St Francis Xavier College
Florey
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Website: www.sfx.act.edu.au

Principal
Mrs Colleen Rowe
Section One: Message from Key Groups in our Community

Principal's Message

The 2018 Annual Report provides details of progress and achievements and an opportunity to reflect on areas where improvement is required.

Parent feedback in our annual survey was highly complimentary regarding Catholic identity and the way the College vision permeates all aspects of the school community. Staff, students and parents commented on the rich learning environment, focus on building positive relationships and the quality of teaching and learning.

As a Christian school in the Catholic tradition we have strong and enduring links with the local community. The College Vision *Living the Truth, Leading with Courage, Learning for Life* inspires a spirited community of learners, where all students are given opportunities to achieve success and fulfil their potential. In 2018 this involved participation in experiences such as Youth Ministry, academic and sports competitions, mentoring and volunteering, Art Express and STEM-based learning opportunities. A highlight in 2018 was our success as RoboCup Junior Champions, both nationally and internationally, culminating in success in the RoboCup International Competition in Montreal.

Parent Body Message

The College Board is guided by the College Executive and supports them as they set priorities and targets in regard to teaching and learning, building effective and productive partnerships, and in allocating resources within the College. At all times the focus is to work towards a contemporary Catholic school that is faithful to the past, mindful of the present, and with eyes, hands, hearts and heads looking to the future.

St Francis Xavier is a wonderful example of a caring Catholic community that is supporting students, staff and their families every day. There are strong links between the College and the Belconnen parishes. With support from the Archdiocese, Youth Ministry has been a wonderful development that has worked to build local, regional and national links.

Parents have commented on the strong relationships between themselves, students, the Year Coordinators and their pastoral team. This gives them great confidence in knowing that their students are known and their needs are met.

Student Body Message

2018 saw the beginning of a new era at St Francis Xavier College. Change is important, particularly to school communities such as ours, as it leads to growth and opportunity. Many changes occurred at St Francis Xavier in 2018, including new initiatives such as Palentine’s Day, House Scarves and Beanies, and the Clash of Colours., as well as changes within the Staff and Student bodies. This year we farewelled our long standing principal, Mr Tulley who accepted the position of Assistant Director at the Catholic Education Office.

Even though these changes were highly successful and accepted by our community, our traditions still hold the greatest importance. The return of the original St Francis Xavier Day, fully equipped with Trivia and Battle of the Bands, was welcomed back with open arms, as well as the continuation of Community Day and the Athletics Carnival.
Section Two: School Features

St Francis Xavier College is a Catholic systemic Co-educational College located in Florey.

The College draws inspiration and direction from the charism (spiritual gifts) of St Francis Xavier, a great traveller and servant of God who ministered to people in the distant lands.

St Francis Xavier College is a place where everyone in the community is encouraged to learn, to grow and to work towards a brighter future proclaiming the Gospel of Jesus Christ. We are wholeheartedly committed to providing our students with an educational experience where they feel valued and they belong.

There has been a deliberate and purposeful effort to engage students in the learning process. This is particularly evident in the focus on the three levels of school: Middle School (Years 7 & 8), High School (Years 9 & 10), Senior School (Years 11 & 12).

Some of the many opportunities St Francis Xavier College offer include:
- a strong academic program across Years 7 - 12
- St Francis Xavier College is a place where everyone in the community is encouraged to learn, to grow and to work towards a brighter future.
- a Middle School program with an emphasis on the integrated learning experiences and a STEM focus
- mentoring programs (Seniors with Junior students, staff with students)
- an explicit Pastoral Care program incorporating a Personal Development and Christian Values Curriculum
- The Student Services Hub that provides the opportunity for flexible and independent learning
- Australian School-based Apprenticeships through our VET and Careers Coordinators
- student leadership training across all year groups
- a well-equipped Resource Centre providing learning and research assistance in an aesthetically pleasing environment
- a Volunteering Program for Year 9
- activities such as Writers' Workshops, Strategic Games, Manga Club, Debating, the Duke of Edinburgh Award Scheme, Dance Festival, inter-school Sports Days, School Musical, Band, Choir, Art Exhibition and Robotics
- a modern cafeteria where students can meet to chat and enjoy a variety of healthy food options.
Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

At St Francis Xavier we aspire to be an authentic Christian community that builds quality education modelled on the vision and values of the greatest teacher, Jesus Christ. We introduce our students to a view of the world founded on Scripture and the ongoing tradition and teachings of the Church.

