



St Francis Xavier School Frankston

2020 Annual Report to the School Community



Registered School Number: 1280

Table of Contents

Contact Details2

Minimum Standards Attestation2

Our School Vision3

School Overview4

Principal’s Report6

Education in Faith8

Learning & Teaching10

Student Wellbeing13

Child Safe Standards16

Leadership & Management19

School Community23

Contact Details

ADDRESS	8 Park Street Frankston VIC 3199
PRINCIPAL	Stephen Peart
PARISH PRIEST	Fr. Chinua Okeke C.S.S.P
SCHOOL BOARD CHAIR	Emilia Despotovski
TELEPHONE	03 9783 3424
EMAIL	principal@sfxfrankston.catholic.edu.au
WEBSITE	www.sfxfrankston.catholic.edu.au
E NUMBER	E1120

Minimum Standards Attestation

I, Stephen Peart, attest that St Francis Xavier School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

10/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Vision

School Vision Statement

An Inclusive Community, Connected Through Faith, Aspiring to Challenge and Empower.

School Overview

St Francis Xavier School was established in 1928 by the Sisters of St Joseph. The school site was originally located diagonally opposite St Francis Xavier Church Frankston. The school relocated to the present school site with the entrance on Davey Street and the buildings opened in 1986. Between 1973 and 1980 Augustinian Sisters administered the school.

The present school building site was originally designed around a central courtyard. The school consisted of seven classrooms, a library, a hall, a religious education resource centre, and administration and staff areas.

St Francis Xavier Primary school is an extremely well-resourced school comprising:

- 7 state of the art classrooms, all with the capacity to open up with neighbouring classrooms to become open-plan learning spaces
- A STEM centre, fully equipped with a range of engaging technology such as 3-D Printers, Drones, Virtual Reality goggles, Lego Robots, Spheros, Beebots, iPads, Chromebooks and a 25 Desktop Computers
- A school Library
- Music and Performing Arts Room
- Our "Red Centre". This is our common meeting space for assemblies, parent nights and other events where a larger space is required.

Enrolments peaked during the 2020 school year at 152 students. Our class structure currently consists of seven classes, six multi-age classroom groupings and a Foundation group. We have a predominantly Catholic enrolment with a range of other diverse religions represented. Our student population is drawn from a wide range of multicultural backgrounds, providing us with a rich experience of culture and tradition. Below is a list of some other relevant statistics relating to our demographics:

- Approximately 50% of our students are from a Language background other than English.
- Over 1/5 of our total school population are receiving learning support under the Nationally Consistent Collection of Data (NCCD) guidelines. The level of support varies from differentiated teaching practice, through to supplementary adjustment, substantial adjustment and extensive adjustment.
- Approximately 60% of students are members of the Catholic Faith

Children at St Francis Xavier are invited and supported to discover God's presence in their daily lives. With Gospel values at the forefront of everything that we do, students are challenged and supported to understand themselves and the world in which they live. We believe that one of the duties of Catholic education must be to instil in young people the desire to make the world a better place.

St Francis Xavier Primary School has a close connection to the Parish Church and Priest in residence. Participating in school Masses and having each class lead a weekend Parish Mass has strengthened the ties between the parish community as a whole. The children develop a sense of social justice through their participation in parish fundraising for Project Compassion and other regular endeavours that aim to support others.

Our highly qualified and caring teachers are committed to developing innovative teaching practices that develop skills within students to better prepare them for life and work in a

contemporary world. We assist all students, including children with additional learning needs, to produce their best possible results. The wellbeing focus of the school ensures that students are given every opportunity to flourish. Every individual feeling happy, safe, valued and empowered are goals that are of the utmost importance to all here at S.F.X. Students attend weekly Specialist classes in the areas of Music, Visual Art, Physical Education, Japanese and Digital Technology.

