



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Francis Xavier School

8 Park Street, FRANKSTON 3199

Principal: Stephen Peart

Web: www.sfxfrankston.catholic.edu.au

Registration: 1280, E Number: E1120

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 24 May 2024



About this report

St Francis Xavier School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Francis Xavier Catholic Primary School Vision Statement

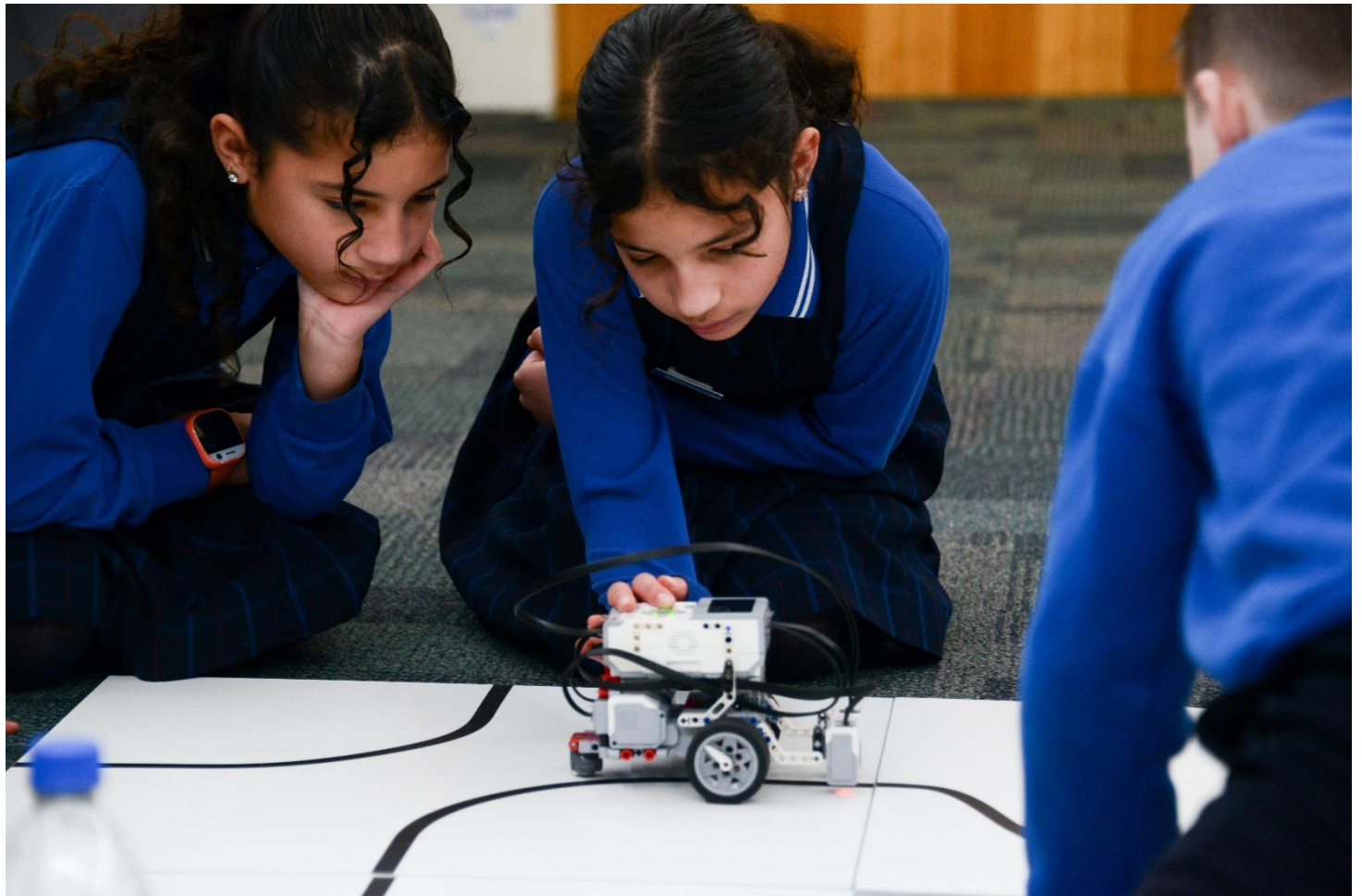
An inclusive community.

