

St Francis Xavier Primary School

Montmorency

2022

Annual Report to the School Community



Registered School Number: 1343

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Contact Details

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| ADDRESS | 90 Mayona Road Montmorency VIC 3094 |
| PRINCIPAL | Philip Cachia |
| TELEPHONE | 03 9435 8474 |
| EMAIL | principal@sfxmontmorency.catholic.edu.au |
| WEBSITE | www.sfxmontmorency.catholic.edu.au |
| E NUMBER | E1133 |

Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - “Forming lives of faith, hope and love in the light of Jesus Christ” - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, “Every student is inspired and enabled to flourish and enrich the world”, and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne’s north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Acting 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 2022 student enrolment was 290. 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 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 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 contemporary learning areas, leading to an outdoor learning area. We maintain that this contemporary learning environment supported by its learning technologies enhances student learning and improves student engagement and wellbeing.

Many of our general purpose learning areas have been modified and refurbished to meet the needs of our 21st Century Learners. Our excellent facilities (including a large 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 and MACS Religious Education Framework is supported throughout the school by the Learning & Teaching, Faith, Literacy and Maths Leaders.

Opportunities to promote student voice and engagement are encouraged and celebrated through many channels. These include Prep to Year 6 SRC, Year Prep & 6 Buddies Program, Fire Carriers and Class Leaders. There is also an extensive Year 6 Leadership Program made up of a variety of leadership teams including School Captains. All Year 6 students participate in their area of interest and talent developing leadership capabilities throughout the course of the year guided/mentored by and attached to a staff member.

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



Principal's Report

REFLECTING ON OUR 'SMASHING' YEAR TOGETHER

After two years in one of the most unusual times in educational history, we approached the 2022 year with some degree of trepidation and uncertainty. How would COVID impact our year? How would we prevent its spread? How would we engage the students and increase their 'learning stamina' to 6 hours a day? Our Year 1's and 2's having never experienced a 'normal' year of schooling...how would they cope? We planned for the best case, knowing that, with the support of the SFX families, as a school, we would be able to achieve anything.

- We began the year with another great 'SWELL' week, allowing the students to make new friends, get to know their teachers better, and get used to the SFX routines, rules and values that would allow the students to settle back into onsite learning quickly.
- Our four School Captains were announced to the school community: Julia Martinelli and Darcy Wong (School Captains), Leah Williams and Archer Richards (Vice Captains) were voted by their Year 4, 5, 6 peers and SFX staff to lead us all in 2022. We congratulate our school community for choosing these four fine students. These students have represented their families and their school so well over the 2022 school year.
- For the past two years COVID was our worst enemy. This year it seemed to be the weather that was always lurking and threatening all the best laid plans. Unfortunately we had to cancel our Welcome Picnic....we will try again next year.
- Our aim at SFX is to always put the most highly qualified teachers in front of students with the most contemporary and effective teaching methods. Our teachers continued their own Professional Learning journey over the year with our Prep, 1, 2 teachers now skilled in implementing the Thrass Phonics program. The majority of the staff have worked with facilitators to improve the quality of Maths teaching from Prep to Year 6. We extended this learning to the parents by running a Maths workshop with facilitator Rob Vingerhoets in March. It was very well attended by the parents at all levels, wanting to know how they could help out with Maths at home.
- Sacramentally, the year was a year of catch up. Father Michael endeavoured to support students from 2020, 2021 and 2022 who wanted to receive the Sacraments of Reconciliation, Eucharist and Confirmation. In total there were 170 First Eucharist candidates, 182 Confirmation candidates, 203 Baptisms across the three Parish Schools spread out over the many weekend Masses held during the year. Thanks to Father Michael for his constant involvement and interest in our school.
- We showed our resilience and persistence as a school community in March by proceeding with our School Musical 'Rock Bottom' at Loyola Theatre. Over two nights and with over 900 seats sold; having re-assigned our lead roles to our new Year 5/6 students; and welcoming our new Preps on stage after only 6 weeks of school, our resolve to put on a great show was achieved. As a school community we were emerging from the slumber of COVID, and despite being a 'masked' community, the signs of 'normality' were beginning to emerge.
- Many excursions and incursions took place during the year including many freebies as a result of the Victorian Government's 'Positive Start' Program. Our students began to travel to Interschool Sport, Sovereign Hill Ballarat, the Melbourne Museum, to

Scienceworks and to many of our city attractions. So much educational and social learning happens during excursions. It has been so enriching having the students out exploring our wonderful city once again.

- After two years of parents having to stay away from school due to COVID isolation rules, we slowly introduced the parent community back to onsite visits. Our Mother's Day Breakfast was a really classy affair with great conversation and beautiful prizes for raffle ticket holders. The mums and grandmas enjoyed visiting the classrooms after the breakfast. For the dads and father figures however, it was a scrumptious egg and bacon breakfast culminating in our Footy Colours Parade in September. It was so good to have our parents involved in so many aspects of schooling this year, including being parent helpers in the classrooms across the school.
- In May our Year 3 & 5 students participated in NAPLAN assessments. The students were so well prepared by their teachers for these types of assessments they would need to complete. The result was a 10/10 effort. For the first time in SFX NAPLAN history our Year 3 & 5 students scored above the Victorian average in all ten English and Maths assessment areas. It is now clear that our learning outcomes and intervention programs are beginning to pay dividends as our students excel in English and Mathematics learning.
- There were many capital improvements during the year. The opening of our 'Birds of Montmorency' mural in June gave something for visitors to our school to admire as they walk down the hill towards the office. The purchase of 300 brand new Chromebooks to provide the children with a 1:1 device program was another huge \$180,000 investment in the students' learning. The installation of the new Shaded Learning Area on the oval in December was another great addition to our school. Many have commented that our school is looking so clean and well ordered as a result of the two well attended Working Bees. Students take great pride in the way our learning environment is being maintained and upgraded.
- There were many showcase days held during the year. Mr. Park organized STEM Week, Ms. Qi organized LOTE Mandarin day and Book Week was another colourful and memorable week organized by Ms Ernest and Ms Johnson. Parents were glowing in the feedback their children gave them about how exciting the 2022 school year has been. There is truly something for everyone at SFX. Congratulations to Ms Waller who also showcased and curated the 2022 Visual Arts Exhibition over two nights in November. Parents marvelled at the skill level of the students. We indeed have some very talented Visual Artists at SFX School.
- The Parents Association were incredible in 2022. The Children's Disco in June was so well attended and organized. DJ Phil gave the smoke machine a real work out as the students danced the evening away. Our 90th Anniversary celebrations took the main stage in 2022. With over 1000 people attending Fiesta Noventa in August, the weather held and families loved the Kids Karaoke, the live entertainment with Gary Eastwood, the food trucks and the rides; this was an amazing night of celebration. The historical display of 90 years of SFX culminated in an unforgettable firework display, the first at SFX school. The fun didn't stop there. In September we held our 90th Gala at the Veneto Club. Entertained by Melbourne covers band Redline, and with the glitz and glamour of a night of fun and celebration. This was our way of saying thanks to the parents for their support during the COVID years. It was so wonderful when in

November, President of the Parents Association, Kate Harford, presented the school with an \$80,000 cheque towards our brand new Chromebook devices.