Students are encouraged to develop self-regulation in regard to their learning. Two years ago, a new space was created within the school where children can go if they are feeling particularly anxious, escalated or worried. The 'Hub' provides a range of sensory toys, quiet spaces, cubbies, mindfulness activities and quiet music, all in a secure and supervised area. The aim is that children who are feeling anxious, upset, angry or tense have a space they can visit to de-escalate, start to relax and ultimately become present, centred and grounded. They can then return to class in a frame of mind where learning is now possible.

Principal's Report

What can I say - 2020 really was a year like no other! Ultimately, the year tested students, teachers and families in ways that could scarcely have been predicted when the school year began. What I can say with confidence however, is that we got through it together and are without doubt stronger for the experience.

The year began as normal, with the school community energised, students keen to return to the classroom and staff with a clear vision in regard to our school goals and intended outcomes. The staff and Leadership Team had worked diligently at the end of 2019 to ensure that our 2020 Annual Action Plan would specifically address our school goals.

These goals included;

- To enhance engagement throughout the School Community
- To use data and evidence more systematically and strategically
- To develop more efficient feedback processes
- To enhance Catholic Identity

It became clear halfway through Term One that elements of our well-planned blueprint for the year were in jeopardy, due to the increasingly alarming COVID-19 pandemic. Our worst fears were quickly realised when the announcement came through in late March that Term One would be finishing a week early.

As the pandemic escalated over the holiday break, schools were asked to make the unprecedented shift to remote learning. From the beginning of Term Two, the new 'normal' involved students and teachers logging onto their devices from home in order to continue with their learning. Without hesitation, I can say that what took place at St Francis Xavier Primary School over the following three terms was absolutely inspiring.

Our teachers were called to be flexible, creative, improvise, learn new IT platforms and become counsellors to students and families, whilst in many cases still supervising the learning of their own children who remained at home with them. Amidst this great change, I witnessed wonderful examples of innovation and resilience emerging, including new ways teachers had found to make learning fun and engaging.

Our seven classes all used Google Meet to gather their class together each morning, which was so important for the students. This was their opportunity to connect and converse with their friends, as doing so face-to-face in Melbourne had become virtually impossible over the lock-down period. It was precious time that we valued and prioritised as a school.

Digital platforms such as Google Classroom and Seesaw allowed students to ask questions in real time and submit their work for feedback. Teachers sent students pre-recorded video lessons each day, shared content and showed their class how to access various learning materials. The students were so engaged they maintained above a 90% attendance rate throughout both periods away from school.

Some major positives of remote learning were that many parents and carers found they gained greater insight into their child's schooling. Teachers felt energised by the experience of learning new skills and collaborating with colleagues. Remote learning also fostered greater connection between teachers and our new Prep families, who provided feedback that they had gained a better understanding the curriculum and how it was taught.

On reflection, our staff unanimously agreed that if our teaching practices reverted to the exact 'pre-COVID' model once students returned onsite, then we would have missed a golden opportunity to improve. Each and every staff member rose to the challenges before them, proving our school is full of innovative, passionate, flexible and adaptive professionals who can deliver quality education to students in any setting.

It is important to remember that as a Catholic School, Gospel values underpin all that we do and are present in all the decisions that we make. Students are challenged to find meaning and value in their own lives, but also to see the value and impact of working for others and understanding the importance of living fair and just lives. The St Francis Xavier school community is a vibrant, welcoming and connected community, who are there for each other and support each other when things get tough. As always, the school provided a safe, secure and caring environment for all during the challenges of 2020.

I would like to thank all the staff for their hard work and dedication to the children at our school. I would also like to thank the parents for the key role that they played in supporting and guiding their child's learning during both remote learning periods.

Steve Peart - School Principal

Education in Faith

Goals & Intended Outcomes

To Engage the School Community in Faith Development, Building Contemporary Catholic Identity

- That students will articulate and live their understandings of Catholic Teaching.

