



St Francis Xavier School Frankston

2022 Annual Report to the School Community



Registered School Number: 1280

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

21/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - “Forming lives of faith, hope and love in the light of Jesus Christ” - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, “Every student is inspired and enabled to flourish and enrich the world”, and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne’s north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

School Vision Statement

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

School Mission Statement

“Know and Understand the Will of God Within Your Life” - St Francis Xavier

We believe that we are called to provide a comprehensive Catholic Education for all students within our Community in Faith and are entrusted to nurture the sacramental life of each member of our community.

We believe that, by our Baptism, we are committed to working for the “common good” of all, especially those within our school community.

We believe that we are all called to be a “gift” to this world and that we are charged with the responsibility of bringing about the Reign of God by our words and actions in this global village.

We reflect upon the ideals of St Francis Xavier by working towards an understanding of the will of God within our lives.

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.

Enrolments peaked during the 2022 school year at 157 students, 3 higher than the previous year. 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:

- Nearly 1/4 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. 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 Performing Art, Visual Art, Physical Education and Italian.

Students are encouraged to develop self-regulation in regard to their learning. A space has been 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

It gives me great pleasure to present to you the annual report of our school for 2022. This year has been a year of growth and success for our students and staff, and we are proud of their achievements in all areas of school life. 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 2022.

Our continued focus on student wellbeing and engagement has been a key priority for us this year, and we are proud of the progress we have made. We have implemented a number of programs and initiatives to support our students' mental health and wellbeing, including mindfulness activities, continuing to implement the Respectful Relationships program, one to one and group counselling services, as well as peer support programs throughout the school. We have also worked to create a positive and inclusive school culture that celebrates diversity and encourages all students to feel valued and included, which was backed up by our positive MACSSIS data this year.

Academically, we have worked hard to provide learning environments and activities that give all children the opportunity to flourish and thrive. We have aimed to maintain high academic standards and have seen a significant number of students achieve excellent results in their studies. Our teachers have worked tirelessly to provide our students with a challenging and engaging education that prepares them for success in their future studies.

We are also very proud of the ways in which our school has engaged with the wider community this year. We have started to re-connect with local businesses and organisations post-lockdowns, providing our students with valuable learning opportunities and connections to the world outside of school. We have also worked to create a strong sense of community within our school, with a range of events and activities that bring students, staff, and families together to celebrate our shared values and achievements. Some examples of these events were our Getting to Know You Picnic, Prayers in Pyjamas, coffee van mornings, the Kaboom Sports Day and our Father's Day Breakfast.

As we look forward to 2023, we are excited about the opportunities that lie ahead. We remain committed to our focus on student wellbeing and engagement, academic excellence, and community engagement. We look forward to continuing to work together to achieve our goals.

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.

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 continue to play in supporting and guiding their child's learning and development.

Steve Peart - School Principal

Catholic Identity and Mission

Goals & Intended Outcomes

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

Intended Outcome:

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

Achievements

It was wonderful to finally have a year when we could confidently start welcoming families back into both school and our church. COVID restrictions and density requirements over previous years had meant that coming together for sacramental and spiritual gatherings had been almost impossible. The school leadership team focused on ensuring that re-engaging the school community from a Catholic identity perspective would be a major focus for 2022.

Catholic identity is particularly important in Catholic schools, and always as it is the foundation upon which the entire educational experience is built. A strong Catholic identity helps to create a sense of community and belonging among students, teachers, and staff, and provides a shared set of beliefs and values that guide the school's mission and vision. In 2022, St Francis Xavier Primary School students, staff and parents were given the opportunity to complete the Enhancing Catholic Identity Survey, the results of which will help to direct our future goals in this vital space. After completing this survey in 2018, a major focus had been for the school to try to shift from providing what the community saw as a very literal teaching of the Gospels, to a more re-contextualised understanding. We were very pleased to see a positive shift in this area through our 2022 results.

Religious Education experiences throughout the year allowed regular opportunities for children to bear witness to their faith. Faith experiences in schools provide a unique opportunity for both students and their parents to deepen their understanding of Catholicism and to cultivate a personal relationship with God. Through nights such as 'Prayers in Pyjamas' and our Sacramental family evenings, we are confident that all members in our school community had the opportunity to move forward on their own personal faith journeys.

Teachers attended professional learning sessions held within the school, aimed in developing a deeper understanding of the revised Religious Education curriculum. Ange Virgona facilitated a school closure day for all staff, focused on providing an opportunity for teachers to reflect and build on their own spirituality. It was a day that was valued by all staff, reinforcing the importance of teachers being provided time to look after their own wellbeing, both spiritually and mentally. Two more classroom teachers successfully applied to begin their study to gain accreditation to teach Religious Education in a Catholic School, meaning all classroom teachers will have completed the study when these staff members are finished.

