



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2020



Truth and Courage

St Francis Xavier College Florey

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Principal

Mr Paul Carroll

Section One: Message from Key Groups in our Community

Principal's Message

Remote learning, learning how to use Microsoft Teams and limited whole school events were the major changes in a year affected by a worldwide pandemic. In spite of the challenges, the 2020 Annual Report provides details of progress, our many achievements and an opportunity to reflect on areas for improvement. The community managed the remote learning well overall and the increased use of the learning management system, CANVAS, has been a positive outcome. Parents too are to be complimented on their role in remote learning and the support given to the College throughout the year. The wonderful results achieved by the students are testimony to the hard work, commitment, and dedication of each member of the SFX community. The spiritual theme for 2020 was “We Journey Together in Truth and Courage” which was very apt as the community managed the difficult circumstances. Despite dealing with the changed environment, the students were able to raise significant funds for their respective charities which reflects their community spirit, care for others and generosity. SFX has a fine reputation in the ACT region for its pastoral care and positive educational outcomes for its students.

Parent Body Message

2020 was a year of consolidation for the newly formed Community Council. The Community Council supports the SFX leadership team 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 College 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 home, students, the Year Coordinators and their pastoral team. This gives them great confidence in knowing that their children are known, and their needs are being met.

Student Body Message

The students undertook the remote learning environment in 2020 with courage. It was a very different way of learning and taught us to be more responsible for our learning and organisation on a daily basis. The senior students in particular felt it will have prepared them well for university life. It would be fair to say that face-to-face learning is the preferred method for the vast majority of students and seeing one's friends each day was a blessing. Whilst many activities were curtailed due to the pandemic, the student body was able to raise significant funds for the House charities which was pleasing. The major community days were still able to be held as they occurred outside the restricted days which gave the students a sense of normality and were great fun. There were limited sporting and extra-curricular opportunities generally and the students are looking forward to these resuming. One special event for 2021 will be the College Musical.

Section Two: School Features

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

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 offered at St Francis Xavier College include:

- a strong academic program across Years 7 - 12
- a Middle School program with an emphasis on the integrated learning experiences including a STEM focus
- mentoring programs (Seniors with Junior students, staff with students)
- an explicit Pastoral Care program
- the Student Services Hub that provides the opportunity for flexible and independent learning work experience
- opportunities and access to Australian School-based Apprenticeships
- 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
- spacious outdoor shaded areas, including oval, basketball and tennis courts.

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 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 aligned with 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, the 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 throughout the year. These 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, their House charities, 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 2020:

Girls	Boys	LBOTE*	Total Students
572	614	82	1186

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2018, 70% completed Year 12 in 2020.

Of the students who completed Year 10 in 2018, 70% completed Year 12 in 2019. The difference is as a result of students moving interstate or leaving SFX to undertake alternative educational pathways or specialist programs.

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.

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, 2020 Graduating Class	41%	11%	41%	7%

Section Five: Staffing Profile

The following information describes the staffing profile for 2020:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
104	45	149

* This number includes 89 full-time teachers and 15 part-time teachers.

Percentage of staff who are Indigenous	1%
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Professional Learning

Professional learning activities included:

- Various Education Conferences
- White Card and Asbestos Card Training
- Curriculum Writing, Assessment and VET
- Certificate IV in Training and Assessment
- Christian Meditation
- CPR training
- Early Career Teachers workshop
- Timetable Training
- HALT Network Meetings
- Mental Health First Aid
- Numeracy Cluster Workshops
- Oliver Training
- Precision in Pedagogy
- Quality Assurance Assessment Workshop
- Religious Education Accreditations
- Trauma-Sensitive Schools Program
- Understanding Aboriginal Learning, Art, Listening and Creation Stories
- Visualise data in a Secondary Classroom

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Graduate Level	Proficient Level	Lead/Highly Accomplished
3	107	3

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. As NAPLAN was not undertaken in 2020 due to the COVID-19 pandemic there is no NAPLAN data available for this report.

Student Credentialing

ACT Year 10 Certificate

193 Students obtained a Year 10 Certificate.

ACT Year 12 Certificate

140 Students gained a Senior Secondary Certificate.

101 Students acquired an ATAR.

32 Students were recognised for their achievements in Vocational Education.

Of the 2020 Year 12 graduating Cohort, 11 Students were engaged in an ASBA.

Some ASBAs were completed by the end of the Year and others rolled their ASBA into full apprenticeships that are ongoing.

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 2020

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 developed in consultation with the staff, Community Council, and the annual satisfaction surveys. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Performance Improvement Leader. The key improvement areas for 2020 were:

- Every student will demonstrate growth in their learning
- To improve student outcomes by embedding a College wide approach to wellbeing, and
- Catholic identity continues to inform, form and transform the SFX community.

There has been an increased emphasis on preparing students to master the skills to undertake the ACT Scaling Test in Year 12. This external test has a significant influence on the student's undertaking the tertiary course and positively affects their ATAR result.