- Our outdoor education program finally proceeded with our Year 3-6 attending Camp Oasis in Mt Evelyn. Our Year 3's going to day camp, our Year 4's doing an overnighter, and our Year 5/6s staying away for two nights. The children learnt so much about themselves. They also learn to appreciate how much their parents do for them at home. The flying fox and the reptile house were the highlights of this camp, with many students showing great resilience and courage by embracing every opportunity and challenging activity presented before them.
- Twilight Athletics at Willinda Park was our last major SFX Community event of the year. Finally we picked a beautiful evening...no wind...no rain...no heat...just perfect. After three hours of competition, Loyola took home both the Sporting Spirit trophy and the Sports House trophy. The students gave every activity their personal best and went home exhausted. This was such a fun night and one to remember. Who will win the trophies next year?

Our objective as a school in 2022 was to give our students a 'turbo' charged education for all the opportunities they had missed during the 2020/21 COVID years. The 2022 MACSIS surveys of students and parents show that our students and families are loving the education they are being provided with at SFX in 2022. We have achieved a balance of solid and productive learning, engaging specialist subjects, major school events, specialist showcases and a rounded education that appeals to every child. As one parent recently commented "*SFX are smashing it and on fire at the moment.*" This is the same momentum we will carry into 2023 as we continue to improve and take our school and students to new and incredible heights.



Philip Cachia

Principal

Dip.T. Grad.Dip.Ed.Studies, Grad,Dip.Ed.Admin., M.Ed(Educational Admin) E.M.B.A



Parish Priest's Report

Father Michael Sierakowski was the Parish Moderator of St. Francis Xavier School Montmorency in the 2022 school year.



School Advisory Council Report

SCHOOL ADVISORY COMMITTEE - FINAL REPORT- 2022

The members of the School Advisory Committee (S.A.C) for 2022 had a busy and productive time discussing the many and varied issues facing our school community throughout the year. Preparing for a “return to normal” school post the COVID-19 pandemic, the SAC took inspiration from our students and participated in all meetings with enthusiasm, determination and had a joint goal of improving our school.

The SAC commenced the year reviewing and analysing the “School Review” recommendations put in place by Annual Action Plan. This plan gives the school focus on what and where it needs to improve to ensure the best possible learning outcomes have been met and learning intentions are being delivered to all students across the school. This four-year plan will ensure that in the coming years, all students will be accessing evidence-based learning strategies and students will continue to grow and thrive in a safe, encouraging and inclusive learning environment.

There were many intense discussions surrounding the introduction of the Technology Levy. This levy was used to support the replacement of the ageing and well used iPads and Chrome Books that had been at the school for several years and were used extensively throughout the home-learning phase of lockdowns the previous two years. After considering many options, the best, most expedient and effective solution was to introduce a Technology Levy. Listening to the feedback from the beneficiaries of this levy, this was the right decision to make!

Continual discussions surrounding the improvement and repair of the school grounds is a frequent topic of conversation in meetings. Improvements such as shade sails, electrical work, the “Kiss and Drop” shelter and the re-surfacing of the basketball court are discussed, researched and suggestions provided to ensure we are able to offer our students the best outdoor learning and thriving environments available to them.

The SAC provided feedback regarding the SFX 90th Birthday celebrations. All events which were held throughout these celebrations showed what a fantastic community we have. Many members of the community embraced the opportunity to come together and celebrate being a part of the SFX community in some way, shape or form over the past 90 years. The SAC would like to extend their thanks and appreciation to the many school community members who volunteered their time and effort in organising the events and providing our communities with memories to last a lifetime.

Whilst I have not mentioned everything that was discussed and decided upon throughout the duration of SAC meetings during 2022, there are numerous people I would like to thank for their continuous service to SFX over many years, who have now left as their children have moved on to high school. Zoe Hamilton, Eugene Richards and Martin Griffiths, your time, dedication and knowledge has been invaluable to our school, and we thank you for everything you have given to the SFX community over many years. I would also like to thank all current members of the SAC for dedicating their time and energy in improving our school. Your efforts are greatly appreciated.

Moving forward into 2023, the SAC will continue to provide advice and guidance to the school leadership with the aim of continuing to grow and build our wonderful school community. The members of the SAC are looking forward to continuing to work with Philip Cachia and Patrizia Rinaldo in developing the whole school environment for the benefit of our students.

Brigid Douglas - SAC Chairperson 2022

PARENTS ASSOCIATION - FINAL REPORT - 2022

A Message from the PA President

As we draw nearer to the end of our school year and my presidency, I wanted to thank and acknowledge all of the incredible staff, teachers and parents who have helped support the Parents Association.

2022 has been an absolutely phenomenal year with so much fun, frivolity, and celebration. I cannot think of a better year in which to finish my presidency. I am incredibly grateful for the support of the following people during my three years as President who helped form our executive :

- Kirsty Dray
- Zoe Hamilton
- Amy Jewell

Without these people, the PA would not have existed. I would also like to extend a special heartfelt thanks to the following parents who stepped up to help coordinate some of our events this year:

Emily Zann, Kalane Jordan, Brooke Nankervis, Georgia Audley, Ben McDonald, Liz Blair, Dee Egan, Lauren Norman, Elise Lo Presti, Susan Roberts, Rachel Hudson, Helen Doran, Amanda Kazalac, Jane Fraser, Aimee Colbert, Lisa Noonan, Madeline Martin, Amber Suckling, Rhiannon Saward and Anne-Marie Flannagan.

The level of teamwork amongst these individuals was next level. You all helped the PA achieve their fundraising goals for the school as well as bring so much joy to the kids. I am forever in your debt.

A special thank you to our brilliant Class Reps. You act as the conduit between the Parents Association and the parents and without your assistance, none of what we set out to achieve would have happened. When support and volunteers were needed, you heeded the call and made it happen. You are absolute legends – every one of you.

Deanna Makhoul, Bridget Douglas, Susan Roberts, Vanessa O'Connell, Antoinette Cullivan, Jane Fraser, Marta Lopez, Mia Jones, Amy Jewell, Helen Doran, Stacey Meakin, Belinda McPharland, Kirsty Dray and Naomi Harvey.

Another special thanks to Mia Jones, our Social Media Manager, who in conjunction with Philip Cachia, pushed out notifications and Facebook posts whenever we needed. Thank you for taking my calls and responding to text messages, even after hours when we needed urgent assistance – your support is invaluable. Thank you to Natalie Nolan for also helping to manage our Instagram Page – SFXMontyLoves - which continues to get followers.

To Tony dos Santos and Kirsty Dray, thank you for designing and producing our event flyers for this year. Your creativity was brilliant.

To Philip, Patrizia, Anne and Susy and all the teachers – you got behind every event we organised and helped bring so much happiness and fun to the kids. You saw the value in what we do and we are thankful for your support in getting flyers and issuing reminders to the kids.

To all the parents who helped volunteer at our events – thank you, thank you, thank you. Without volunteers in our world, nothing happens. You stepped in when we needed help. I raise my glass to you. And to the SFX families and greater school community who pitched in, bought raffle tickets, baked goods, purchased donations. Even though some of you

weren't able to volunteer the time, you were still able to dig deep even during these hard times. Your support did not go unnoticed.