VALUE ADDED

- A 'Prayers in Pyjamas' evening for our Grade Prep-2 families

- Students, staff and parents completed the Enhancing Catholic Identity Survey
- Sacramental Family nights for students and families involved in the school Sacramental program
- Father Chinua's visits to the school on an informal and formal basis and for special class liturgies, Year 6 Graduation and Confirmation were greatly appreciated.
- Resources were purchased to support Education in Faith Teaching and Learning within the classroom and for our displays throughout the school.
- Sponsor more teaching staff to complete their Accreditation to Teach Religious Education beginning in 2023
- A Christmas Drive was organised to provide goods for St Vincent De Paul to distribute throughout the local community.

Learning and Teaching

Goals & Intended Outcomes

Goal: To

improve learning and teaching in a creative and contemporary environment

Intended Outcomes:

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

Achievements

Learning and Teaching is the core business of all schools and at St Francis Xavier's, a huge amount of time is given to ensuring our programs are researched based and data driven. Building individual teacher capacity was a major focus of our professional learning throughout 2022.

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) continued to be used throughout the school, ensuring the school has targeted programs to meet the needs of all students.

Our Mathematics Leader worked closely with our staff, with a particular focus on improving mathematical pedagogy and planning. All teachers conducted a research inquiry in their classroom, focused towards using high impact teaching strategies in the Mathematics classroom. Staff presented their project and results to the entire staff on a school closure day, which was a great celebration of their achievements. 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 and PAT testing, as well as a range of other assessment tasks, to provide valuable information to leadership and teachers.

The school made the decision to purchase a subscription to MAPPEN, which was used to assist with planning classroom Inquiry concepts. The feedback from both staff and students was positive and the school wide connection that shared concepts throughout the school provided was valued.

The school used online NAPLAN testing for the first time in 2022, and the transition to digital tests went very smoothly.

STUDENT LEARNING OUTCOMES

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.

The school continued to use a variety of assessment strategies to monitor student progress throughout the year.

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

NAPLAN testing did not take place in 2020, so it is not possible to report on the relative Growth of our Grade 5 students from this year as they did not test in Grade 3. The Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place in that year.

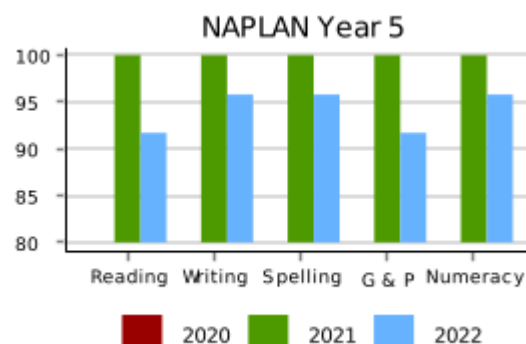
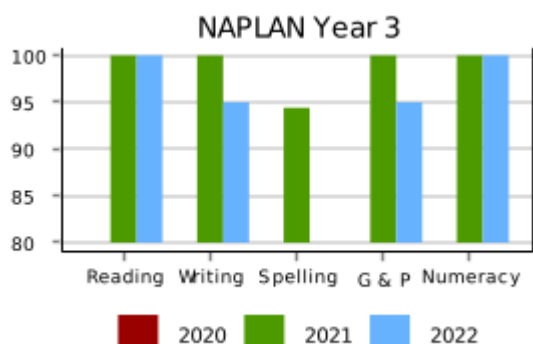
Comparing NAPLAN data from 2021 and then 2022 is challenging in such a small school and is not an effective measure, as such small cohorts of students (between 17-24 each test) have such a wide variety of learning needs from year to year. At St Francis Xavier, our 2022 Grade 3 students had a higher test mean score in Reading, Writing and Spelling, compared to our 2021 cohort. Our 2022 Grade 5 cohort tested lower than the previous year's cohort in all NAPLAN areas.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	95.0	-5.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	94.4	-	80.0	-14.4
YR 03 Writing	-	100.0	-	95.0	-5.0
YR 05 Grammar & Punctuation	-	100.0	-	91.7	-8.3
YR 05 Numeracy	-	100.0	-	95.8	-4.2
YR 05 Reading	-	100.0	-	91.7	-8.3
YR 05 Spelling	-	100.0	-	95.8	-4.2
YR 05 Writing	-	100.0	-	95.8	-4.2

* 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

Goal: To further enhance the wellbeing of all students.