Achievements

During 2020, it was imperative for us to find ways to continue our work in maintaining and enhancing the Catholic Identity of our school. This had been a key goal set after our last school review. Obviously the lock-down periods made this challenging, but every class ensured that the first 5 minutes of every Google Meet were devoted to prayer, meditation thanksgiving and reflection.

Our 2018 Enhancing Catholic School Identity (ECSI) results also remained at the forefront of our thinking. We continued to listen to the message of our families by extending the invitation to participate in online daily Mass, prayer meetings, confirmation preparation and the general Catholic life of the school. During lock-down, families had the opportunity to attend the online masses that our Parish Priest, Father Chinua, provided daily. These masses were appreciated by many and a fantastic way to maintain a connection with the church from home.

Unfortunately, our Grade Four students were not able to participate in the Sacraments of Reconciliation and First Eucharist due to the extended lock down. They will now receive both of these sacraments as Grade Five students in 2021. We were however very pleased that Father Chinua was granted special permission to confirm our Grade Six students in Term Four. After a few difficult terms, this proved to be a wonderful way for our senior students to finish their time together at primary school.

Religious Education experiences throughout the year allowed regular opportunities for children to bear witness to their faith. Teachers attended professional learning sessions held within the school, aimed in developing a deeper understanding of the revised Religious Education curriculum. We aim to delve further into the curriculum during professional learning experiences next year.

VALUE ADDED

- Father Chinua's visits to the school on an informal and formal basis and for special class liturgies, Year 6 Graduation and Confirmation have been greatly appreciated.
- Three staff members continued their formal studies for Accreditation to Teach Religious Education in a Catholic School.
- Classes attended 9:15am weekday masses throughout Term One and our affiliation with the parishioners continues to grow. We wish to once again acknowledge Maureen Sharpe, the Parish Weekday Liturgy Leader for her support and encouragement. We also wish to thank Father Chinua and Father Jude for acknowledging the children and making mass a child-friendly experience through their Homilies.

- CEM Religious Education Networks continued to be attended.
- Resources were purchased to support Education in Faith Teaching and Learning within the classroom and for our displays throughout the school.
- Year 5/6 Students organised a 'Day for Change' fundraising project and donated the proceeds to CARITAS and the JPC Youth Ministry Food Van.
- A Christmas Drive was organised to provide goods for MSFN (Mums Supporting Families in Need) to distribute throughout the local community.

Learning & Teaching

Goals & Intended Outcomes

To improve learning and teaching in a creative and contemporary environment.

- That students are highly engaged in goal setting and ownership of their learning.
- That Literacy and Numeracy standards will improve.

Achievements

During 2020, St Francis Xavier implemented and assessed against the Victorian Curriculum. The school maintained its strong commitment to its goal of personalising learning for every student and developing student agency.

A modified assessment program was required in 2020. After trialling various structures during remote learning and seeking feedback from staff, students and the parent community, it was decided upon that the remote learning program would focus on providing daily learning experiences in the areas of Literacy, Maths, Education in Faith, Health + PE and a specialist task. This meant that not all curriculum areas, especially from the Humanities area, were taught with the same level of detail as they usually would be. Staff spent time together planning at to adapt their 2021 Curriculum Maps, aiming to fill in any curriculum entitlement gaps. The use of Learning Intentions and Success Criteria continued to be built on as part of the planning and the learning and teaching cycle in all curriculum areas.

Staff continue to be involved in professional learning in the areas of Reading, Writing and Mathematics, with a strong emphasis on regular assessment to gather data on student growth/achievement. Intervention programs such as Initialit, MacqLit and Learning Framework in Number (LFIN) were purchased, ensuring the school has targeted programs to meet the needs of all students.

The school continues to strengthen and improve its teaching of Mathematics and in 2020, a new Mathematics Leader was appointed. This area of the curriculum has continued to be a major focus for all teachers' professional learning. At our 2020 internal review meeting, the Leadership Team decided that our 2021 School-Wide Improvement Framework (SWIF) focus would be to accelerate progress in mathematics through improved pedagogical content knowledge and learner agency strategies.

