letters to our community thanking them publicly. We should thank parents Sue Vander, Danetsa Kinsky and Kirsty Reedy for their tireless work and efforts.

Ms. Adriana Bownds – Learning & Teaching Leader



Student Wellbeing

Goals & Intended Outcomes

To further improve the Wellbeing of all by enhancing Relationships

Plan for designated staff meeting time to discuss SWISS data and plan improvements from this

Achievements

Goal 1

The implementation of the Respectful Relationships Program (Units 1 - 6)

Staff taught the units in the following sequence -

Term One: Unit One - Emotional Literacy

Term Two: Unit Two - Personal Strengths and Unit Three - Positive Coping

Term Three: Unit Four - Problem Solving and Unit Five - Stress Management

Term Four: Unit Six - Help Seeking

Two teachers, Mr. Guy Toomey and Ms. Sarah Karakaltses undertook two days of Professional Development with the Department of Education and Training.

Saint Francis Xavier School is a designated 'Lead School' for 'Respectful Relationships'.

Goal 2

In 2019, St Francis Xavier focused on embedding a School Wide Positive Behaviour Support (SWPBS) approach. Our policy and procedures were communicated to the wider school community. Investing in a School Wide Positive Behaviour approach led to students feeling that St Francis Xavier School continues to be a safe learning environment, which upholds its school values of 'Respectful', 'Resilience', 'Responsible' and 'Safety'.

School Wide Positive Behaviour Support (SWPBS) calls for input from all stakeholders, immerses the whole community in a common language and provides for a deep understanding of the values which underpin it and supports best practice of this model into reality, where each school value is demonstrated and lived, not only through the students but also staff and parents.

Behaviour reflection cards continued to be used as a way of collecting behaviour data during recess and lunchtime. The data collected since these reflection cards were introduced has shown a decline in the number of reported incidents being logged into SWIS data collection.

A Student Wellbeing Team (SWPBS) continued to regularly meet to assist in identifying needs within our school and help organise activities that promote safety, inclusivity and reinforce our school wide expectations. New staff were inducted into the processes and procedures around Positive Behaviour Support.

Data logged into the SWIS computer data base, was analysed regularly by the SWPBS Team and reported to staff during staff meetings. From these staff discussions, areas of concern on the playground were identified

along with times of the day and students involved. Using this information staff were able to provide a united approach to encourage and teach students appropriate and expected behaviours on the school yard, in line with our four school values.

Our school has added value in the Student Wellbeing area by:

*a whole school behaviour acknowledgement system continued throughout 2019. This included whole school rewards for expected behaviours outside and an acknowledgment system in each class for students using the expectations behaviour matrix in the classroom. This behaviour matrix details expected student behaviour based on our four school values of Respect, Resilience, Responsible and Safety.

*members of the SWPBS team being trained in the use of SWIS which is a purpose designed tool used to track and analyse student behaviour. In turn, this data enabled us to monitor and track the effectiveness of the school wide positive behaviour program.

- developing a shared belief, and consistent approaches to developing positive relationships and student management based on the school's core values

- a continued focus on the Social-Emotional Wellbeing of our students and the effectiveness of our Social Emotional Learning (SEL) Programs (*including Respectful Relationships*)

*revising our behaviour expectations matrix into fewer areas and drawing out key points to be taught as part of our school's Social Emotional Learning Program

- student support group meetings which have given staff opportunities to raise awareness of social emotional wellbeing and academic needs of children at risk. As the name suggests, 'Student Support Group Meetings' are a forum for connections to be made that consider the student from all perspectives. e.g. academic, social/emotional and spiritual. These take place when a staff member is having concerns about a student in their classroom. In these meetings staff have been able to draw upon expertise, experience and support from colleagues in order to support students. These meetings were designed to be a platform to initiate professional support from external agencies across a broad range of disciplines e.g. psychologists, speech pathologists and onsite staff. School staff have the opportunity to work with these experts to provide social-emotional support for students and receive advice to support teachers within the classroom setting.

