



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2022



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

St Francis Xavier has a fine reputation in the ACT as a comprehensive secondary school offering excellence and opportunity in learning for students in Years 7 -12. The 2022 Annual Report provides details of the progress and achievements of the College in student learning, achievement and engagement as well as areas for reflection for our future development.

Year 12 achieved commendable results in 2022 with 148 students awarded an ACT Senior Secondary Certificate due to their commitment and effort. Of these, 40 achieved Vocational Certificates in a range of courses and 89 achieved an ATAR, the highest being 97.55 with a cohort median of 76.55

Students are carefully transitioned into our Middle School in Years 7 and 8. In our junior secondary school they are offered a range of vibrant core and elective subjects demonstrating the College's commitment to student interest and agency in learning.

The liturgical theme for the year "Be the Light" enlivened College community spirit and offered students and staff opportunities to engage with community fundraising demonstrating community leadership and generosity both within and beyond the College

Parent Body Message

The St Francis Xavier Community Council continued to build effective and productive partnerships and to provide support and advice to the School Executive team as they set priorities and targets in regard to high level financial considerations, teaching and learning, staff selection and parent engagement. The focus of the Council is to work with the School Executive, as it continues with the appropriate allocation of resources to sustain academic achievement while continuing to build a contemporary Catholic school that is evolving, innovative and adaptable to the needs of 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. Parents continue to provide positive feedback on the strong relationships between home, students, the Year Coordinators and their pastoral team. The parent body have great confidence in knowing that their children are known, and their needs are met.

Student Body Message

The 2022 College student community displayed resilience and courage through their return to full time face to face study. Students were able to proficiently and quickly adapt to early year Covid measures including masks, social distancing, and different environmental learning spaces. With early year cancellations of much beloved whole school activities, including Community Day, students were eager and excited to have the return of 'SFX' Day in Term 4. With return of 'Battle of the Bands', house charity markets, liturgy and the SFX trivia students filled the day with school community pride, fun and reflections for our school's patron saint, St Francis Xavier.

Section Two: School Features

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

St Francis Xavier College is a co educational secondary school located in Belconnen and caters to the education of students from year 7 -12. In an environment of holistic growth and opportunity our students are offered dynamic, deep learning experiences from Year 7 -12. The College offers a diverse range of learning opportunities for students to excel in academic pursuits such as English, Mathematics and the Sciences, the Humanities including Religious Education, History, Economics, Legal Studies, Sociology and Psychology, the Visual and Performing Arts, Sport, VET and Industry subjects, as well as a range of extra curricular endeavours. We are also deeply committed to social justice activities and invite our students to participate in these as an opportunity for community engagement and leadership.

Some of the many opportunities offered at St Francis Xavier College include our Pastoral Care program, our Learning Commons and Student Hub which provide for flexible and independent learning and information literacy and research skill development, our Careers Education programme, access to Australian School-based Apprenticeships, a Year 9 Volunteer Program, 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 enjoy a range of healthy food options, spacious outdoor shaded areas and outstanding sports facilities.

Section Three: Catholic Identity and Faith Formation

Religious Life & Religious Education

At St Francis Xavier we aspire to be an authentic Catholic 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 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 choose an annual liturgical theme for the year which drives our prayer life and whose language we incorporate into other aspects of College life. 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 and Year 9 volunteering. 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 2022:

Girls	Boys	LBOTE*	Total Students
575	662	100	1237

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2020, 73% completed Year 12 in 2022.

Of the students who completed Year 10 in 2020, 82% completed Year 12 in 2022.

Some students gained apprenticeships continuing their education at CIT/TAFE, others joined an ACT ED College to undertake electives unique to that school.

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 2022 was 90%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	90%
Year 8	88%
Year 9	87%
Year 10	88%
Year 11	91%
Year 12	93%

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, 2022 Graduating Class	68%	12%	18%	2%

Section Five: Staffing Profile

The following information describes the staffing profile for 2022:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
108	47	155

* This number includes 89 full-time teachers and 19 part-time teachers.

Percentage of staff who are Indigenous	1%
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Professional Learning

Professional Learning Activities included:

- ATSI Educational Conference
- Australian Inclusive Schooling Conference
- BSSS Workshops
- Catalyst Workshops: HTP in Action, reading and effective pedagogy
- Early Career Teachers Workshops
- First Aid, Mental Health and CPR Training
- HALT Conference
- International Conference for Maths
- Powerful Partnerships: Coaching and Mentoring, Leadership Workshops
- Leading Educational Innovation & Improvement Capstone
- MAPA Training
- RE Accreditation
- Risk Assessment and Orienteering for Volunteering Unit
- Seven Steps to Writing Success
- STEM Education Conference

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
5	114	4

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 2022		Average Scores	
		School	Australia
Year 7	Reading	549	543
	Writing	531	530
	Spelling	544	547
	Grammar and Punctuation	538	533
	Numeracy	544	546

NAPLAN RESULTS 2022		Average Scores	
		School	Australia
Year 9	Reading	585	578
	Writing	564	560
	Spelling	572	577
	Grammar and Punctuation	572	573
	Numeracy	580	584

Student Credentialing

ACT Year 10 Certificate

There were 219 students who received a Year 10 Certificate in 2022. This represented 100% of the enrolment for Year 10.

ACT Year 12 Certificate

There were 149 students who graduated in 2022. Of these, 148 students gained a Year 12 Certificate and 1 student obtained a Statement of Achievement.

