



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



Truth and Courage

St Francis Xavier College Florey

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Principal

Mr Angus Tulley

Section One: Message from Key Groups in our Community

Principal's Message

The 2016 Annual Report provides an overview of what has been a successful year at St Francis Xavier College.

The report includes a number of aspects in relation to the College's progress. It provides an opportunity to reflect on the College's achievements and to identify areas where improvement is required.

The report is prepared by the College.

St Francis Xavier College aims to provide opportunities for success for all students according to the statement of strategic intent: living the truth, leading with courage, learning for life. The College's motto is 'Truth and Courage'.

One of the highlights of 2016 was the focus on the metaphor of the backpack - like St Francis Xavier we go into the world prepared to make a positive difference and to meet challenges. We take with us the knowledge, skills, values and attitudes that fill our 'backpacks'. During our time at St Francis Xavier College we build an environment focused on positive relationships and high quality teaching and learning.

St Francis Xavier College is a Christian school in the Catholic tradition with strong and enduring links with the local community.

Parent Body Message

The College Board works with the College Executive Team to set priorities and targets in terms of teaching and learning, to build effective and productive partnerships, and to steward resources. 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.

SFX is a wonderful example of a caring Catholic community that is supporting students, staff and their families everyday. There are strong links between the College and the Belconnen parishes and with the developments in Youth Ministry throughout the Archdiocese there is scope to enhance these links for our students.

In a recent College Newsletter Year 12 students reflected on their faith development, social development, influences and achievements in the context of Christian teaching in extremely honest and touching messages. This sense of Christ in the midst of our daily lives is fostered at SFX not only through the curriculum but also through the example that our students see daily from staff and other students.

Student Body Message

As SFX students, we think that 2016 was a year full of exciting events and change. Students were able to develop a really strong sense of community and participation through events such as the new and improved SFX Rave, the Athletics Carnival and initiatives like the Assembly games. Most of all, Pindari changed from white to purple. In 2016, Year 11 reinstated the tutoring program for younger students and worked with Year 7 in a buddy up program. Relationships in Year 10 were developed through the pastoral sports program and Year 10 camp. Year 9 united with each other by supporting their peers and the community after trying times. Year 8 had the privilege of experiencing the Dirrum Dirrum Festival, in which they combined with Radford College to experience and learn about indigenous

culture. Year 7 began their high school lives, quickly developing close relationships and making new friends; especially through Year 7 camp.

We are privileged to have these fantastic opportunities. St Francis Xavier College has become a home away from home and we are incredibly grateful to be part of this wonderful community.

Section Two: School Features

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

St Francis Xavier College is a Catholic systemic Co-educational College located in Florey. St Francis Xavier College draws inspiration and direction from the charism (spiritual gifts) of St Francis Xavier, who was a great traveller, servant of God to the people in the distant lands and messenger of the gospel of Jesus Christ.

We are wholeheartedly committed to providing our students with an educational experience where they feel valued and they belong. We strive to be people who see the glass as half full, not half empty. 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.

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 offers are:

- a strong academic program from Years 7 - 12
- STEM as a focus in the Middle School and through integrated learning experiences mentoring programs (Seniors with Junior students, staff with students) an explicit Pastoral Care program incorporating a Personal Development & Christian Values Curriculum, the new Student Services Hub that provides the opportunity for flexible and independent
- learning and links the Resource Centre with the Canteen, Café and oval, a study support program for Year 11 and AST preparation lessons in Year 12
- Australian School-based Apprenticeships through our VET & 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 and Debating
- the Duke of Edinburgh Award Scheme
- Dance Festival, inter-school Sports Days, School Musical, Band, Choir, Art Exhibition and Robotics

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. The Religious Education Curriculum follows the revised Archdiocesan Treasures New and Old. We introduce our students to a view of the world founded on Scripture and the ongoing tradition and teaching of the Church.

The main focus of the curriculum is to encourage our students to develop integrity, 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 is 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 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 the social justice, which is present at our College throughout the year. They are engaged in various social action and outreach programs such as Warralong Immersion Program, Project Compassion, SFX 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 2016:

Girls	Boys	LBOTE*	Total Students
574	591	94	1165

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2014, 82% completed Year 12 in 2016.

Of the 211 students who completed Year 10 in 2014, 82.46% completed Year 12 in 2016

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 2016 was 92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	92%
Year 8	91%
Year 9	89%
Year 10	90%
Year 11	95%
Year 12	94%

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.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2016 Graduating Class	37%	13%	53%	0%

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
101	51	152

* This number includes 86 full-time teachers and 15 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

Staff have undertaken the following Professional Learning activities for St Francis Xavier College in 2016:

- Tactical Teaching: Writing
- Multi Modal Assessment
- Duty of Care
- Difficult Conversations
- NumSense: Numeracy in the classroom
- Spirituality Day
- CPR
- Mindmatters
- I Talk Mental Health
- Clickview workshop
- Transforming Education through the Arts
- What about me? Understanding sibling issues
- Musical Literacy
- Professional Portfolios
- iPads as an educational tool
- Brain Friendly education

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

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 percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	26%	27%	16%	18%
	Writing	15%	16%	28%	27%
	Spelling	23%	28%	24%	16%
	Grammar and Punctuation	25%	27%	27%	20%
	Numeracy	22%	31%	15%	15%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	29%	21%	14%	21%
	Writing	7%	12%	33%	38%
	Spelling	19%	22%	25%	23%
	Grammar and Punctuation	16%	16%	23%	28%
	Numeracy	17%	22%	9%	18%

Student Credentialing

ACT Year 10 Certificate

196 Year 10 Certificates were awarded in 2016

ACT Year 12 Certificate

174 students gained a Senior Secondary Certificate

125 students acquired an ATAR

61 Year 12 students participated in Vocational Training and/or Trade Training

84 students were offered a place at University

39 Vocational Education Certificates were collected and

32 students were awarded Statements of Attainment

15 students undertook an Australian School-based Apprenticeship with an external RTO

Section Seven: School Review and Improvement

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 2016

Priorities for 2016 included: to promote the analysis and use of data to improve student learning outcomes; to monitor and evaluate the implementation of effective feedback to ensure whole school consistency; and to develop and implement student and staff wellbeing programs based on the National Safe Schools Framework. Data was used to assist in meeting the three priorities. Relevant sources included student achievement data and Mindmatters surveys in relation to staff and student wellbeing.