To Scott Nugent and the team at Jellis Craig North East – thank you for being our Sponsors this year. Your financial support enabled us to deliver on so many of our events and we were able to achieve our fundraising goals. When we first spoke, you didn't shy away, in fact you jumped in without hesitation and offered to assist in any way you could. Our school is so appreciative and I hope that we can continue to partner with you. Your team are so kind and have been an absolute delight to work with.

Lastly, I would like to thank my husband, Simon and my kids Annabelle (Year Six) and Ben (Year Two) who never complained when I had to rush out down to the school to prepare for an event or attend a meeting. I am so proud of you and of your support.

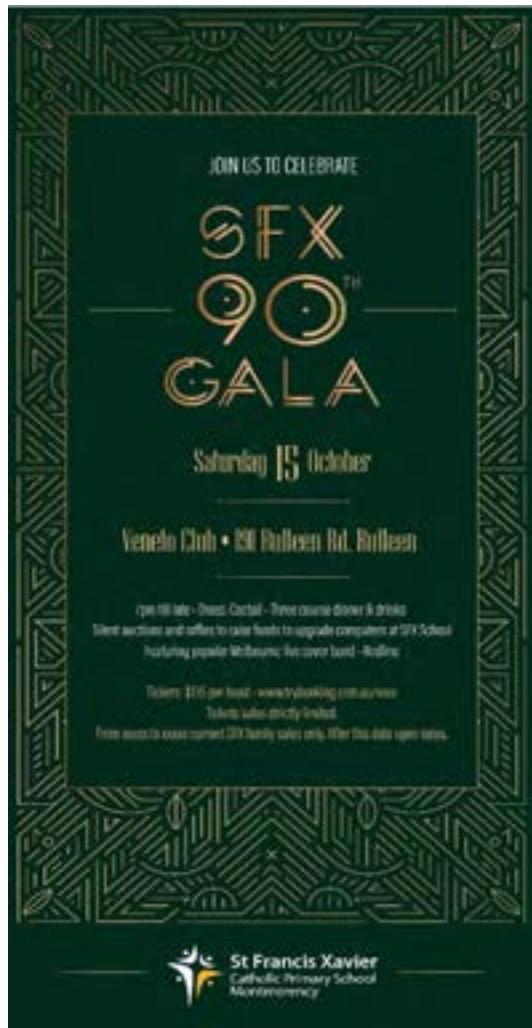
In closing, I would like to invite you to join the Parents Association in 2023. There are many ways you can get involved. Even to help on just one event during the year, means we can make it happen.

The Parents Association meets just once a month. No one is thrown in the deep end. Our meetings are a terrific way to touch base, brainstorm fresh ideas and make decisions. I would love to see you all get involved in our school community. It's something to be proud of and our children are the true benefactors.

God bless and see you all in 2023.

Kate Harford

President - 2022



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 2022 school year.

Classroom:

- Updated the 2022 Religious Education teacher planners to make them more staff friendly as well as linking them to the Pedagogy of Encounter. This included having a copy of the Religious Education curriculum included in the year levels Scope and Sequence. By enforcing 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 73% of the students reported positively)
- Faith Leader attended Level planning at least twice a term to support classroom teachers. 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)
- The two Year 6 Religious Education Faith Leaders assisted the Faith Leader in running a range of activities throughout 2022. Eg. Holy Week Tableau
- 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.
- Purchase of Class Prayer cloths and candles with the school logo on them for each class's prayer table. The prayer cloth was then decorated by each class at the beginning of the school year during SWELL week. From reviewing the MACS data 98% (MACS average 89%) of students felt as a class they pray together often and by having a central prayer space encourages this practice.
- In August staff attended a whole school PD Day focusing on unpacking the RE curriculum and assessment. This day was run by Prue Vanstan, RE Advisor from MACS.
- Building a stronger relationship with the SFX Parish, Marisa (a retired teacher) from the Parish began supporting Year 1 and 2 teachers with running Godly Play in the classrooms from late Term 3.
- In August, to recognise Australia's first saint, Mary MacKillop, all classes received relevant activities to complete.

- In November, to recognize Remembrance Day age-appropriate activities were shared with all classes the the whole school attended the commemoration ceremony at the Montmorency RSL.
- As October is the month of the Rosary, students in Year 3 and 4 attended a Rosary incursion in the Church where they learnt about its importance and how to pray it. Students in Year 2 learnt about the Rosary in their classrooms and made their own Rosary bead keyring. By the end of 2022 the school purchased 2 class sets of colourful Rosary beads.

Charities:

- Throughout Lent each class raised money for Caritas Australia's Project Compassion. Classes from 3 to 6 were also invited to attend Zoom question and answer lessons run by Caritas that showed what the fundraising supported.
- On May 31st, 2022, the school ran a Pray for the Kids of Ukraine Day. This day was a free dress day to support Ukraine and the Aid to the Church in Need. In total more than \$300 was raised. Classes were also provided activities that supported students' understanding of why we were running this fundraiser.
- 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.
- During Advent, St Vincent de Paul ran their Christmas appeal. Students from Prep to 6 were asked to bring in a range of items to support the Montmorency St Vincent de Paul group with preparing Christmas hampers for those in need.

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 (due to COVID restrictions) 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.
- 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 also attended the Montmorency ANZAC Day service run by the RSL on ANZAC Day.
- 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.
- 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 2022. 80% 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.
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 21st March 2022 (at SFX, Montmorency) or Thursday 24th March 2022 (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 in May. Families were given the opportunity to celebrate the Sacrament at one of the Parish weekend Masses between June and November 2022.
5. The Year 6 students received the Sacrament of Confirmation on October 23rd at St Patrick's Cathedral. Parents were invited to attend a Faith Formation night in 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.



Melissa Kerr - Faith Leader

VALUE ADDED

E1133 St Francis Xavier Primary School Primary

2022 Student Detailed Results

> Catholic Identity Domain

| | MACS Average | 2021 | 2022 |
|--|--------------|------|------|
| 10.1 How often do teachers present Catholic beliefs and practices in a way that makes sense to you? [Ask if Year = 4 - 6] | 67% | 60% | 73% |
| 10.2 To what extent do teachers present Catholic beliefs and practices in a way that relates to your life? [Ask if Year = 7 - 12] ** | - | - ** | - ** |
| 10.3 To what extent are Catholic beliefs and practices offered in a meaningful way? [Ask if Year = 7 - 12] ** | - | - ** | - ** |
| 10.4 In your Religious Education classes, how much do you discuss your questions and ideas about things like fairness, life, happiness, death and relationships? | 47% | 28% | 49% |
| 10.5 How often does your class pray together? [Ask if Year = 4 - 6] | 81% | 98% | 98% |
| 10.6 To what extent is the Religious Education classroom a place where you feel comfortable to talk about your beliefs, practices and ideas? [Ask if Year = 4 - 6] | 49% | 43% | 50% |
| 10.7 To what extent is the Religious Education classroom a place where you feel comfortable to share your views? [Ask if Year = 7 - 12] ** | - | - ** | - ** |
| 10.8 How often do Religious Education classes help you understand why you live the way you do? | 55% | 37% | 48% |
| 10.9 To what extent are celebrations and traditions, such as prayer, social justice, sacraments and Mass, a part of school life? | 72% | 70% | 73% |
| 10.10 To what extent do your teachers encourage you to respect the religious beliefs and practices of others? | 74% | 74% | 82% |