Connected through faith.

Aspiring to challenge and empower.

St Francis Xavier Catholic Primary School Mission Statement

At St Francis Xavier School, our mission is to provide a nurturing environment where faith, knowledge and compassion flourish. Through an engaging education, guided by Catholic values, we aim to empower students to embrace their unique gifts, serve others, and become active members of the community.



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 2023 school year at 171 students, 17 higher than the previous year. Our class structure currently consists of seven classes, four multi-age classroom groupings, a Grade 5 class, a Grade 6 class 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, STEM and Italian.

Principal's Report

As we reflect on the events of 2023, it fills me with pride to present the annual report of our school. This past year has been marked by remarkable growth and achievement, both for our students and our dedicated staff. St Francis Xavier Primary School thrives as a dynamic and interconnected community, offering unwavering support to one another through every challenge and triumph. Our school remained steadfast in its commitment to providing a nurturing, secure, and compassionate environment for all. Living out our school vision, 'An Inclusive Community, Connected Through Faith, Aspiring to Challenge and Empower' remains our constant priority.

In 2023, our journey of progress included a pivotal milestone: undertaking the School Review Process. This comprehensive evaluation offered profound insights into our educational practices, affirming our successes and illuminating areas for enhancement. Through this process, we seized the opportunity to establish new objectives that will serve as the foundation for our forthcoming School Improvement Plan. The School Review Process not only provided invaluable guidance but also reinforced our dedication to delivering excellence in education.

Throughout the past year, our unwavering focus on student wellbeing and engagement has been paramount. We have implemented a host of initiatives aimed at nurturing the mental health and resilience of our students, including school leaders undertaking Berry Street leader training. Our commitment to fostering a culture of inclusivity and acceptance has been evident in our positive MACSSIS data, reflecting the strong sense of belonging within our school community.

Academically, our efforts have centered on creating enriching learning environments that empower every student to excel. We take pride in maintaining rigorous academic standards and celebrating the achievements of our students, who continue to demonstrate remarkable dedication to their studies. Our educators have remained steadfast in their mission to provide a challenging and immersive educational experience, equipping students with the skills and knowledge they need for future success.

We had a large number of staff continue to grow themselves as learners through extra study. Two staff members began studying Master's Degrees in Wellbeing. One staff member completed their Master's Degree in Mathematical Leadership, and three staff members continued their study towards gaining Accreditation to Teach Religious Education in Catholic Schools.

Within the school grounds, students enjoyed the first full year of our brilliant new Junior Playground. Other improvements included a new Gaga Pit and Sand Pit being created in the

senior yard and also shifting our Grade Six classroom to a larger space at the front of the school.

As we embark on the journey ahead, we do so with anticipation and resolve. Our commitment to student wellbeing, academic excellence, and community engagement remains unwavering. Rooted in Gospel values, we continue to challenge our students to find purpose and meaning in their lives, nurturing a spirit of service and justice.

I extend my heartfelt gratitude to our dedicated staff for their tireless efforts and unwavering dedication to our students. I also extend my thanks to our parents for their invaluable support and partnership in nurturing the growth and development of our children. Together, as a united community, we look forward to the opportunities and challenges that await us in the year ahead.



Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

Enhance Catholic Identity

Intended Outcomes:

- Re-engage and Develop Community Understanding of Catholic Identity Within a Present Day Context
- Nurture the ongoing religious learning and faith development of the school community
- Students can articulate, reflect and take action that demonstrates their understanding of Catholic Identity and how it impacts our faith, life and culture.

Achievements

The school implemented a range of strategies to ensure that embedding a strong Catholic Identity remained a key driver at the school. Regular discussions and experiential learning activities, such as social justice initiatives and community service projects fostered articulation and reflection. Encouraging students to integrate Catholic values into daily interactions and decision-making, supported by mentorship and role-modeling from teachers and Grade Six leaders, reinforced their comprehension.

Additionally, opportunities for prayer, sacramental participation, and engaging with Scripture and Church teachings contributed to a holistic understanding of how Catholic Identity influences faith, life, and culture, empowering students to enact meaningful actions aligned with these principles. 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.