Other priorities included articulating the SFX approach to STEM education. This included raising awareness of various programs that already exist to promote STEM and identifying 'gaps' that existed between the reality and the dream for students at SFX.

Consideration was also given to the various programs that support literacy and numeracy at the College with a view to consolidating what already existed and making recommendations for the future. One of the factors was to support children from refugee families as numbers have grown in recent years.

Priority Key Improvements for 2017

Priorities for 2017 include: to build teacher capacity in explicit Numeracy and Literacy teaching strategies; to promote the analysis and use of data to improve student learning outcomes; and continue to develop and implement student and staff wellbeing programs based on the National Safe Schools Framework.

There are specific targets in each of the areas mentioned above. Teachers are also required to focus on these priorities in their professional learning goals and conversations.

Other priorities include: to monitor and evaluate the implementation of effective feedback; to document STEM initiatives across the curriculum and work with staff to increase understanding of the research evidence, data and contemporary thinking to promote student success. A consultant has also been engaged to work with the Middle School teachers on literacy and to focus on explicit teaching and appropriate intervention strategies.

Inclusive Education continues to be a focus at the College in terms of providing opportunities for success for all students. The priority next year is to review existing structures to better support students with complex and additional needs.

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.

<https://www.sfx.act.edu.au/index.php/pastoral-care/pastoral-care-at-sfx>

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

The Archdiocese of Canberra & Goulburn Catholic Education Office 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 the schooling experience, 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. The Catholic Education Office (CEO) 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>.

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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:

<https://www.sfx.act.edu.au/index.php/pastoral-care/pastoral-care-at-sfx>

Annual

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

Parents reported that teachers were committed to teaching and learning and provided a stimulating and safe environment for their child.

Parents reported that the school was well managed and that staff were approachable. They felt that SFX had high standards of student behaviour and that staff listened to their concerns. A MindMatters survey indicated that more could be done to raise parent awareness of the school's policies and practices to support student mental health and wellbeing.

The survey also indicated that parents felt welcomed at the school and their children had a strong sense of belonging and connection with the school.

Student Satisfaction

Students reported that there was a caring environment at St Francis Xavier College. They also reported that they were expected to act responsibly and were encouraged to improve the standard of their work. Students felt that teachers put a lot of energy and preparation into their teaching and overwhelmingly appreciated the resources at the school and felt that the school was well maintained. Students felt safe at school and cared for as an individual.

They reported that there were positive relationships between teachers and students and that there was mutual respect. Students also felt that the school provided opportunities to take on new or different types of challenges.

Teacher Satisfaction

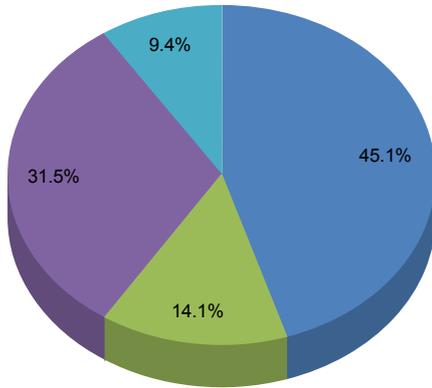
Most staff felt a strong sense of belonging and connection with the school.

Staff felt safe at school. Staff reported that there were senior staff available where they could seek advice about students and felt that the school had structures in place to support students experiencing major transitions. Staff felt that school leaders fostered a climate that supports positive student mental health and wellbeing. Staff also reported that they were encouraged to attend professional development in relation to student mental health and wellbeing.

Areas where improvement is required include staff involvement in decision making and planning, and wellbeing support for staff.

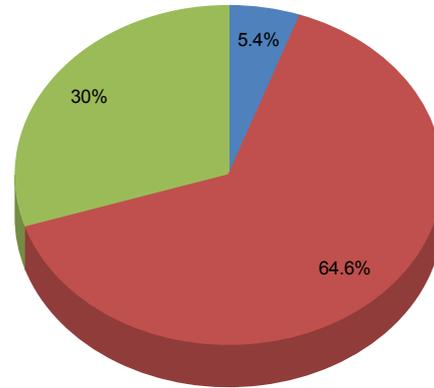
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (45.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.1%)
- Fees and Private Income (31.5%)
- Other Capital Income (9.4%)

Expenditure



- Capital Expenditure (5.4%)
- Salaries and Related Expenses (64.6%)
- Non-Salary Expenses (30%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$8,933,328
Government Capital Grants ²	\$3,534
State Recurrent Grants ³	\$2,789,777
Fees and Private Income ⁴	\$6,233,755
Other Capital Income ⁵	\$1,852,955
Total Income	\$19,813,349

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,236,679
Salaries and Related Expenses ⁷	\$14,705,210
Non-Salary Expenses ⁸	\$6,827,314
Total Expenditure	\$22,769,203

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.