| 2022 Staff Detailed Results > Catholic Identity Domain | MACS Average | 2021 | 2022 |
|--|-----------------|------|------|
| 14.1 How often does the school leadership team invite discussion on the Catholic mission of the school? | 51% | 34% | 34% |
| 14.2 How clearly does the school leadership team communicate the Catholic beliefs and practices underpinning the policies and practices of the school? | 75% | 58% | 54% |
| 14.3 How clearly do you understand the Catholic beliefs and practices underpinning the policies and practices of this school? | 79% | 68% | 89% |
| 14.4 To what extent do school leaders share their faith perspective? | 55% | 34% | 37% |
| 14.5 To what extent does the school leadership team create a culture that enables others to share their faith perspectives? | 59% | 34% | 38% |
| 14.6 To what extent does the school leadership team encourage staff participation in faith and religious formation? | 69% | 43% | 54% |
| 14.7 How supportive is the school leadership team in integrating Religious Education with other curriculum areas? | 69% | 61% | 60% |
| 14.8 How often does prayer take place at community events such as staff meetings, school assemblies, and family gatherings? | 92% | 76% | 80% |
| 14.9 To what extent is respect for Catholic beliefs emphasised at your school? | 80% | 66% | 73% |
| 14.10 To what extent is respect for religious belief in general emphasised at your school? | 77% | 66% | 65% |
| 14.11 How important is staff participation in prayer in this school? | 80% | 70% | 77% |
| 14.12 How important is staff leadership of prayer in this school? | 79% | 61% | 74% |
| 14.13 To what extent have the school's professional learning experiences this year assisted you to contribute to the Catholic mission of the school? | 59% | 37% | 57% |
| 14.14 To what extent are the Catholic Church's liturgical seasons woven throughout the school year? | 72% | 57% | 80% |
| 14.15 How often does your school make time to pray in rich and meaningful ways? | 78% | 53% | 66% |



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

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.

At SFX we continue to draw on the work of Kath Murdoch by developing the staff's understanding of Inquiry Learning through an Inquiry Cycle: *Tuning In, Finding Out, Sorting Out, Going Further, Reflecting and Acting*. Inquiry Learning develops a number of learning dispositions and in 2022 students were given the opportunity of being researchers, collaborators, communicators and thinkers. There was a renewed commitment to the Fire Carrier Program as students developed their understanding across the school of Citizenship, History & Social Responsibility. After missing out on opportunities to participate in excursions and incursions over the past two COVID years, the students were fully immersed in these opportunities, especially when it came to Environmental Sustainability and learning about how the Banyule Council prioritise this.

Our specialist classes (*Discovery Centre, Digital Technology, STEM, LOTE: Mandarin, Physical Education, Visual Arts and Performing Arts*) were 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.

In March our students, under the guidance of our Performing Arts Teacher Claire Wilson and Dance Choreographer Kristina Diaz, performed 'Rock Bottom' to two packed to the rafters crowds of proud family members and teachers at Loyola Theatre. The students shone as they sang and danced their way through the musical with our senior school students taking the lead roles. This was something that had been postponed twice due to COVID. Even our 2022 Prep students who had barely been at school for 6 weeks performed! There was an obvious determination that the 'Show Must Go On' and this was a real credit to the SFX School community. In November our student's artistic talents were showcased by Ms Waller who curated the 2022 Visual Arts Exhibition over two nights in our School Hall.

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

*Instrumental Music lessons with Carmel

*Lunchtime Lego Club

*Lunchtime Arts Club
*Lunchtime Sports Club
*Newspaper Club (SFX Times - 3 editions)
*District Swimming Program
*District Cross Country
* District Athletics
*Year 4-6 School Bike Education Program
*Inter School Sporting activities
* Year 3/4 & 5/6 School Camp

*Athletics Carnival at Willinda Park Athletics track

*Year 3-6 Australian Mathematics competition

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.



Patrizia Rinaldo - Learning & Teaching Leader

MATHEMATICS

2022 was the **Year of Mathematics** at St Francis Xavier School, with a focus specifically on the following two goals:

- 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:

We were fortunate to have been successful in our application for the MACS "Get In2 Maths" initiative for 2022/23, receiving a \$20,000 grant to implement improvement in Mathematics teaching and learning in our school.

A Maths Leader was appointed (1 day per week) and a Maths team formed, consisting of the Maths Leader, Learning and Teaching Leader, Principal and the Number Intervention staff.

New hands-on learning materials and teacher resources were purchased to engage students and support their learning.

Facilitated Planning with the Maths Leader and each level was scheduled for a minimum of 3 x 40 minutes per term, following a set agenda.

The Maths Leader and relevant staff attended regional network meetings and Get In2 Maths grant school meetings to enhance their professional development.

Professional Learning was a driving focus for the year.

- We began the year with the extremely knowledgeable and engaging Rob Vingerhoets facilitating a whole school closure day centred around engaging students through open ended problem solving tasks and exploring different models of structuring a Mathematics lesson. This was followed by a parent information night which had a great attendance number and received very positive feedback from families.
- Mathematics was a priority for Staff Professional Learning Meetings over the course of the year, with a focus on staff undertaking professional reading, engaging in collegiate discussion and taking action on specific criteria. The following meetings were planned for and facilitated by the Maths Leader and Maths team: Lesson Structures; Learning Intentions and Success Criteria; Assessment; Cognitively Guided Instruction; Use of Manipulatives in the Classroom to Support Student Learning.
- MACS Regional Learning Consultants for Mathematics worked with the Maths Leader to plan and facilitate four Professional Learning Meetings centred around Assessment, leading to a whole school closure day in 2023 to focus on the assessment and planning cycle.
- Staff participated in a number of online workshops facilitated by MACS, including: Cognitively Demanding Tasks; Differentiation; Feedback in the Mathematics Classroom.
- Teaching staff established teacher professional goals, directly linked to the professional learning completed over Terms 1-3 in Mathematics. Teachers completed a self assessment then selected an action to follow over a 4 week cycle. They reviewed their progress and presented their learning and reflections to staff in a school centred 'Learning Fair'.
- The Prep teachers and Maths Leader embarked on the Early Number and Algebra Program, designed to support them in developing a detailed and nuanced understanding of how children learn Mathematics in the early years of schooling. Each term consisted of: an online full-day plenary, with time allocation for individual student assessment; a full-day regional workshop to further explore content, analyse student assessments and develop a short, focused learning and teaching sequence (sprint); school-based implementation of the learning and teaching sequence; a half-day network for Mathematics Leaders, to further explore post assessment data and plan for in school professional learning. At the end of the year the Maths Leader presented the collated data and reflections in an online Learning Fair for all the schools involved in the program.