The main focus of the curriculum is to encourage our students to develop integrity and moral courage and be people of mercy, modelling their lives on the person of Jesus. We deliver contemporary quality learning opportunities for every student. We create experiences which assist students to live in healthy relationships, sensitive to the needs and gifts of others, based on the belief that we are all people of worth and dignity, created in the image and likeness of God.

Our students are exposed to a variety of strategies, namely analysing, creating, communicating, critiquing, evaluating, participating, worshipping, reading and reflecting in religious and secular contexts. The classroom learning and teaching of Religious Education is well-reflected in the content, structure, academic rigour and assessments used in other subject areas. Therefore, Religious Education builds on the best practices of the broader educational community. The religious identity and culture of the College are expressed through Catholic beliefs, values, practices, quality relationships, social and physical environment and its organisational structures and procedures. We begin each morning with prayer that involves the whole school community.

We also celebrate meaningful and relevant liturgies during the year. They provide an opportunity to reflect on and build a personal relationship with God. We emphasise the dignity of each person and create a safe and welcoming community for all, where our students can learn what it means to be truly human.

Our students have a strong sense of social justice, which is present at our College throughout the year. They are engaged in various social action and outreach programs such as Project Compassion, St Francis Xavier Day fundraiser, St Vinnies Christmas appeal, Year 9 volunteering and many more. The religious life and culture of the school teaches students to maintain Christian integrity when confronted with the complexities of life in contemporary society.
Section Four: Student Profile

Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>573</td>
<td>602</td>
<td>90</td>
<td>1175</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2016, 80% completed Year 12 in 2018.

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an Enrolment Policy for Catholic Schools. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2018 was 93%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td>Year 10</td>
</tr>
<tr>
<td>Year 11</td>
</tr>
<tr>
<td>Year 12</td>
</tr>
</tbody>
</table>
Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal’s leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

<table>
<thead>
<tr>
<th>Destination Data</th>
<th>University</th>
<th>TAFE / Other institutions</th>
<th>Workforce entry</th>
<th>Destination not reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12, 2018</td>
<td>59%</td>
<td>13%</td>
<td>13%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Section Five: Staffing Profile

The following information describes the staffing profile for 2018:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>45</td>
<td>146</td>
</tr>
</tbody>
</table>

* This number includes 83 full-time teachers and 18 part-time teachers.

Percentage of staff who are Indigenous 0%

Professional Learning

Professional Learning activities in 2018 include:
- Aboriginal Contact Teacher Network Day
- ACTATE: ACT Association Teachers of English
- Bell Shakespeare
- Board of Senior Secondary Studies Workshops
- Certificate IV in Training and Assessment
- CPR Training
- Digital Literacies
- Duty of Care
- Edval Training
- Generation Next Conference
- Hawker Brownlow and Future Teachers
- iPads as an Educational tool
- Mental Health
- First Aid
- Professional Portfolios
- Tactical Teaching / Reading and Tactical Teaching / Writing
- TQI Presentations
- Trauma Sensitive Schools Program (TRUST)
- White Card and Asbestos Training

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

<table>
<thead>
<tr>
<th>Graduate Level</th>
<th>Proficient Level</th>
<th>Lead/Highly Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>94</td>
<td>1</td>
</tr>
</tbody>
</table>
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the average scores in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four Domains: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single Domain.

### NAPLAN RESULTS 2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Domain</th>
<th>School</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Reading</td>
<td>540</td>
<td>542</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>496</td>
<td>505</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>529</td>
<td>545</td>
</tr>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td>539</td>
<td>544</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>542</td>
<td>548</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Domain</th>
<th>School</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Reading</td>
<td>582</td>
<td>584</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>545</td>
<td>542</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>568</td>
<td>583</td>
</tr>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td>571</td>
<td>581</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>585</td>
<td>596</td>
</tr>
</tbody>
</table>
Student Credentialing

**ACT Year 10 Certificate**

205 Students obtained a Year 10 Certificate.

**ACT Year 12 Certificate**

155 students gained a Senior Secondary Certificate.