A key component of our work in numeracy is using data to inform the learning and teaching experiences in each classroom. Pre and post assessments are completed for each unit, ensuring that the needs of every child are met. The school used Essential Assessment, as well as a range of 'teacher-created' assessment tasks, to provide valuable information to leadership and teachers. ePlan has also been used by the school Leadership Team for our data analysis via the ICON platform.

Staff follow a whole school assessment schedule which outlines regular and ongoing assessments which are carried out throughout the year and for each level. These assessments guide planning and ensure learning and teaching is targeted at areas of student need. PAT testing online continues to be used as another form of assessment for Literacy and Numeracy.

Throughout 2020, the school offered a balanced and comprehensive curriculum, with Physical Education, Digital Technologies, Japanese, Visual Art and Performing Arts being offered as

specialist subjects across the school. All specialist classes continued to be offered during the remote learning periods.

STUDENT LEARNING OUTCOMES

In the absence of NAPLAN, the school continued to use a variety of assessment strategies to monitor student progress.

These included;

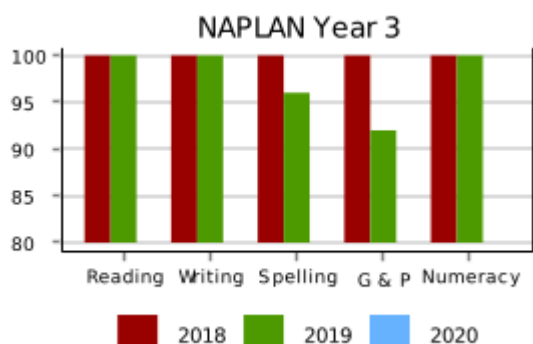
- Essential Assessment - Mathematics
- PAT Testing - Grade P-2 (Early Years Reading, Early Years Maths) Grade 3-6 (Spelling, Grammar + Punctuation, Comprehension and Maths)
- Running Records
- Writing Moderations
- InitialLit, MacqLit and LFIN data for intervention groups

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	92.0	-8.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	96.0	-4.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	86.7	100.0	13.3		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	92.9	100.0	7.1		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	86.7	100.0	13.3		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To further enhance the wellbeing of all students.

- That students feel safe and connected to each other and to their community.
- That students become active, resilient members of the community.

Achievements

If there was ever a year when a strong Student Wellbeing program and culture was required in a school, 2020 was that year. Staff, students and families were all required to demonstrate great determination, resilience and persistence in order to successfully navigate the challenges that COVID-19 and remote learning periods provided.

As always, Student Wellbeing continues to be at the forefront of everything we do and every decision that we make at St Francis Xavier.

We provide programs designed to ensure all children's needs are best catered for, including Bounce Back, Berry St Education Model, Zones of Regulation, Respectful Relationships and regular opportunities to develop mindfulness. Elements of each of these programs was built into the remote learning program of all classes, ensuring that the emotional wellbeing of students was always prioritised.

Student voice is a focus at our school, as we aim to engage our students and develop their learner agency. We offer opportunities for students to step up by offering student leadership roles in Year 6 and also Student Representative Council roles across all year levels.

The Hub is a centrally located space within our school designed to assist students with self-regulation. The Hub is home to a variety of equipment and furniture designed to support students to re-centre and ground themselves so that they are able to return to the classroom for productive and focused learning. Within the Hub, we have a specially designed office for one to one counselling or social skills groups offered by our trained School Counsellor. Working with students in small groups the aim is to explicitly enhance social interaction, conflict resolution, emotional identification and oral language skills. The Hub is highly valued by our students and staff and is an asset to supporting the social and emotional wellbeing of our students.