Intended Outcomes:

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

Achievements

St Francis Xavier Primary School has prioritised student wellbeing by implementing a range of innovative practices that foster a supportive and nurturing environment. These initiatives aim to enhance the emotional, social, and psychological wellbeing of students, ensuring they thrive academically and personally. The school's commitment to student wellbeing is evident through the significant positive impact of our Wellbeing Hub, the presence of a dedicated School Counsellor, the continuation of our respectful relationships program and the successful transition of students back to full-time schooling after COVID lockdowns. Other wellbeing and support programs such as MPower and Seasons were used as point of need programs throughout the year.

The Wellbeing Hub is a key area of our school and serves as a central space where students can access resources, participate in mindfulness activities, and receive guidance on mental health and emotional wellbeing. This safe and welcoming environment encourages students to seek support and develop coping strategies, ultimately fostering resilience and positive mental health. The Wellbeing Hub has become a vital resource for students, enabling them to navigate the challenges of school life effectively.

The school also recognised the significance of having a qualified professional to support students' emotional wellbeing after the years of COVID lockdowns and restrictions. The presence of a trained School Counsellor ensured that students had a dedicated and confidential space to discuss their concerns, seek guidance, and receive personalised support. The School Counsellor provided individual counselling sessions, group interventions, and workshops on various topics such as stress management, conflict resolution, and self-esteem.

These wellbeing practices and initiatives empower students to develop essential life skills, build resilience, and foster positive mental health. By prioritising student wellbeing, the school creates a nurturing environment that enables students to thrive academically, socially, and emotionally, setting them up for lifelong success.

VALUE ADDED

- St Francis Xavier continues to be a Lead School in the Respectful Relationships program.

- A school counsellor was employed to work 1.5 days per week with students who needed support
- Continued to develop of new House Teams through designated multi-age, well-being days across the year
- Compliance with new Child Safety Standards
- NCCD data collection processes strengthened
- Orientation days for children to work with their teacher for the following year
- Online Cyber safety webinars provided to students and parents by Martin and Carley McGauran
- Prep-Grade 6 and Staff-Grade 6 Buddy programs in place

STUDENT SATISFACTION

The school was proactive in obtaining regular feedback from students during 2022, trying to gain a better perspective as to how they were coping emotionally, academically and physically.

The MACSSIS Student Survey results are summarised below;

Rigorous Engagement

S.F.X Positive Endorsement - 80%

MACS School Average - 78%

School Climate

S.F.X Positive Endorsement - 57%

MACS School Average - 61%

Teacher-Student Relationships

S.F.X Positive Endorsement - 72%

MACS School Average - 73%

Student Safety

S.F.X Positive Endorsement - 59%

MACS School Average - 58%

School Belonging

S.F.X Positive Endorsement - 72%

MACS School Average - 71%

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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.3%
Y02	86.2%
Y03	91.0%
Y04	87.1%
Y05	86.8%
Y06	86.1%
Overall average attendance	87.6%

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 2022, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices, which included ensuring we were compliant with the revised Child Safety Standards which came into effect in July. 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

Compliance with Ministerial Order 1359 and the 11 Child Safe Standards

- The Child Safety Team met regularly to ensure that the school was compliant with the Child Safety Standards by 1 July, 2022.
- Particular focus was given to the areas of creating a culturally safe environment, as well as increased student participation and empowerment.

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at all School Advisory Council 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

Goals & Intended Outcomes

Goal: To embed a highly effective performance and development culture.

Intended Outcome:

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

Achievements

Transitioning this year from online learning to learning again in person required our School Leadership Team to purposefully plan to address challenges such as; isolation periods required by staff and students who tested positive to COVID, implementation of government requirements and managing the expectations of all stakeholders within our school community.

The Leadership Team met on a regular basis to discuss general school improvement, our Annual Action Plan and general compliance issues. The Leadership Team includes the Principal, Deputy Principal/Education in Faith leader, Learning Diversity/Wellbeing leader, Literacy leader and Mathematics leader. One key area that required attention was ensuring that the school was compliant with the new Child Safety Standards, which came into effect on July 1st, 2022.

Our Learning Diversity Leader, Mrs Naomi Corfield, ensured that all NCCD requirements were met in 2022, including overseeing the creation of Personalised Learning Plans (PLPs) and the tracking of adjustments made by staff to support students with a PLP. Naomi worked with staff to complete 'In school assessments' and where necessary made referrals to Melbourne Archdiocese Catholic Schools and other support agencies. As Learning Diversity Leader, Naomi oversaw all Parent Support Meetings (PSGs) and the collection of the associated minutes.

Although our submissions for capital funding from both the State and Federal Governments were unsuccessful in 2022, we remain hopeful that funding will be forthcoming when we re-submit the plans in 2023. Our school Masterplan involves the refurbishment of all the teaching and learning spaces throughout the school, as well as a new 'Welcome Zone' to encourage family and community involvement with the school.