Sarah Karakaltses- Maths Leader

ENGLISH

In Literacy in 2022, a new reading assessment from Fountas and Pinnell was introduced from Year 3 to Year 6 which was used to help teachers gather more data in the upper years with a focus on comprehension. Staff were given professional development through Professional Learning Team Meetings on how to administer the test accurately, and were given time during these sessions to practice implementing the assessment. The data was used to deliver

personalised and targeted reading comprehension instruction in small focus groups leading to improved outcomes for our students.

The Junior School (Prep to Year 2) has continued to embed the THRASS (Teaching of Handwriting, Reading and Spelling Skills) pedagogy in their learning and teaching program. This has seen significant improvement in the children's phonemic awareness, awareness of the 44 sounds of English and spelling. In Term 1, two Prep teachers, two Year 2 teachers and the Junior Literacy Intervention teacher attended the 'Thrass' Foundation to Proficiency course, continuing to build teacher knowledge skills and capacity in order to continue to foster high quality teaching to our students.

Writing Moderation professional development was conducted throughout the year to ensure a consistent approach when assessing students' writing. This enabled staff to collaborate and ask any questions to assist with accuracy of results and future learning intentions for their students.

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.



Deb Butler - Literacy Leader

STUDENT LEARNING OUTCOMES

Impact on student achievement has shown an improvement in our NAPLAN scores with our best results since at least 2016. The strength of St Francis Xavier's results in NAPLAN in 2022 was outstanding and a reflection of the increased consistency of the Learning and Teaching practice at the school. Our results were higher than national and state averages in all 10 areas of NAPLAN assessments. It was indeed a 10/10 effort!

Staff continued to track student progress using a number of assessment tools, both formative and summative. Over the course of the year running records across all year levels, sound-letter knowledge, Word Recognition assessment, Essential Assessment in Reading comprehension, and teacher professional observation and judgment, demonstrated an improvement in student reading ability and engagement in various types of texts. Literacy Intervention data (including YARC, BAS, single word reading, sound Isolation and deletion) showed an improvement from students' pre to post testing in all areas.

Writing moderation across levels allowed staff to discuss student writing across levels and compare this with the Victorian Curriculum. The Australian Criterion Scale and other tools to appraise student's writing, demonstrated an increase in student knowledge in some of the essential skills of writing, including use of punctuation and paragraphs and spelling attempts in junior levels. In 2023 the school will engage with MACs Professional Learning in Writing with Year 3 to 6 as one of its core educational priorities.

Data Walls were introduced to track Prep student learning in Number and Algebra, something we aim to build on in the coming year. End of year Early Number Assessments showed an

increased understanding in this area by most Prep students. In 2023 all Year 1 students will be involved in the online Maths Interview to continue the focused learning of these students. Numeracy Intervention data in Number across Year 1-6 showed an improvement from students pre to post testing. Initial classroom data since beginning a heavy focus on teaching efficient Maths Strategies also demonstrated an increased ability in students across Prep - Year 6 to begin to pull apart numbers when adding and subtracting.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

| NAPLAN TESTS | 2020 | 2021 | 2020 – 2021 Changes | 2022 | 2021 – 2022 Changes |
|-----------------------------|------|-------|------------------------|-------|------------------------|
| | % | * | * | % | |
| YR 03 Grammar & Punctuation | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Numeracy | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Reading | - | 100.0 | - | 97.7 | -2.3 |
| YR 03 Spelling | - | 100.0 | - | 97.7 | -2.3 |
| YR 03 Writing | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Grammar & Punctuation | - | 98.2 | - | 100.0 | 1.8 |
| YR 05 Numeracy | - | 98.2 | - | 100.0 | 1.8 |
| YR 05 Reading | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Spelling | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Writing | - | 100.0 | - | 100.0 | 0.0 |

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

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

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

Student Wellbeing

Goals & Intended Outcomes

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

All staff at St Francis Xavier School were committed to and viewed their responsibilities as a sacred duty to promote the positive wellbeing of all our students.

The SFX Student Wellbeing/Learning Diversity Leader continued to work collaboratively with staff as they provided a safe and welcoming environment throughout 2022.

The learning environment of Student Wellbeing continued to be an important leadership role within the school. A time allocation of 0.4 FTE (two days a week) was given to support this role.

SFX achievements in 2022 included the following:

- Celebrated many initiatives to highlight the learning and importance of our personal and social capabilities, such as Harmony Day and National Day of Action against Bullying.
- Lunchtime activities were offered to support students' emotional and social wellbeing. These activities included Discovery Centre Reading Club, Visual Arts Club, Sports Club, LOTE Mandarin Club, three editions of the School Magazine and the Wellbeing Space.

Students were offered onsite:

- School Counsellor/Chaplaincy role time allocation of one day a week with a qualified School Counsellor, allowing many students to benefit from one on one counselling sessions and small group sessions.
- Year 6 students were Big Buddies to our Prep students. This helped our youngest students to feel welcomed, comfortable, and supported in their new school environment. There were frequent 'Buddy Lunches' and 'Buddy Activities' organised for Year 6 students and their Prep buddies.
- Cyber safety was continually addressed through focussed lessons, promoting the responsible and respectful use of Digital Technologies. This included an Acceptable Use Policy that was distributed to, and agreed to by all Year 3 to 6 students and their families.
- Each classroom had 'calm corners' that supported self-regulation and the whole school approach of the 'Berry Street Education Model' framework.
- All staff completed an online Mandatory Reporting module assessment to be reminded of their professional responsibilities in relation to Child Protection and Child First.
- Transition meetings were held between our Prep teachers and local Kindergarten staff during the 2023 Prep enrolment process

- Varied opportunities for all students in Year 6 to hold Leadership Roles were provided. These included: School Leaders, Sports Leaders, Class Captains, Positive Behaviour Management (P.B.M) Leaders and Religious Education Leaders.

VALUE ADDED

The Student Wellbeing Leader supported the teacher and student communities with classroom visits outlining the intention of the role and the process around student access to this function.

That curriculum delivery is inclusive of all students and reflects the diverse learning and wellbeing needs of all students at SFX School.

STUDENT SATISFACTION

2022 Domain Level Snapshot - Student

1st Level Comparison

| DOMAIN | DOMAIN DEFINITION | Base (n=) | MACS average | 2021 | 2022 | Male | Female |
|----------------------------------|--|-----------|--------------|------|------|------|--------|
| OVERALL | Overall school positive endorsement % | 28 281 | 64% | 63% | 70% | 65% | 77% |
| 1. Rigorous expectations | How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance. | | 78% | 79% | 83% | 80% | 86% |
| 2. School engagement | How attentive and invested students are in school. | | 53% | 46% | 61% | 56% | 68% |
| 3. School climate | Perceptions of the social and learning climate of the school. | | 61% | 65% | 70% | 62% | 80% |
| 4. Teacher-student relationships | The strength of the social connection between teachers and students, within and beyond the school. | | 73% | 72% | 78% | 72% | 86% |
| 5. School belonging | How much students feel they are valued members of the community. | | 71% | 73% | 79% | 72% | 88% |
| 6. Learning disposition | Students' mindset about themselves as learners. | | 73% | 69% | 79% | 80% | 79% |
| 7. Student safety | Perceptions of student physical and psychological safety while at school. | | 58% | 63% | 64% | 60% | 68% |
| 8. Enabling safety | Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school. | | 57% | 55% | 65% | 58% | 74% |
| 9. Student voice | The extent to which students feel they have opportunities to have an impact on their school. | | 57% | 46% | 60% | 54% | 68% |
| 10. Catholic identity | Student perceptions about the Catholic identity of the school. | | 63% | 59% | 68% | 60% | 78% |

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.