Regular communication was sent home to families, offering advice on where they could seek help if anybody in their family, but especially the children needed to seek help for their mental health and wellbeing. Our onsite school counsellor was available to work with individuals when required, which proved to be extremely beneficial for many students who found elements of home learning challenging.

VALUE ADDED

- St Francis Xavier is a Lead School in the Respectful Relationships program.
- Implementation of new House Teams through designated wellbeing days
- Child Safe Policies developed and made available

- Grievance and complaints Policy updated
- NCCD data collection
- Orientation days for children to work with their teacher for the following year
- 'Wellbeing Fridays' were part of the second remote learning program, after seeking feedback from families. These days were Literacy and Numeracy free, instead being filled with fun activities that children could choose to complete in a more relaxed manner.

STUDENT SATISFACTION

The school was proactive in obtaining regular feedback from students during the remote learning periods of 2020. This was done to try and gain a better perspective as to how they were coping emotionally, academically and physically.

Here is a sample of the feedback received at the conclusion of the final period of remote learning;

- "My favourite part of the day is seeing my friends on the Google Meet. I got to show my pet lizard to the class!" - *Prep student*
- "The teachers made great videos to help my learning. Sometimes I watched them 2 or 3 times if I forgot what they said." - *Grade 1 student*
- "The thing I missed the most was playing dodge ball with my friends. I can't wait to get back to school so I can have play time." - *Grade 2 student*
- "I enjoyed it when the teachers changed their plans and let us do our work in any order we want. I saved my favourite lessons until last." - *Grade 3 student*
- "Google Classroom made it really easy to keep all my work organised." - *Grade 4 student*
- "It was great to be able to Facetime my friends during the day so we could help each other with our work." - *Grade 5 student*
- "I feel our Grade Six group is so unlucky. We missed out on half of the best year of Primary School!" - *Grade 6 student*

STUDENT ATTENDANCE

Student attendance is recorded electronically by the classroom teacher twice per day. If a child is absent, parents are expected to notify the school that day, either by phone, the School App or in writing.

Leadership and the School Advisory Group reviewed the school attendance policy and decided that parents must be contacted if a child is not at school by 9:30am and the school has not been notified of a reason. If contact cannot be made with the parent, the school should attempt to make contact with any emergency contact/s nominated on the student's file. If, following contact, the student's safety has been established, but no explanation has been provided within 10 days, the absence should be recorded as an unexplained absence and also be noted in the student's file.

During the lock down period, attendance was only taken once per day. Any families of a child who was not present at the morning Google Meet or did not submit any work before 10:00am were contacted by the school to seek a reason for the absence.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.7%
Y02	93.1%
Y03	93.1%
Y04	88.5%
Y05	96.0%
Y06	94.3%
Overall average attendance	92.5%

Child Safe Standards

Goals & Intended Outcomes

St Francis Xavier Primary School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Francis Xavier Primary School acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse. The school has also worked closely this year with the Parish Child Safety Team, to ensure that we maintain a shared commitment to ensure the safety of all children.

Achievements

To be in line with COVID-19 regulations the following was put in place;

- A QR code was set up for the tracking of all adults entering the school.
- Hand sanitiser was purchased and placed in all areas of the school
- Protocols were put in place where students were explicitly taught good hygiene this included washing and sanitising of hands.
- Sign relating to good hygiene practices and social distancing protocols were displayed around the school.
- Social distancing decals were placed in the main office indicating where people should stand.
- A traffic management plan was put in place and actioned to ensure the safe dropping off and picking up of students, this included staggered start and dismissal times.
- When directed by CECV temperatures were taken of all staff and students who were onsite.
- Cleaning was conducted by a cleaning contractor during the school day of all touch points as well as normal after school cleaning.
- All staff who could work from home worked from home.
- Work permits were collected from parents who were essential workers

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct before conducting any work at school.
- Staff members have completed the Victorian Department of Education and Trainings on-line Mandatory Reporting module.