The Leadership Team also spend time in the second half of the year creating a detailed plan to collect the evidence which will be required to be submitted as part of the school's external school review, which will take place in 2023. We look forward to participating in this review and creating a new School Improvement Plan which will guide our strategies and actions over the coming years.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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 2022.

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 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:

- Whole Staff Spiritual Development day, facilitated by Ange Virgona
- CEM Finance briefings
- MacqLit PD
- LLII PD
- Child Safety Sharing Information briefings (online_)
- Child Link Briefings and Training
- 1 staff Member continues their Masters Course in Education (Mathematics Leadership)
- 1 staff Member continued their Masters Course in Education (Allied School Psychology)
- Respectful Relationship PD days
- Mathematics - ENA training
- Principal attended the VACPSP Conference in Lorne

Number of teachers who participated in PL in 2022	25
Average expenditure per teacher for PL	\$450

TEACHER SATISFACTION

In 2022 the staff at St Francis Xavier, including classroom teachers, specialist teachers, learning support officers and school leadership were asked to complete the MACSSIS Survey. The results provide the school with information on how the staff are feeling in regard to a range of school areas. A snapshot of our results and comparisons with other MACS schools is listed below;

Collaboration in Teams

S.F.X Positive Endorsement - 84%

MACS School Average - 71%

Staff Safety

S.F.X Positive Endorsement - 80%

MACS School Average - 63%

Staff - Leadership Relations

S.F.X Positive Endorsement - 94%
 MACS School Average - 79%

School Leadership

S.F.X Positive Endorsement - 79%
 MACS School Average - 57%

School Climate

S.F.X Positive Endorsement - 89%
 MACS School Average - 74%

Instructional Leadership

S.F.X Positive Endorsement - 68%
 MACS School Average - 54%

Professional Learning

S.F.X Positive Endorsement - 70%
 MACS School Average - 60%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	89.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	6.3%
Graduate	25.0%
Graduate Certificate	6.3%
Bachelor Degree	68.8%
Advanced Diploma	12.5%
No Qualifications Listed	18.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	13.1
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	11.3
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal: To enhance engagement throughout the school community

Intended Outcomes:

- Parental engagement is increased throughout all aspects of the school

Achievements

After emerging from the long shadow of the COVID-19 pandemic, re-engaging the school community became a top priority for the school in 2022.

The impact of extended school closures and remote learning had been significant at S.F.X, compounded by the lack of a large, indoor meeting space on the school site. It had left students, parents, and educators craving a sense of normalcy and school community connection, something that had always been a huge strength at S.F.X.

Thankfully, the easing of restrictions this year enabled the school to start welcoming the parent community back into the school grounds and to school events, while at the same time allowing students to start re-connecting with groups within the local community.

The highlight of the year was without doubt our 'S.F.X Circus Spectacular.' This was held at the George Jenkins Theatre at Monash University in Frankston. All students from Prep-Grade 6 performed in front of a capacity crowd of nearly 400 family and friends. It was truly an amazing experience for all involved.

Some of the other highlights of the year were;

- Term One Welcome Picnic
- School Assemblies resuming
- Grandparent's Day
- Book Week Celebrations
- Excursion/Incursions for all Grade levels
- Kaboom Sports visit
- Father's Day Breakfast
- Grade 3/4 and 5/6 Camps resumed
- Prayers in Pyjamas evening
- No visitor limitations for Sacramental evenings and Graduation
- Inter-school sporting competitions took place
- Prep Orientation sessions onsite, including Family Information Evenings
- St Vincent De Paul Christmas food drive
- Visits from State MP and the Mayor of Frankston City Council

We look forward to adding to this list with more engaging and meaningful experiences for both students and their families in 2023.

It was also pleasing for our 'Friends of S.F.X' group to be able to start working together again throughout the year. This amazing group of Mums spent a huge amount of time throughout the year planning for various events that were both fun for our students, engaging for our parents and importantly raised money for the school. We sincerely appreciate the many hours that the Friends of S.F.X group dedicate to providing amazing events within our school community each and every year.

PARENT SATISFACTION

In 2022, parents of our school community were asked to complete the MACSSIS Survey, which provides the school with information on how the parent community is feeling in regard to a range of school areas. The school received positive feedback from the parent community, well above the MACS school average in all areas. A snapshot of our results and comparisons with other MACS schools is listed below;

Barriers to Engagement

S.F.X Positive Endorsement - 79%

MACS School Average - 66%

School Fit

S.F.X Positive Endorsement - 80%

MACS School Average - 76%

School Climate

S.F.X Positive Endorsement - 92%

MACS School Average - 85%

Student Safety

S.F.X Positive Endorsement - 84%

MACS School Average - 72%

Communication

S.F.X Positive Endorsement - 77%

MACS School Average - 72%