Our school implemented a policy in regards to unexplained absences in accordance with the Attendance Guidelines implemented by the Minister for Education in 2017. SFX School must advise parents/guardians of unexplained absences, on the same day, as soon as practicable.

St. Francis Xavier School uses an electronic roll system (Nforma). 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 1.50 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 9:40am on that day
- In the event of emergency procedures, clear measures and procedures 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. The Passtab Ipad is located in the office foyer.
- Where a child has missed numerous days of school (3 or more days) for no valid reason initial contact was made with the parents to ascertain why this was happening.
- The number of absentee days were recorded on each child's mid-year and end of year school reports, and teachers were 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 Nforma.
- 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.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|--|-------|
| Y01 | 89.7% |
| Y02 | 91.6% |
| Y03 | 90.8% |
| Y04 | 90.8% |
| Y05 | 86.7% |
| Y06 | 89.4% |
| Overall average attendance | 89.9% |



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.

Governance from Parish Priest to Melbourne Archdiocese Catholic Schools for Catholic schools continued to grow and gain greater clarity. St. Francis Xavier School now has a combination of MACS and local Child Safe Standards policies and procedures in place, demonstrating the strong commitment of St Francis Xavier Primary School to the care, safety and wellbeing of all students at our school.

Our child safety policies are reviewed each year to ensure St Francis Xavier Primary School is meeting its obligations in keeping students safe and supported in both physical and online environments. These school and MACS policies are regularly shared with families through our school newsletter and can also be found on our school website. July 2022 saw an update to the Child safe Standards as outlined in Ministerial Order # 1389.

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.

Further to our commitment to Child Safety, all students participated in weekly Wellbeing classroom lessons tied to our school values (Respectful, Responsible, Resilient, Safe), the Respectful Relationships Program and Berry Street Education Model. Students also participate in Digital Technologies/Cyber Safety lessons in Term 1 of each year with our Digital Technologies Specialist teacher. As part of this learning, Online Safety lessons feature strongly and students and guardians sign an Acceptable Use Policy around the use of technologies.

At St Francis Xavier Primary School, leadership continues to be committed to ensuring that the ethical imperative of keeping students safe is recognised, understood, valued and upheld by all staff, volunteers and community members within the school. As such Child Safety 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.

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 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.

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

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



Leadership

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 2022 school year saw the advent of 'normality' within education as we began the school year with hope. As the year progressed we moved beyond students playing in bubbles and the wearing of masks, to creating a busy and exciting learning environment in our 90th year of operations as a school.

We began the 2022 school year with a new Leadership structure as voted on by the SFX Consultative Committee.

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 - Caroline Jones (0.4)

Numeracy Leader - Sarah Karakaltses (0.2)

Literacy Leader - Deb Butler (0.2)

Junior School Leader - P - 2 - Amelia Burnie - POL 1

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

Formal role descriptions were developed for each of these roles.

It was the hope of the Consultative Committee that by flattening the organisational leadership structure, the goals and objectives outlined in the 2021 School Review would be better addressed.

As a school we decided to make the 2022 school year one of great celebration. It was a year where we turned 90 years old as a school and used this as an opportunity to 'open our doors' to the community. After two years of lock down...after two years of not allowing parents and adults onto the school property due to the possibility of COVID transmission...after two years of operating in the most unusual of all circumstances ... two main events saw our school become 'outward facing' once again.

The SFX Family Fiesta, held in mid September, saw more than 1000 people attend a night of food, fun and music culminating in a never to be forgotten fireworks display. This was not only open to current families, but also past students and teachers and future families. It was a night when we put SFX School 'back on the map'. The next main event, was the 90th Gala Night at the Veneto Club in Bulleen. More than 150 adults danced the night away, with good food and

wine on a night to remember. We thank the members of the 90th Anniversary Committee for the planning and preparation of both events. It is always a great compliment when children and parents ask whether we are having celebrations for our 91st birthday.

It was great to lead an SFX staff that wanted to put everything back into 2022; everything that we had missed over the previous two years. Some families had forgotten how busy life could be, however our sense was that staff, students and families walked away at the end of the 2022 school year exhausted but totally satisfied with our school provision during the year.

2022 Overall and Domain Level Snapshot

1st Level Comparison

| DOMAIN | DOMAIN DEFINITION | Base (n=) | MACS average | 2021 | 2022 |
|---------------------------|---|-----------|--------------|------|------|
| OVERALL | Overall school positive endorsement % | 7 358 | 69% | 63% | 76% |
| 1. Family engagement | The degree to which families are partners with their child's school. | 46% | 43% | 51% | |
| 2. Barriers to engagement | Factors that can hinder a family's interaction or involvement with their child's school. | 66% | 58% | 72% | |
| 3. School fit | Families' perceptions of how well a school matches their child's developmental needs. | 76% | 73% | 85% | |
| 4. School climate | Families' perceptions of the social and learning climate of the school. | 85% | 78% | 90% | |
| 5. Student safety | Perceptions of student physical and psychological safety while at school. | 72% | 71% | 83% | |
| 6. Communication | The timeliness, frequency, and quality of communication between the school and families. | 72% | 63% | 83% | |
| 7. Catholic identity | Families' perceptions of and engagement with the overall Catholic identity of the school. | 64% | 60% | 68% | |

In terms of school management 2022 allowed us to continue to build the financial and capital infrastructure at the school.

By late 2022 the school had established its \$25,000 Outdoor Learning area on the oval. We look forward to this being completed in the new year. The school also took on board many of

the OH&S recommendations as listed by ULTUM. We continue to do this by employing a school maintenance manager one day a week.

As staff battled COVID exposure during the year and the financial impost of employing CRTs, we were able to contain these costs well due to the excellent work and planning of our Deputy Principal. The result is that we continued to consolidate school finances in what could have been quite an expensive year with replacement costs and staff having to go into a minimum of 7 days of COVID isolation. The good financial news arising from the year is that within the next 18 months the school will have paid off 4 loans since 2019, leaving only one remaining. This paying down of school loans will have been achieved with no net reduction of staffing or programs; simply good planning and spending on things that matter.