The School review process provided immensely positive affirmation for the Religious Leadership in the school, as evident from reviewer feedback. It highlighted the outstanding work of the school's Education in Faith Leader, Ms Marion O'Brien and the extremely positive relationship between the school and Parish Priest. The review emphasised the school's

inclusive, welcoming environment for families and its unwavering commitment to mission, values, and teachings of the Catholic faith.

Value Added

- Daily classroom prayer in all classrooms
- Whole School morning prayer every Wednesday, where families join students in their classrooms for a special prayer service
- Prayers at the start of all meetings and gatherings
- Special Mother's Day Mass, followed by a morning tea at school for any parishioners who were able to visit
- Multi-aged Holy Week celebration, led by the Grade Six Education in Faith Leaders
- All year levels had the opportunity to lead a liturgy for each week of Advent.
- A 'Living in Faith' section in the fortnightly school newsletter
- 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 Six 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.
- 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:

Use data and evidence more systematically and strategically

Intended Outcomes:

- Strengthen data capacity to drive improved student outcomes
- Staff can confidently analyse a range of assessment data and use the information to ensure that all students are appropriately challenged and supported
- Teachers are reflective practitioners, using student outcomes and data as a reflection of their own practice.
- Teachers adapt their practice based on student needs.

Achievements

Teachers once again had the opportunity to participate in facilitated planning sessions with curriculum leaders. During these sessions, support was provided to Year Level teams in crafting and executing a robust program tailored to address the developmental progress of each student. The progress of students is carefully tracked through a variety of summative and formative assessments. The data derived from these assessments informs a more individualised approach to student learning and serves as the foundation for reporting student progress to parents.

In 2023, prioritising staff professional development remained paramount, with a strong emphasis on Literacy, Numeracy, and Religious Education. Training and support sessions continued for our literacy program, 'Initialit'. This evidence-based program offers a systematic and scaffolded approach to literacy instruction in the junior school. Additionally, staff received training in various literacy support programs, including MiniLit and MacqLit.

In Mathematics, teachers have been actively developing Unit planners with support from our Maths Leader, incorporating elements such as Educational Research, Curriculum Links, Teacher Reflection, Differentiated Tasks, and Enabling and Extending prompts. To further bolster the teaching and learning of Mathematics, the school invested in sending groups of teachers and learning support officers to professional learning sessions, such as Getting Ready in Numeracy (GRIN).

The school renewed its subscription to Mappen, an online inquiry resource. Mappen facilitates the development of a two-year inquiry unit cycle, ensuring comprehensive coverage of all areas outlined in the Victorian Curriculum.

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
- Maths Online Interview
- InitialLit, MacqLit and LFIN data for intervention groups

At St Francis Xavier, our 2023 Grade 3 students achieved positive results compared to previous Grade 3 cohorts in NAPLAN Writing, however scores for Numeracy, Spelling and Grammar & Punctuation declined compared to the previous year. Making comparison reports in NAPLAN with cohorts of less than 20 can be unreliable, as the outliers from year to year can differ immensely. The school uses a variety of other tests, such as PAT testing, to obtain more specific and meaningful data for our school context.

Our 2023 Grade 5 cohort received positive results in both Reading and Numeracy compared to their Grade 3 results, however were below the state average in other testing areas.

Spelling and Grammar & Punctuation have been targeted as areas that the school needs to revisit from a planning perspective moving forward.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	351	29%
	Year 5	457	50%
Numeracy	Year 3	377	44%
	Year 5	466	62%
Reading	Year 3	366	61%
	Year 5	495	81%
Spelling	Year 3	348	29%
	Year 5	453	60%
Writing	Year 3	388	75%
	Year 5	456	57%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal:

Enhance engagement throughout the school community

Intended Outcomes:

- Students are engaged in their learning
- Students feel empowered and challenged
- Student voice is authentically valued across the school

Achievements

At St. Francis Xavier, the paramount importance of Student Wellbeing permeates every aspect of our approach and decision-making. Our array of programs, such as Bounce Back, the Berry St Education Model, Zones of Regulation, and Respectful Relationships, along with opportunities for mindfulness development, cater comprehensively to the diverse needs of our students.

Central to our ethos is the empowerment of student voices. We foster student engagement and agency through initiatives like student leadership roles in Year 6 and Student Representative Council positions across all year levels. The school review process also provided an excellent platform for students throughout the school to have their voices heard.