Positive Behaviour Support has had a positive influence in both developing social emotional learning as well as assisting to increase both student engagement and academic gains at St Francis Xavier School since its implementation in 2015. This remains an area in which St Francis Xavier School continues to invest its time, professional development and community focus through its whole school focus on positive behaviour. Ultimately this will result in our school community's understanding and support for school wide expectations, positive relationships and supporting the development of optimum learning for all.

Complementing our school's formalised Social Emotional Learning Program, the core expectations of Respect, Responsibility, Resilience and Safety have continued to be a guide for students in how they interact with each other and provide a framework for how we as members of St Francis Xavier School continue to develop positive relationships with each other. These core values have provided teachers, parents and students with a common language.

The Buddies Program continued to run in 2019. Preps had a Year 5 and Year 6 buddy and the remaining classes in the Junior and Middle school had buddy grades. Students worked together throughout the year completing different activities around Social Emotional Learning and the school expectations.

Student Leadership: The Student Leadership Model at St Francis Xavier School has continued to give students a voice and has provided genuine opportunities for our Year Six students to lead. Students have participated in a number of projects throughout the year that have dealt with social justice, including leading students in activities to teach them about the plight of the students who attend our sponsorship school in the Philippines; Buhisan Elementary.

Other examples include the Sports Leaders planning and assisting in the running of our Twilight Sports Night for the whole school; the Liturgy Team preparing and leading the school in a number of liturgical gatherings and special Masses. Our Wellbeing Student Team organised opportunities for students to participate in wellbeing activities such as meditation and Captains and Leaders leading our fortnightly school assembly.

STUDENT SATISFACTION			
CEMSIS STUDENT SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement	CEM average PRI school comparison % positive
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	78%	78%
2. School engagement	How attentive and invested students are in school	56%	59%
3. School climate	Perceptions of the social and learning climate of the school	57%	65%
4. Teacher Student relationships	The strength of the social connection between teachers and students, within and beyond the school.	73%	73%
5. School belonging	How much students feel they are valued members of the community.	70%	75%
6. Learning disposition	Students' mindset about themselves as learners.	75%	78%
7. Student safety	Perceptions of student physical and psychological safety while at school.	53%	55%
8. Student Voice	The extent to which students feel they have opportunities to have an impact on their school.	60%	60%
9. Catholic identity	Student perceptions about the Catholic identity of the school.	54%	62%

Mr. Guy Toomey – Student Wellbeing Leader



Child Safe Standards

Goals and Intended Outcomes

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

Achievements

The development of Child Safe Policies including the continuing sign-in procedures and checking to ensure adults who enter the school have the appropriate Working With Children's Check (WWCC), including families, emergency teachers, external service providers. A code of conduct is signed by everyone who works in a paid and voluntary capacity at St Francis Xavier school. A staff meeting was allocated in Term One for all school staff to remain current and updated on latest changes and requirements by completing the e-learning module, Protecting Children- Mandatory Reporting and other obligations. This is an annual requirement for Staff to remain compliant and registered with the Victorian Institute of Teaching (VIT).

Student Attendance

School attendance is a priority focus with early intervention processes in place to promote student connectedness. Our electronic roll system has streamlined our records of student attendance and the reasons for absenteeism and late arrivals at school. Class teachers work with parents to ensure all children are attending school with the support of the Student Wellbeing Leader and School Principal. Some families take extended holiday breaks to holiday and visit family members interstate and overseas. This affects our absentee rate. In 2019 our school implemented a new policy in regards to unexplained absences in accordance with the Attendance Guidelines implemented by the Minister for Education in 2017. 'Schools must advise parents/guardians of unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students.