The participation & empowerment of students

- The students, led by the Student Representative Council, revised the Child Safety Code of Conduct which has been completed in child-friendly language.
- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation is our major focus.
- St Francis Xavier Primary School is as a Lead School in the Respectful Relationships Program.

Consultation with the community

- St Francis Xavier Primary School continues to actively engage the school community in all aspects of Child Safety. Communication takes place with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated through letters sent home, the school newsletter and website.

Human Resource Practices

- St Francis Xavier Primary School continues to implement robust Human Resource practices ensuring the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Key Performance Indicators have a Child Safety focus
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks

- Screening of Casual Relief Teachers, Contractors and Volunteers.

Leadership & Management

Goals & Intended Outcomes

To embed a highly effective performance and development culture.

- That strong organisational climate will enable effective teaching and improved student outcomes.

Achievements

In 2020, the Leadership Team structure changed with our new Mathematics Leader joining for the first time. Other members of the team include the Principal, Deputy Principal/Education in Faith leader, Learning Diversity leader and the Literacy leader.

The Leadership Team met on a regular basis to discuss School Improvement, our Annual Action Plan and general compliance issues. These meetings continued using Zoom throughout Terms 2 and 3. The Leadership Team provided a great deal of assistance and advice to the Principal throughout the year, particularly in regard to the many changes to policies and procedures that were required during remote learning.

The entire school community was affected by Covid-19 which required all teachers and Learning Support Officers to step up and lead. Our community was tested, however the support provided by the school staff continuously seemed to bring families back to a positive frame of mind. Teachers were pushed to their limits, but the staff found efficient and engaging ways of being able to connect our community and provide holistic learning. The school offered extensive provisions to support families during remote learning. Our dedicated learning support staff were willing to be onsite for our learners who need supervision. This supervision extended to essential workers and the many vulnerable students in our community.

Staff have been supported to develop their understanding of goal setting and feedback, as demonstrated through activities such as team planning, facilitated planning and Annual Review Meetings. Professional Learning opportunities were extended to our support staff to help provide greater levels of consistency of vocabulary and a common approach across the school.

A major achievement this year was that the school, in partnership with CEM staff and ROAM Architects, developed a school master plan. The scope of the master plan includes a refurbishment of all the learning areas throughout the school, as well as creating some new essential learning spaces both indoor and outdoor. It also includes more meeting spaces throughout the school for both staff and students to access. It was an extensive process, which included vital consultation with key stakeholders including students, parents, staff and the Parish Priest. We have applied for various capital funding grants and look forward to these works taking place in the not so distant future.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Due to the nature of 2020, staff were not able to access the same amount of Professional Learning opportunities as the school had initially planned for, as many were either postponed or cancelled.

The school pays annual subs to zone networks for selected staff to participate in zone Professional Learning. This included Principal, Deputy Principal, Education in Faith, Mathematics and Digital Technology Network meetings each Term in 2020.

A School Wide Improvement Forum meeting took place each term digitally and each meeting was attended by the school Leadership team.

All Teachers and Learning Support Officers have participated in Literacy and Mathematics professional learning conducted by our Leadership Team and external facilitators throughout the year.

In addition the following PL was attended by staff:

- All staff attended a full day focused on Learner Agency facilitated by Kate Birch (Visible Learning)
- Intervention Framework Meetings
- CEM Finance briefings
- MacqLit PD
- LLII PD
- Child Safety Sharing Information briefing
- 4 staff members continued their Religious Education Accreditation Training
- 1 staff member continued their Masters Course in Educational Leadership
- 4 Learning Support Officers began their Certificate IV in Education Support
- Cued Articulation training for Learning Support Officers

Number of teachers who participated in PL in 2020	26
Average expenditure per teacher for PL	\$450