Tertiary Entrance Statements were awarded to 89 students and 40 Vocational Certificates were issued. 9 students undertook a H course.

The highest ATAR was 97.55 and the Median ATAR was 76.55. Nine students participated in a school based apprenticeship.

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 2022

The key improvement areas for 2022 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 continues to be a focus of understanding and strategies to support our staff and students through the pastoral care program and wellbeing initiatives. The school made efforts to reestablish post-pandemic events and connections.

Priority Key Improvements for 2023

The College will consolidate and embed the three overarching goals: 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 to continue, focussing on High Impact Teaching Practice embedding evidence-based pedagogy in all classrooms. This complements existing teaching programs at SFX over the last three 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.

Following on from the consolidation of staff training on the Positive Education philosophy, a Positive Education Framework will be developed to support the pastoral care program and student and staff wellbeing.

With the COVID-19 restrictions easing, activities are scheduled to return that support our Catholic identity: Year group retreats, class masses, Youth Ministry activities, Rosary and Eucharist in the Chapel and social justice events.

Section Eight: School Policies

Student Welfare, Anti-Bullying and Behaviour Management

St Francis Xavier College (SFX) operates with a horizontal pastoral care structure, with a Year Coordinator overseeing the organisational, behaviour management, and other pastoral concerns of their cohort. The Year Coordinator is assisted by a Pastoral Advisor, who shares their office and assists with pastoral care and behaviour management. Students are allocated a Pastoral Leader when they commence at the College. The Pastoral Leader is a “home room” teacher, who is the first point of contact with the school for parents. Both the Year Coordinator and Pastoral Leader follow the students through their years at the College, usually from Year 7 through to Year 12.

The College employs two full-time Counsellors through CatholicCare, as well as a Chaplain/Student Wellbeing Officer, who is a qualified Art Therapist. The Student Wellbeing Officer oversees *Seasons for Growth*, as well as a Young Carers group, while also assisting students who may be making use of the Quiet Rooms—a space provided for students who need time-out before returning to class.

SFX is embedding Positive Education principles into the pastoral care and teaching and learning structures of the College. Character strengths and strength-based learning is encouraged and promoted, and students are introduced to the language and concepts of Positive Education, such as working towards *flourishing* in their own wellbeing. Students learn about Positive Education principles and how to apply these teachings in the weekly Pastoral Care (PC) program, and classroom teachers include these concepts in lesson delivery and assessment.

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 Welfare, Anti-Bullying 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/wp-content/uploads/2022/11/Management-of-Student-Behaviour.pdf>.

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) utilizes the 'Tell Them from Me' survey instrument to gauge parent satisfaction. Our parent community commented favourably about the approachability of the teaching staff, the range of learning opportunities provided as well as the variety of extra curricular activities and opportunities available at the College. The pastoral care program was commented on as an area of support for student wellbeing in learning and development. Students with special learning needs were considered to be well catered for. The main areas of development included student enrichment opportunities, communication with parents about elective options, and greater parent involvement in decisions about student learning and pastoral care.

Student Satisfaction

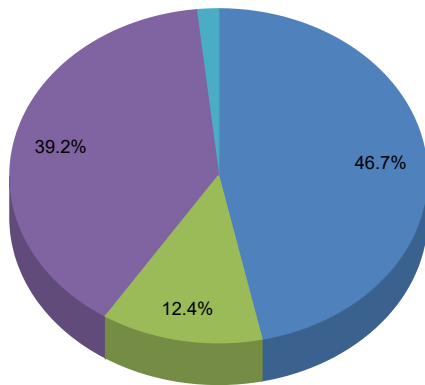
Students feel safe, well supported and valued in a community where they have ample opportunity to make friends in an environment of trust. Students were satisfied with their ability to access technology, that they had the option to choose from a wide range of courses in both the junior and senior schools, and that they were well supported in their learning and wellbeing by quality teachers. Areas for consideration for the future included leadership opportunities, uniform options, and greater flexibility in the school day.

Teacher Satisfaction

Staff expressed their satisfaction with the College and as members of their Faculties and Support staff teams. They expressed pride in their work as professionals and in their contribution to the learning and wellbeing of the students in their care. They acknowledged that the school is well administered and maintained, and that they have an appreciation for collegial input during professional learning opportunities. Areas for suggested development included clearer communication, more productive staff meetings, and more consistent behaviour management communication and processes.

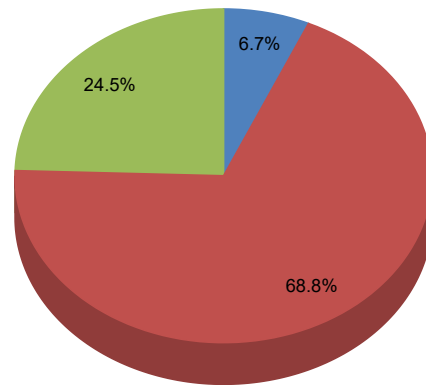
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (46.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (12.4%)
- Fees and Private Income (39.2%)
- Other Capital Income (1.7%)

Expenditure



- Capital Expenditure (6.7%)
- Salaries and Related Expenses (68.8%)
- Non-Salary Expenses (24.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$13,270,735
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,534,264
Fees and Private Income ⁴	\$11,141,917
Other Capital Income ⁵	\$486,939
Total Income	\$28,433,856

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,795,496
Salaries and Related Expenses ⁷	\$18,483,842
Non-Salary Expenses ⁸	\$6,583,148
Total Expenditure	\$26,862,486

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.