



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



*Truth and Courage*

## St Francis Xavier College Florey

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### **Principal**

Mrs Colleen Rowe

## Section One: Message from Key Groups in our Community

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### Principal's Message

The 2017 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 2017 this involved participation in experiences such as Youth Ministry, academic and sports competitions, mentoring and volunteering, the College Musical and Art Express and STEM-based learning opportunities. A highlight in 2017 was our success as RoboCup Junior Champions, both nationally and internationally, culminating in winning a first place in the RoboCup International Competition in China.

### Parent Body Message

The College Board works with the College Executive 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 every day. 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.

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

In 2017, SFX students new and old, celebrated the College's 40 Year Anniversary!

As usual, the year kicked off with our Community Day Carnival at Big Splash, closely followed by our Annual Athletics Carnival at the AIS. Here we are given the chance to once again ignite our house spirit after the long summer holidays. We can't deny that each house was plotting against Korilla to break their winning streak once and for all! Maybe a new house will take the throne in 2018.

The strong SFX community vibes were felt throughout the entire student body all year long. With Elijah Arranz returning to his beloved Year 10 cohort, and the SFX Musical bringing staff and students together from across the board, SFX students were truly united during 2017.

SFX's 40th year ended on a high note with the first ever SFX Fest. A day filled with music, dancing, food, fun and games proved to be the perfect way to celebrate our community's great diversity and strength. As SFX students, we are so privileged to be supported by a large and loving family which is St Francis Xavier College.

## Section Two: School Features

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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, who was a great traveller, servant of God who ministered to the people in the distant lands and proclaimed the gospel of Jesus Christ.

We are wholeheartedly committed to providing our students with an educational experience where they feel valued and they belong. 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 offer include:

- 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 Student Services Hub that provides the opportunity for flexible and independent
- a well resourced student learning Hub
- 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.
- a modern cafeteria where students can meet to chat and enjoy a variety of healthy food options.

## Section Three: Catholic Identity and Faith Formation

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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 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 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 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 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

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### 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 2017:

Girls	Boys	LBOTE*	Total Students
554	599	97	1153

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2015, 84% completed Year 12 in 2017.

The College is pleased with the retention of students from Middle School, to High School and on to their Senior studies at St Francis Xavier College.

### 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 2017 was 92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93%
Year 8	91%
Year 9	91%
Year 10	90%
Year 11	96%
Year 12	92%

## 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, 2017 Graduating Class	47%	31%	22%	0%

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
90	44	134

\* This number includes 78 full-time teachers and 12 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 2017:

Tactical Teaching: Writing

Duty of Care

NumSense: Numeracy in the classroom

Spirituality Day

CPR

Professional Portfolios

iPads as an educational tool

Trauma-Sensitive Schools Program (TRUST)

Digital Technologies

STEM

Christian Meditation

Bell Shakespeare

Curriculum Differentiation

ACTATE: ACT Association Teachers of English

White Care and Asbestos Training

Certificate IV in Training and Assessment

Language Teachers Workshop

Hawker Brownlow and Future Teachers.

### 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	31%	29%	7%	16%
	Writing	15%	17%	34%	28%
	Spelling	33%	33%	14%	16%
	Grammar and Punctuation	24%	29%	14%	19%
	Numeracy	25%	33%	9%	14%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	22%	21%	16%	21%
	Writing	14%	15%	41%	37%
	Spelling	25%	22%	20%	22%
	Grammar and Punctuation	17%	19%	22%	25%
	Numeracy	18%	24%	12%	16%

## Student Credentialing

### **ACT Year 10 Certificate**

206 students obtained a Year 10 Certificate.

### **ACT Year 12 Certificate**

167 students gained a Senior Secondary Certificate

100 students acquired an ATAR

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

77 students were offered a place at University

38 Vocational Education Certificates were collected

37 students were awarded Statements of Attainment

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

## Section Seven: School Review and Improvement

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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 2017

Priorities for 2017 included: building teacher capacity in explicit Numeracy and Literacy teaching strategies; promoting the analysis and use of data to improve student learning outcomes; and developing and implementing student and staff wellbeing programs based on the National Safe Schools Framework.

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

Other priorities included: monitoring and evaluating the implementation of effective feedback; documentation of STEM initiatives across the curriculum and working with staff to increase the understanding of the research evidence, data and contemporary thinking to promote student success. A consultant was engaged to work with Middle School teachers on explicit literacy teaching strategies and improving curriculum differentiation.

Inclusive Education continued as a focus at the College in terms of providing opportunities for success for all students. The priority was to review structures to better support students with complex and additional needs.

### Priority Key Improvements for 2018

Priorities include: developing explicit improvement targets for students, particularly high achieving students; improving the quality of feedback given to students on their learning and building a culture of reflective practice, where teachers receive feedback on their teaching. This will be achieved through the implementing a program of classroom observations and student PIVOT surveys to enable teachers to receive an accurate picture of teaching effectiveness.

Teachers will include these priorities in both professional learning goals and conversations with mentoring teachers. Learning teams will also work collaboratively on the analysis and use of data to set targets and improve student learning outcomes.

Other priorities include: an integrated STEM approach to curriculum planning in the Middle School. Professional learning will focus on upskilling teachers to assist them in implementing the Digital Technologies Curriculum across learning areas. The across-college emphasis on STEM education will see further resources devoted to the College MakerSpace and Robotics Program and partnerships developed with local Catholic Primary Schools to enhance and build skills in staff and students.

## Section Eight: School Policies

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### 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>

## Section Nine: Community Satisfaction

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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 to providing a stimulating and safe environment for their child.

Parents commented 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 for growth and take on new or different types of challenges.

### Teacher Satisfaction

Most staff felt a strong sense of belonging and connection with the 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, clearer processes and communication to enhance change management.

## Section Ten: Financial Statement

### Income

- Commonwealth Recurrent Grants (45.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (13.6%)
- Fees and Private Income (37.3%)
- Other Capital Income (3.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$9,355,712
Government Capital Grants <sup>2</sup>	\$3,315
State Recurrent Grants <sup>3</sup>	\$2,791,988
Fees and Private Income <sup>4</sup>	\$7,661,314
Other Capital Income <sup>5</sup>	\$728,057
<b>Total Income</b>	<b>\$20,540,386</b>

### Expenditure

- Capital Expenditure (3.3%)
- Salaries and Related Expenses (65.8%)
- Non-Salary Expenses (30.9%)

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$731,372
Salaries and Related Expenses <sup>7</sup>	\$14,755,630
Non-Salary Expenses <sup>8</sup>	\$6,933,084
<b>Total Expenditure</b>	<b>\$22,420,086</b>

**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.