2022 Overall and Domain Level Snapshot - Staff

1st Level Comparison

| DOMAIN | DOMAIN DEFINITION | Base (n=) | MACS average | 2021 | 2022 |
|--|---|-----------|--------------|------|------|
| OVERALL | Overall school positive endorsement % | 12,974 | 39 | 35 | |
| 1. Student safety | Perceptions of student physical and psychological safety while at school. | 67% | 64% | 66% | |
| 2. School climate | Perceptions of the overall social and learning climate of the school. | 70% | 76% | 81% | |
| 3. Staff-leadership relationships | Perceptions of the quality of relationships between staff and members of the leadership team. | 79% | 67% | 73% | |
| 4. Instructional leadership | The extent to which the school leaders set the conditions for improving teaching and learning at the school. | 54% | 46% | 47% | |
| 5. Feedback | Perceptions of the amount and quality of feedback staff receive. | 39% | 53% | 61% | |
| 6. School leadership | Perceptions of the school leadership's effectiveness. | 57% | 58% | 56% | |
| 7. Staff safety | Perceptions of staff safety in the school. | 63% | 69% | 70% | |
| 8. Psychological safety | How safe it feels to take risks and make mistakes in this school. | 64% | 45% | 57% | |
| 9. Professional learning | Perceptions of the quality and coherence of professional learning opportunities. | 60% | 48% | 61% | |
| 10. Collaboration around an improvement strategy | Perceptions of the coherence of the school's improvement strategy. | 65% | 63% | 73% | |
| 11. Collaboration in teams | How well teachers work together in teams to improve teaching and learning. | 71% | 81% | 80% | |
| 12. Support for teams | Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively. | 65% | 67% | 72% | |
| 13. Collective efficacy | Teachers' perceptions that staff at the school have what it takes to improve instruction. | 77% | 88% | 91% | |
| 14. Catholic identity | Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life. | 74% | 57% | 65% | |

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

2022 Professional Learning

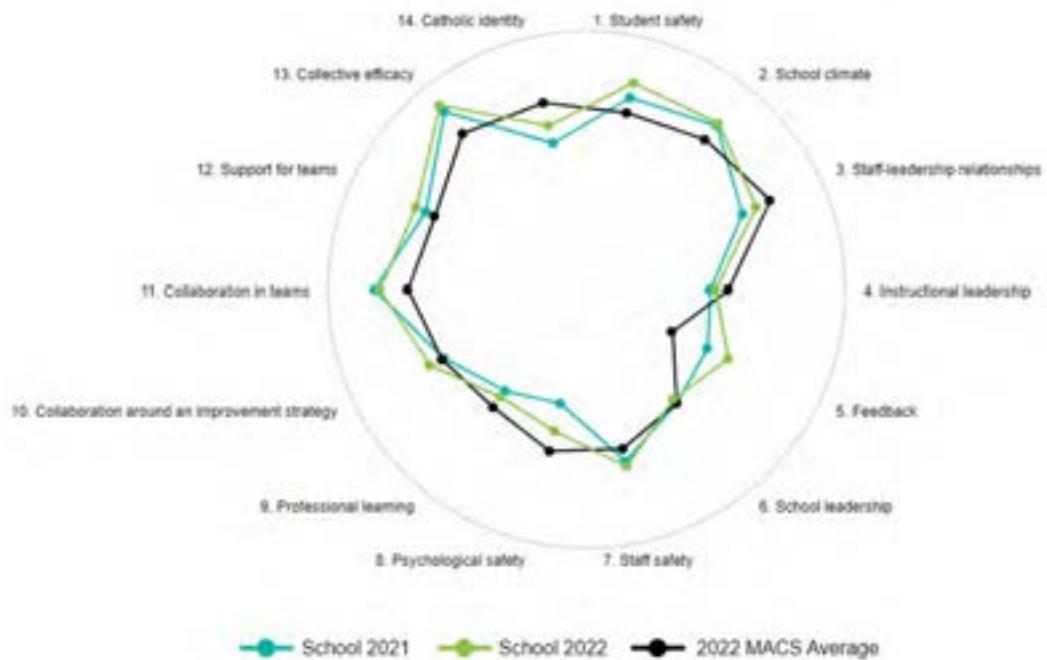
- Weekly Professional Learning Meetings - English/Maths/RE/Wellbeing
- Maths Day with Rob Vingerhoets (this culminated in a Maths Night for parents)

- Religious Education Day with Pru Vanstan - RE advisory - MACS Eastern Regional Office
- Thrass Training for P,1,2 teachers and the Literacy Leader
- Smartboard training with Simon Gordon from Integrate AV
- School Leaders attended various Leadership Professional Development for their allocated roles. These were conducted by the MACS ERO team.'
- SILC with Lynn Sharratt & Simon Breakspear

| | |
|---|-------|
| Number of teachers who participated in PL in 2022 | 40 |
| Average expenditure per teacher for PL | \$100 |

TEACHER SATISFACTION

E1133 St Francis Xavier Primary School
2022 Comparative Domain Radar - Staff
1st Level Comparison



We were happy with the results of our 2022 MACSSIS survey that was conducted with all 40 staff members.

The surveys show that in each area indicated by the green line there has been improvement from the 2021 levels. In particular, staff have worked hard within their teams and now see the benefits when they work together, rather than in isolation in contributing to the overall and collective efficacy of SFX School. Staff were particularly impressed with the levels of feedback they are given during the school year by our school leaders, and for clear opportunities for these to be shared. This was well above the 2022 MACS average for schools.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 77.5% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 82.5% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 13.6% |
| Graduate | 18.2% |
| Graduate Certificate | 4.5% |
| Bachelor Degree | 63.6% |
| Advanced Diploma | 18.2% |
| No Qualifications Listed | 27.3% |

STAFF COMPOSITION

| | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2.0 |
| Teaching Staff (Headcount) | 35.0 |
| Teaching Staff (FTE) | 27.0 |
| Non-Teaching Staff (Headcount) | 15.0 |
| Non-Teaching Staff (FTE) | 13.6 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

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

2022 will be known as the year that St Francis Xavier School relaunched itself as a vibrant community whose connection and impact extends well beyond the classroom walls. Following two rather subdued years, there was a strong appetite for reconnecting as a community, with the broader community, Parish and world.

With the dedication of the staff, support of the parents and enthusiasm of the children, the year was action packed to reconnect, learn and celebrate together as a community. The profile and reputation of SFX is quickly growing as a school where diverse, engaging, relevant and fun opportunities exist for everyone.

SFX - A community that discovers

With the support of the Victorian Government's Positive Start program (funding for excursions and incursions post-COVID), the students were able to access a wide range of events. Many of the excursions had clear educational objectives - linking directly to our Inquiry and other curriculum areas. These included Scienceworks, CERES, the State Library, Melbourne Museum, Art Centre and Sovereign Hill. Other opportunities were created with the explicit goal of improving students' overall wellbeing and sense of connectedness. These included the Australian Centre for Moving Image, a clinic with the Melbourne Vixens, trip to the MCG and break dancing, hockey and tennis incursions.

The extensive specialist program at SFX creates opportunities for students to discover across the breadth of the curriculum. STEM Week was a hit, including an opportunity to dress-as-a-scientist and engage with a wide range of STEM activities. The STEM Family evening was a particular highlight as families sat together to build, program and problem solve. Book Week was a celebration of literature and literacy. The short-listed books were enjoyed, studied and voted on by the students. The guest author Nicholas Jones Book Sculptor & Lucinda Gifford author for Prep to Year 2, helped to inspire the students as authors and readers. LOTE (Mandarin) Day allowed students to engage with the richness of Chinese culture, including participating in sport, language and craft activities. The colourful, energetic and loud lion enraptured the audience to applause and delight.