Mental health issues are increasing in teenagers generally so additional focus on supporting students in this realm is a key element of the pastoral care program.

Priority Key Improvements for 2021

The College will consolidate the three main goals stated, these being:

- Every student will demonstrate growth in their learning;
- To improve student outcomes by embedding a college wide approach to wellbeing;
- Catholic identity continues to inform, form, and transform the SFX community.

Catholic Education has initiated the Catalyst program which focuses on Instructional Leadership and High Impact teaching strategies which complements the work undertaken at SFX over the last two years.

The College will develop common language around teaching and learning that will help build consistency and a shared vision in the pedagogy undertaken in the College.

There will also be the introduction of the Positive education philosophy that will enhance the substantial focus on wellbeing. Initially the focus will be on up-skilling the staff on the Positive Education framework and then introduce the students to the concept.

With the COVID issues lessening, we hope to return to the activities that support our Catholic identity with retreats, class masses, Youth Ministry activities and social justice events timetabled for the students to participate.

Section Eight: School Policies

Student Welfare and Behaviour Management

St Francis Xavier College is committed to ensuring our learning and working environment is safe, welcoming, inclusive, and free from harassment and violence. The student well-being and pastoral care policies are located on the College website and can be accessed at <https://www.sfx.act.edu.au> or at the Administration Office.

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.

Student Management (Discipline) (Archdiocese of Canberra and Goulburn, Catholic Education) Student Welfare and Behaviour Management Policies were reviewed in June 2020. The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at <https://sfx.act.edu.au/college/college-policies/>.

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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>.

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 parents responded most favourably to the questions on the survey. Most notable responses included the fact that the school is a safe place for their child, the staff took interest in their child and the College is well maintained. Other questions that were highly rated included the welcoming nature of SFX, access to technology for the students and the high expectations of the students. The parents complimented the school's response to the COVID situation. The areas of development include more explicit communication around specific school wide targets, more opportunities to be involved in the life of the College and the school semester reporting could show more areas of improvement for my child. The latter is due to the College placing more emphasis on feedback in assessment tasks through the learning management system rather than the generalist responses often found in semester reports.

Student Satisfaction

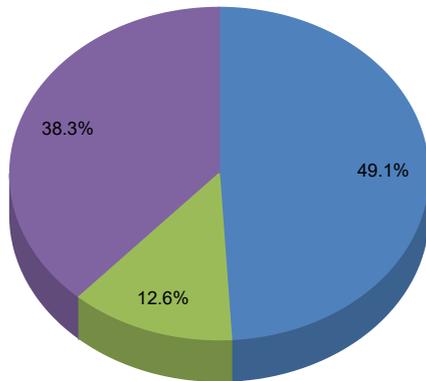
The main areas of commendation from the students in the satisfaction survey were they feel safe at school, their teachers care about the students and are encouraged to do their best. In addition, they appreciated the access to technology, were pleased with the array of electives on offer, and acknowledged that they were encouraged to be a good community member. The students valued least the issuing of homework and the prayer life of the school. Other suggestions included more opportunity for student voice, the College executive to be more approachable and for lessons to be more interesting. The students' response to the management during COVID-19 was only satisfactory which is understandable given there was no time to prepare them for the remote learning and the learning was undertaken online.

Teacher Satisfaction

The staff at SFX rated highly that they would recommend the school to others, they get a lot of satisfaction from working in the school, Catholic identity is a strong focus in the school, they acknowledged the school is well maintained and had the opportunity to share skills and knowledge with their colleagues. Particularly notable was the commendation on the effectiveness of the College managing the COVID-19 situation and the feedback on how well individuals coped with the remote learning. Areas of development included better communication, more productive staff meetings, and more consistent adherence to behaviour management processes.

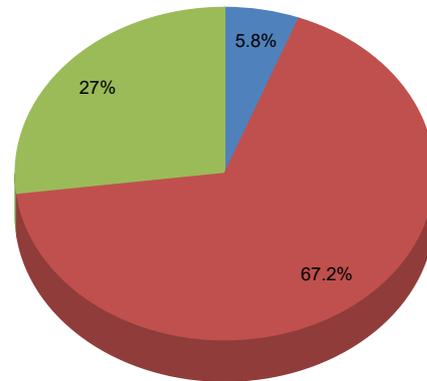
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (49.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (12.6%)
- Fees and Private Income (38.3%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (5.8%)
- Salaries and Related Expenses (67.2%)
- Non-Salary Expenses (27%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$11,988,252
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,080,912
Fees and Private Income ⁴	\$9,360,561
Other Capital Income ⁵	\$0
Total Income	\$24,429,725

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,527,815
Salaries and Related Expenses ⁷	\$17,756,212
Non-Salary Expenses ⁸	\$7,142,419
Total Expenditure	\$26,426,446

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.