TEACHER SATISFACTION

Looking at trend data over the past 5 years, teacher satisfaction has consistently been extremely high at St Francis Xavier Primary School. Teachers responded more favourably in over 85% of domain areas when compared to Catholic Education Melbourne school averages in the most recent CEM SIS survey. Specific examples of this include;

Teacher Survey Summary from 2019

Instructional Leadership Positive Endorsement - 82%	CEM Average - 56%
Staff/Leadership Relationship Positive Endorsement - 96%	CEM Average - 76%

School Leadership Positive Endorsement - 84%	CEM Average - 57%
Psychological Safety Positive Endorsement - 81%	CEM Average - 63%
School Improvement Strategy Positive Endorsement - 84%	CEM Average - 58%

As results in this area of teacher satisfaction have been consistently above the average, I am confident we will receive similar results when the CEM SIS survey returns in 2021.

In 2020, the school was proactive in obtaining regular feedback from teachers during the remote learning periods. This was done to try and gain a better perspective as to how they were coping emotionally, professionally and physically. Regular changes were made to the structure of the program as teachers planned, implemented and reviewed the way work was being planned, distributed, collected and fed back on.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.8%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	92.0%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	5.6%
Graduate	22.2%
Graduate Certificate	0.0%
Bachelor Degree	66.7%
Advanced Diploma	11.1%
No Qualifications Listed	22.2%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	18.0
Teaching Staff (FTE)	11.4
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	11.0
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To strengthen partnerships as an outward facing school community

- That student learning is enhanced through engagement in authentic partnerships.

Achievements

St Francis Xavier Primary School is highly regarded in the local community.

A focus for us in the School Community sphere has been on building effective, sustainable, authentic partnerships with families and the wider school community, so that all students are supported in their learning.

At the beginning of the year, our annual Welcome Picnic was attended by over 90% of the student population and their families. It was a wonderful evening full of wood-fired pizza, jumping castles, face painting and a cake stall. On reflection, it was the only opportunity that we had to gather the entire school together for 2020.

In many ways, building on or even maintaining these connections was one of the greatest challenges of the year. Stringent COVID-19 protocols meant that the usual morning chats at the gate, parent helpers in the classrooms, visits to local community venues and family engagement nights at school were all forced to be put on hold.

The focus quickly shifted to how the school could remain connected to families and the local community remotely. This included;

- Parents welcome to attend Google Meets with their children each morning, especially during the morning prayer
- Teachers creating funny videos to send home to families
- Postcards sent home to students with messages from their teacher
- Wellbeing calls being made to all families to check in each fortnight
- Each class created a page for each newsletter, sharing photos and work samples

One of the highlights of the year was being able to take the entire school to Gravity Zone towards the end of Term 4 once restrictions were eased. It was the first opportunity for the Prep students to travel on a bus since beginning school 10 months earlier! We were also very grateful that the Grade 6 students were able to gather together for their Graduation celebration with their families and teachers. After missing out on much of their final year, it was only fitting that they had the opportunity to share in that experience together.

PARENT SATISFACTION

The school was proactive in obtaining regular feedback from parents during the remote learning periods of 2020. This was done to try and gain a better perspective as to how they were coping with supporting the learning of their children from home. This feedback meant that we made

significant changes to the remote learning program the second time round, especially as many parents had said that they felt more flexibility with the timing of when work could be completed.

This sample of the feedback received at the conclusion of the final period of remote learning is a good reflection of how the vast majority of families were feeling;

- "I just wanted to let you know how fantastic home learning has been. So clear, easy to follow and just the right amount of tasks for each day. Maybe I've just gotten used to Seesaw over the time, but the tech side has been much more manageable with all the tasks located in the one spot. It has been very accessible for the kids to tackle with a degree of autonomy. Especially where **** is concerned, I haven't been worried about her losing momentum with her reading. I have been especially grateful when chatting to girlfriends with kids at other schools who feel completely lost in the process. I think S.F.X has done a great job." - *Parent of a Prep and Grade 2 child*