SFX - A community that connects

Not disheartened by a postponed 2021 production, the Year 6 students quickly stepped into leading roles and took to the stage within just seven weeks. Rock Bottom was the first large audience event of SFX since the pandemic began and it was wonderful to have the community enjoy such a high-quality and engaging production.

Other events which brought the community together were the inaugural Triathlon, school disco, Twilight Sports and Footy Day. Students represented St Francis Xavier School well at Interschool Sport, swimming, cross country and athletics. Congratulations to those students who progressed to Division, Regional and State level competitions.

Parents were welcomed back into the classroom as regular helpers and visitors. Their support is highly valued and appreciated. Our families were celebrated through well-attended Mother's and Father's Day events. Parents had a chance to socialise together and visit their children's classrooms. Many hand-made gifts will be treasured for years to come. The 'Glorious Grandparents' program in the Prep classrooms allowed the children to learn about 'History and Change.'

SFX's 90th birthday brought large cohorts of the community together. Fireworks, food trucks, show rides and a Gala Ball created a large party atmosphere for the celebrations.

SFX - A community that shares

SFX students took an active interest in their local community. After conducting surveys, interviews and observations, the Year 3/4 students wrote passionate letters to the Banyule Council about a wide variety of issues. This was part of the whole school Inquiry into how we can be active contributors in our world. These letters were presented to Mayor Nealy in the Banyule Council Chambers. The students took great delight in receiving personalised letters from the mayor and realising their power in making a difference.

The Art Show in November was an opportunity to share the creativity and skill of SFX students. The children beamed with pride at their work on display. Overwhelmingly, the audience expressed how impressed they were with the calibre of the artwork, the attention to detail and opportunity for every child and artwork to be celebrated. The creation of six large artworks, for display during the construction of the new Montmorency Railway Station, was our opportunity to share our talents with the broader community. These are now displayed in the school office.

SFX - A community that cares

As a Catholic school, we are underpinned by the mission to 'equip our young people with the knowledge, skills and hope to live meaningful lives and enrich the world around them' (Melbourne Archdiocese of Catholic Schools). Our challenge is to recognise the need around us and do what we can to create a more socially just world. SFX united to raise funds and awareness for Ukraine. Our generosity for St Vinnie's appeals and other fundraisers demonstrated our care and compassion for others. Our daily prayers reflected social justice issues and concern for those in our local community and broader world.

SFX - A community that reflects

A crucial aspect of development is appreciating, respecting and understanding those who have shaped our world.

St Francis Xavier school listened to former serviceman Paul Douglas share experiences of active service at the ANZAC Day ceremony. The entire school attended the Remembrance Day event at the Montmorency RSL to honour the sacrifices made. Our School Captains and Principal also represented the school at the Montmorency ANZAC Day service.

The school helped students' reflect and take action during the National Day of Action Against Bullying and Violence. This is part of an overall focus on Student Wellbeing at St Francis Xavier School. The SFX Feast Day reminded us of the work of our patron saint as a person of faith, mission and compassion. National Reconciliation Week brought focus to reflecting on the

significance of our First Nations people and the importance of understanding and learning from history as we work towards reconciliation.

A large historical display was constructed for Fiesta Noventa, the 90th birthday celebrations. Many relics were sourced from families and staff of yesteryears. Stories were told, photos were shared and archives - including the 1932 hand written enrolment list - were displayed. The current students marvelled (and giggled) at the many changes to SFX and education over ninety years. Many people returned to SFX for the first time in decades. It was an honour to listen to their stories and give them a chance to reflect on their experiences and memories of SFX.

When 90 years of SFX education are displayed across two classrooms, it gives a strong sense of perspective. This is a school with strong roots in the community

- the community of today and of history. It values education. It recognises that high quality education connects students to our world. It inspires students to be respectful, have purpose, relate meaningfully, seek understanding and take action. 2022 was no exception - it was exceptional.



Anne Hibbert - Senior School Leader

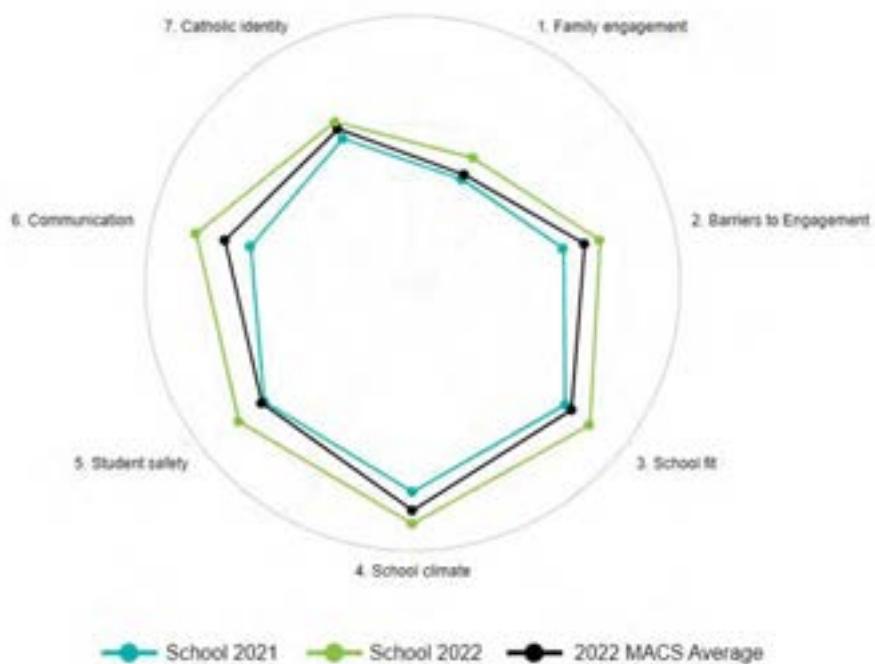


PARENT SATISFACTION

E1133 St Francis Xavier Primary School Primary

2022 Comparative Domain Radar - Family

1st Level Comparison



We were thrilled with the 2022 MACSSIS results that were obtained through 60 randomly selected families in our school community.

When compared to the MACS average they show:

1. That SFX school has outperformed the MACS average in each area
2. That SFX school has improved its own performance when compared to its 2021 MACSSIS results.

These results tell us that our families are very satisfied with how the school is being managed and led, and where the school is heading in terms of its improvement now that we have had a 'normal' year of education under our belt.

Future Directions

So what is in store for 2023?

- The arrival of 300 brand new Chromebooks for all students will take place in January 2023. The students will be so lucky to have these devices at their disposal each day to use as learning tools. They are fast, reliable and state of the art.
- The installation of a new Kiss & Drop Shelter. We are awaiting the approval of a building and planning permit, both of which have been already commissioned. This will be great if La Nina continues into 2023
- Maths will continue to be the major focus of teacher learning in 2023, whilst also improving our teaching in the English Writing area.
- Our bi-annual Human Sexuality sessions will be facilitated by the Open Doors Foundation mid 2023.
- The parent community are crying out for another Gala Night such was their enjoyment of the event this year.
- 2023 will be a Performing Arts year. We look forward to our students hitting the stage once again in early September with a new musical at Loyola Theatre.

And of course we will continue to grow, build and improve SFX school so that it continues to be a thriving faith and learning community.

