



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2021



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

A second round of remote learning will be remembered as a significant event in 2021. The experience during 2020 enabled a smooth transition and staff and students quickly engaged in the process. Parents too are to be complimented on their role and support in the remote learning time.

The 2021 Annual Report provides details of progress, our many achievements and an opportunity to reflect on areas for improvement. Despite the challenges, the Year 12 students achieved the best results for over a decade in regard to Year 12 Certificates and University entrance and there was a large number of students gaining apprenticeships. 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 2021 was “In Christ, we Journey Together in Truth and Courage” which was so apt as the community managed the difficult circumstances. The students managed 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

The St Francis Xavier Community Council supports the school 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 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 met.

Student Body Message

The outstanding achievement by the students in 2021 was their valiant effort to support their charities in a year of lockdowns and difficulties. Their commendable fundraising efforts were well received by their House charities. The students once again reinforced their preference for face-to-face learning and were relieved to get back to school after the lockdown. The senior students developed independent learning skills that prepared them well for University life. There were limited sporting and extra-curricular opportunities generally and the students are looking forward to these resuming. One special event for 2021 was the College musical. The lockdown occurred midway through the week of performances; however they were able to have a finale after the lockdown which brought closure for the entire cast and crew.

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). 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.

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, STEM focus mentoring programs (Seniors with Junior students, staff with students), an explicit Pastoral Care program focussing on positive education initiatives, 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, Dance Festival, inter-school Sports Days, School Musical, Band, Choir, F1 in schools, Robotics, a modern cafeteria where students can meet to chat and enjoy a variety of healthy food options, and spacious outdoor shaded areas, including oval, basketball and tennis courts.

Section Three: Catholic Identity and Faith Formation

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 that 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, 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. 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 in which 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 Caritas, 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 2021:

Girls	Boys	LBOTE*	Total Students
597	627	85	1224

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2019, 75% completed Year 12 in 2021.

This retention rate is due to several factors including: students gaining apprenticeships and continuing their education at CIT/TAFE, students joining an ACT ED College to undertake electives unique to that school, and some families citing they no longer wish to pay school fees for Years 11 and 12.

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 2021 was 92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	94%
Year 8	92%
Year 9	89%
Year 10	91%
Year 11	93%
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, 2021 Graduating Class	68%	12%	18%	2%

Section Five: Staffing Profile

The following information describes the staffing profile for 2021:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
111	47	158

* This number includes 93 full-time teachers and 18 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

Professional Learning Activities included:

- Catalyst with emphasis on reading and effective pedagogies
- Positive Education workshops
- Education Conferences
- White Card and Asbestos Card Training
- BSSS 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
- Oliver Training
- Quality Assurance Assessment Workshop
- RE Accreditations
- Trauma-Sensitive Schools Program
- Understanding Aboriginal Learning, Art, Listening and Creation Stories

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
7	119	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. 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 2021		Average Scores	
		School	Australia
Year 7	Reading	550	542
	Writing	524	522
	Spelling	537	549
	Grammar and Punctuation	534	533
	Numeracy	548	551

NAPLAN RESULTS 2021		Average Scores	
		School	Australia
Year 9	Reading	589	578
	Writing	565	551
	Spelling	578	580
	Grammar and Punctuation	577	571
	Numeracy	579	588

Student Credentialing

ACT Year 10 Certificate

There were 230 students who received a Year 10 Certificate in 2021. This represented 100% of the enrolment for Year 10.

ACT Year 12 Certificate

There 142 students who gained a Year 12 Certificate. This represents 100% of the enrolment for Year 12.

Tertiary Entrance Statements were awarded to 91 students and 58 individual students were recognised for their achievements in Vocational Education with 19 students graduating with a VET Certificate. The highest ATAR was 98.75 while 45% of the students obtained 80 or more and 86% of the students obtained 65 or more. The 12 students gaining apprenticeships during 2021 is also commendable.

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 2021

The key improvement areas for 2021 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.

The establishment of an Assessment Committee and emphasis on effective pedagogies has seen improved cohesiveness in standards and academic rigour. 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 each student's 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. The school musical, *The Addams Family*, was a huge success and brought great credit to the students, staff and wider community.