St. Francis Xavier School uses an electronic roll system (Compass). At St. Francis Xavier School, the following guidelines are used to assist in the implementation of the policy:

- The Electronic Roll is to be completed by 9:30 a.m. each morning and before 2.30 pm each afternoon by the supervising teacher.
- The school will send an SMS notification to parent/guardian each day when a student absence has remained unexplained by 9:30am on that day
- In the event of emergency procedures, measures are in place Eg. Class teacher brings a class list out to a DISPLAN, School Officer/Bursar brings a master list of all students
- Students arriving at school after 9 a.m. must report to the School Office with their parent/guardian and sign in using PassTab. There are two Ipads located in the office foyer.
- Where a child has missed numerous days of school (3 or more days) for no valid reason initially contact should be made with the parents to ascertain why this is happening.
- The number of absentee days are recorded on each child's mid-year and end of year school reports, and teachers are encouraged to make a statement at reporting times when attendance has been unsatisfactory. These statements remain saved within the child's electronic student file in Compass
- A referral should be made by the classroom teacher to the Student Wellbeing Leader for assistance and intervention where absenteeism becomes habitual
- Parents/Guardians collecting students at any time during the day must report to the School Office to sign out their child using PassTab.

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

Although the Leadership Team was operating in a caretaker role while awaiting the arrival of the new principal, Philip Cachia, much was achieved throughout 2019. A distributed model of leadership was introduced with all staff holding leadership positions being involved at the school development and leadership level. Leaders contributed to the facilitation of school closures, professional learning team meetings and other staff professional learning activities. The work of the staff was guided by the Annual Action Plan with a narrow and sharp focus on improving the key priority areas of Literacy and Mathematics.

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

Teachers collaboratively assessed and plotted each student on the progressive developmental reading comprehension and number scales, devised learning plans to progress the learning of each student, adjust plans accordingly to meet each child's learning needs to ensure progress and success for all. A committee titled SIDA (Student Improvement Data Analysis) continued to support teachers in undertaking this task by meeting on a weekly basis.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Principal Induction Program
Eastern Region Principal's Network
LOTE Chinese Conference
Eastern Region School Effectiveness
Introduction to the Renewed Religious Education Framework
Eastern Region Deputy Principals Network and Conference
NCCD Briefing
Eastern Region Religious Education Network
School Governors and Principals Briefing
Eastern Region Learning Diversity Leaders Network
ICON Briefing

Eastern Region Literacy Leaders Network
 Enhancing our Collaborative Professionalism
 Eastern Region Student Wellbeing Leaders Network
 Eastern Region Administration Network

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

37

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 714

TEACHER SATISFACTION			
CEMSIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement	CEM average school comparison % positive
1. Student Safety	Perceptions of student physical and psychological safety while at school.	71%	69%
2. School Climate	Perceptions of the overall social and learning climate of the school.	81%	76%
3. Staff-leadership Relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	90%	76%
4. Instructional Leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	61%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	41%	40%
6. School Leadership	Perceptions of the school leadership's effectiveness.	68%	57%
7. Staff Safety	Perceptions of staff safety in the school.	68%	65%
8. Psychological Safety	How safe it feels to take risks and make mistakes in this school.	72%	63%
9. Professional Learning	Perceptions of the quality and coherence of professional learning opportunities.	64%	57%
10. Collaboration around an Improvement strategy	Perceptions of the coherence of the school's improvement strategy.	58%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	70%	67%

12. Support for teams to collaborate effectively.	Teachers' perceptions of how well school leadership sets the conditions for teams	51%	65%
13. Collective Efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	80%	70%
14. Catholic Eidentity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	77%	78%

Mr. Nicholas Boyhan – Acting Principal



School Community

Goals & Intended Outcomes

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

Achievements

2019 saw many and varied opportunities for the community to come together to collaborate on tasks and to celebrate. Some of these included:

- Harmony Day having activities designed with a culturally Inclusive and Anti bullying theme. * *
- Celebrating Chinese New Year – Year of the Pig
- Shrove Tuesday Pancake Activities
- ANZAC Day and Remembrance Day commemorations
- Mother's & Father's Day Breakfasts and Assemblies
- National Reconciliation Week - NAIDOC week
- FIRE Carrier Ceremonies
- Book Week
- School Working Bees lead by our Works and Maintenance Committee
- Active October – Walk/Ride to school
- Opening of the School Oval

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

PARENT SATISFACTION			
CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement	CEM average PRI school comparison % positive
1. Family Engagement	The degree to which families are partners with their child's school.	54%	57%
2. Barriers to Engagement	Factors that can hinder a family's interaction or involvement with their child's school.	84%	89%
3. School Fit	Families' perceptions of how well a school matches their child's developmental needs.	68%	79%

4. School Climate	Families' perceptions of the social and learning climate of the school	75%	86%
5. Student Safety	Perceptions of student physical and psychological safety while at school.	57%	73%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	57%	72%
7. Catholic Identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	68%	70%

Mr. Nicholas Boyhan – Acting Principal



Future Directions

2019 was a year of great transition for our school. In August 2019, Philip Cachia, former Principal at St. John the Evangelist School East Melbourne and then Our Lady Help Of Christians East Brunswick was appointed to the Principalship of SFX school for the next eight years. He officially began his tenure on the 1st November 2019.

It was during this time that former Acting Principal Nicholas Boyhan and Acting Deputy Adriana Bownds accepted positions at other schools for the 2020 school year. A new Deputy Principal was appointed at SFX school to fill this vacancy. Patrizia Rinaldo was appointed to take on the three positions of Deputy Principal (0.4), Leader of Learning & Teaching (0.2), Prep Intervention (0.4) and Child Safety Officer.

There are three areas of immediate school improvement that need to take place in preparation for our School Review and VRQA audit in 2021.

1. Revision and development of all school policies so that they are in line with current CECV and VRQA policies
2. Revision and development of all curriculum policies and current programs so as to ensure that we are using the best available programs.
3. Renewal of facilities and equipment to ensure that are of high quality for all students and all teachers. Eg. new signage, external painting of buildings, school perimeter fencing for the security of all students and staff.

The school is now in a stable financial position to be able to renew and improve all aspects of its operations. It is truly an exciting time for the school to be in this position and this should bode well for increased growth in student enrolments in the coming years.

School Performance Data Summary

E1133

St Francis Xavier Primary School, Montmorency

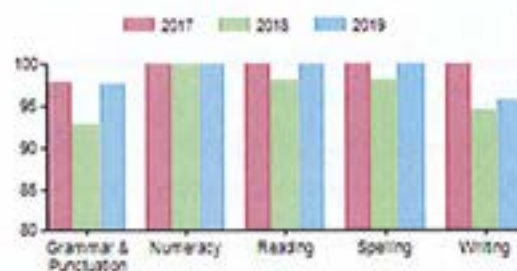
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	95.8	100.0	4.2	100.0	0.0
YR 03 Numeracy	97.8	100.0	2.2	100.0	0.0
YR 03 Reading	100.0	97.4	-2.6	100.0	2.6
YR 03 Spelling	97.9	100.0	2.1	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.8	92.9	-4.9	97.7	4.8
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	98.2	-1.8	100.0	1.8
YR 05 Spelling	100.0	98.2	-1.8	100.0	1.8
YR 05 Writing	100.0	94.6	-5.4	95.6	1.0

NAPLAN Year 3



NAPLAN Year 5



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Y01	89.2
Y02	88.2
Y03	74.2
Y04	85.7
Y05	87.0
Y06	88.8
Overall average attendance	85.5

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.1%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	82.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.8%
Graduate	29.2%
Graduate Certificate	4.2%
Bachelor Degree	83.3%
Advanced Diploma	41.7%
No Qualifications Listed	4.2%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	19.5
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	9.4
Indigenous Teaching Staff (Headcount)	0

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