111 students acquired an ATAR.

1 student completed an H Course.

1 student completed an HSC Course.

89 students were offered a place at University.

35 Students were recognised for their achievements in Vocational Education.

43 Vocational Education Certificates were shared by 24 different students.

6 students completed an Australian School-based Apprenticeship with an external Registered Trade Organisation.
Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School’s Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2018

The Key Improvement Areas for 2018 were:

- Promote the analysis and use of data to improve student learning outcomes.
- Monitor and evaluate the implementation of effective feedback to ensure whole school consistency.
- Build teacher capacity in explicit Numeracy and Literacy teaching strategies.

Priority Key Improvements for 2019

The College goals for 2019 are:

- Build Catholic identity, faith formation, Religious Education and the TRUST program in order to improve spirituality and wellbeing of staff and students.
- Structure curriculum and teaching programs using evidence-based research through professional collaboration and constructive feedback.
- Incorporate evidence-based teaching strategies that are responsive to the learning strengths and needs of students through collegial discussions and constructive feedback.
Section Eight: School Policies

Student Welfare Policy

The following policies can be located on our web site:

- Management of Student Behaviour
- Safe School
- Pastoral Care

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.


The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Anti-bullying

Safe School Policy

Related Policy: Student Management (Discipline) (CE)

Discipline

Safe School Policy

Related Policy: Student Management (Discipline) (CE)

The Student Welfare Policy including anti-bullying and discipline was reviewed December/2019.

Nil

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has established a Complaints Policy which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of school life it is recognised that from time to time misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CECG monitors the implementation of this policy.

The full text of the Complaints Policy may be accessed on the Catholic Education website at https://cg.catholic.edu.au.
The College follows the Catholic Education Policy as listed on the CE website and our Complaints Resolution Policy can be located on our web site:
Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

The Parent Satisfaction Survey questions were developed from the elements of the National School Improvement Tool.

The parents identified favourably the targeted use of school resources, the school community partnerships and a culture that promotes learning.

Specifically the parents acknowledged that staff at St Francis Xavier take an interest in their children and the school is a safe place for their children. They are happy with the school’s facilities and the upkeep of the grounds.

They also indicated that they would recommend the College to others.

An area of development for the College identified by the parents was a need for greater analysis and discussion of data.

Student Satisfaction

The Student Satisfaction Survey questions were developed from the elements of the National School Improvement Tool.

The students identified the school as a safe place where they feel they belong.

The students recognised the quality of the teaching and learning by rating highly the effective pedagogical practices of their teachers. This further acknowledges their teachers who put a lot of energy and preparation into their teaching.

The students acknowledged the technology infrastructure and how it assists their learning.

Further differentiation of learning experiences was an area identified by the students for growth.

Teacher Satisfaction

The Staff Satisfaction Survey questions were developed from the elements of the National School Improvement Tool.

The staff ranked highly the culture that promotes learning and the explicit Catholic identity and culture of the College. The staff have a strong sense of belonging and connection with the College. The emphasis on student wellbeing is a feature of the College. The access to professional learning was also acknowledged and appreciated.

The ongoing emphasis on the analysis and discussion around data was identified as an area of development.
Section Ten: Financial Statement

### Income

- Commonwealth Recurrent Grants (46.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (12.8%)
- Fees and Private Income (35.1%)
- Other Capital Income (5.7%)

### Expenditure

- Capital Expenditure (4.9%)
- Salaries and Related Expenses (64.3%)
- Non-Salary Expenses (30.8%)

#### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants ¹</td>
<td>$9,879,200</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$4,196</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$2,725,133</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$7,475,060</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$1,204,556</td>
</tr>
<tr>
<td>Total Income</td>
<td>$21,288,144</td>
</tr>
</tbody>
</table>

#### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure ⁶</td>
<td>$1,208,752</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$15,843,196</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$7,602,803</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$24,654,752</td>
</tr>
</tbody>
</table>
Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.

2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.

4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.

5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.

6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.

7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.