Priority Key Improvements for 2022

The College will consolidate and embed 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's Catalyst program, which focuses on Instructional Leadership and High Impact teaching strategies, complements the work undertaken at SFX over the last two years with the emphasis on improving student outcomes.

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 consolidation of the Positive education philosophy that will enhance the focus on wellbeing. Initially the focus will be on upskilling 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. In addition to our school motto of “Living the Truth, Leading with Courage and Learning for Life” the daily expectations centre around being responsible, being respectable and being kind. The following policy can be located on our web site: Management of Student Behaviour Policy. This policy and additional policies may be accessed on the College website <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.

Additional policies associated with the management of student welfare are on the website or found on the link to Catholic Education <https://www.cg.catholic.edu.au/parents/policies/>.

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/>.

Complaints and Grievances Resolution Policy

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has a *Complaints Policy* which is implemented by all systemic schools in the Archdiocese of Canberra Goulburn. 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

Catholic Education Canberra Goulburn (CECG) used a new satisfaction survey instrument called “Tell Them from Me”. The parents responded most favourably to the pastoral care program of the College which reflected a welcoming and inclusive school. The subject offerings in electives and the extra-curricular activities available, especially the Musical this year, meant that students had lots of options that would meet their interest. Students with special learning needs were well catered for at SFX. The parents complimented the school’s response to the COVID situation. The main areas of development include more opportunities to be involved in the life of the College although the COVID environment prevented this on many occasions and the school semester reporting could show more areas of improvement. 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.

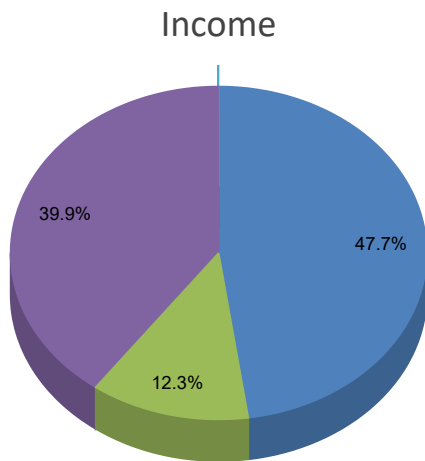
Student Satisfaction

The main areas of commendation from the students in the satisfaction survey were that they feel safe at school, have friends 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 highly valued the reputation of the College being known in the broader community as one that acts for justice and service. Areas for improvement include more student voice, expanded uniform options, more flexibility in the school day. The feedback from students following remote learning suggested that a mixture of face to face learning and remote learning would be a model of schooling that could be considered in high school as it gave them more freedom to organise their day.

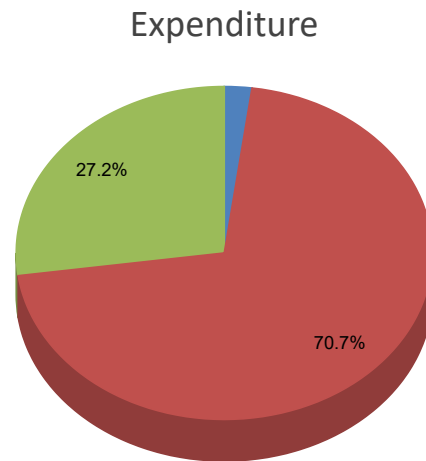
Teacher Satisfaction

The staff at SFX rated highly that they get a lot of satisfaction from working in the school, Catholic identity is a strong focus in the school, they would recommend the school to others, 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 generally coped with the remote learning. Areas of development included better communication, more productive staff meetings, and more consistent adherence to behaviour management processes. The latter is in relation to the increasing numbers of students presenting with mental health issues.

Section Ten: Financial Statement



- Commonwealth Recurrent Grants (47.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (12.3%)
- Fees and Private Income (39.9%)
- Other Capital Income (0%)



- Capital Expenditure (2.1%)
- Salaries and Related Expenses (70.7%)
- Non-Salary Expenses (27.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$12,132,515
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,138,498
Fees and Private Income ⁴	\$10,140,531
Other Capital Income ⁵	\$11,927
Total Income	\$25,423,471

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$561,640
Salaries and Related Expenses ⁷	\$18,618,544
Non-Salary Expenses ⁸	\$7,158,788
Total Expenditure	\$26,338,972

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.