The Hub stands as a focal point within our school, dedicated to supporting students in self-regulation. Refurnished in 2023 and equipped with specialised resources and furnishings, it facilitates the restoration of focus and productivity. The Hub is complemented by individual and small group counseling and social skills sessions, led by both our trained School Counselor and also our Wellbeing leader. Open channels of communication with families ensured ongoing support, with guidance provided on accessing mental health resources as needed.

Further initiatives undertaken by St. Francis Xavier include leadership in the Respectful Relationships program, establishing the HERO Award (Helping Everyone Respect Others) program, updates to Child Safe Policies and grievance procedures, NCCD data collection, orientation days for transitioning students, and recess and lunchtime groups running every day. These groups include dance club, choir, lego club, chess club and art club.

Our proactive approach included regular feedback collection from students to gauge their emotional, academic, and physical well-being, underscoring our commitment to holistic support and growth.

Value Added

- St Francis Xavier continues to be a Lead School in the Respectful Relationships program.
- A new school Wellbeing Leader, Ms Melissa Sotelo, was appointed.
- A school counsellor was employed to work 1 day per week with students who needed support
- Teachers completed Berry Street refresher courses
- The HERO Awards program was established to compliment our House Teams and to encourage respectful actions throughout the school
- Body Education evenings offered for Grade 3-6 students and their parents
- Celebrating RUOK and Harmony day in the school
- Continued compliance with new Child Safety Standards, including receiving official confirmation that the school meets the standards during the school review process
- NCCD data collection processes strengthened and new staff trained to moderate levels of adjustment
- Orientation days for children to work with their teacher for the following year
- Prep-Grade 6 and Staff-Grade 6 Buddy programs in place

Student Satisfaction

As always, the school was proactive in obtaining regular feedback from students during 2023, 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 - 76% MACS School Average - 77%

School Climate

S.F.X Positive Endorsement - 55% MACS School Average - 59%

Teacher-Student Relationships

S.F.X Positive Endorsement - 72% MACS School Average - 71%

Student Safety

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

School Belonging

S.F.X Positive Endorsement - 67% MACS School Average - 70%

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.

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	91.3%
Y02	91.6%
Y03	88.5%
Y04	91.1%
Y05	90.1%
Y06	92.8%
Overall average attendance	90.9%

Leadership

Goals & Intended Outcomes

Goal:

Develop more effective feedback processes

Intended Outcomes:

- Feedback processes throughout the school are targeted, consistent, effective and valued by all stakeholders
- Staff seek feedback to monitor, reflect and improve their teaching
- Stakeholders use their voice to challenge and enhance growth in our learning community

Achievements

Participating actively in the School Review process, our school ensured strict adherence to VRQA and Child Safety requirements. Alongside this, we developed a comprehensive School Improvement Plan which will span from 2024 to 2027. Our commitment to continuous improvement was evident through regular meetings encompassing leadership, collaborative planning, wellbeing and professional learning teams.

Recognising the paramount importance of professional development, we offered targeted learning opportunities for our staff, aligning closely with the priorities outlined in our School Improvement Plan. This dedication was further underscored by one staff member completing their Master's Degree in Mathematical Leadership, and another two staff members beginning Master's Degrees in Student Wellbeing. The school increased its FTE in Learning Support Officers to address evolving student needs. Additionally, we provided mentorship and support for graduate teachers, assisting their growth through a personalised guidance and an induction program tailored to our school's ethos.

Fostering a culture of open communication and accountability, all teachers engaged in annual meetings with both the principal and curriculum leaders to reflect on their achievements and challenges throughout the year.

Throughout the academic year, our efforts bore fruit as we witnessed a notable increase in enrolments, reaching a peak of 171 students by the August Census, the highest enrolment taken at the school in well over 10 years. Amidst these developments, we remained steadfast in our commitment to maintaining an environment conducive to high-quality learning and prioritising the upkeep of school grounds, facilities, and classrooms. This dedication to

providing a nurturing educational setting underscored our overarching mission of facilitating optimal learning experiences for all our students.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>A School Wide Improvement Forum meeting took place each term for all schools in the Southern Network and each meeting was attended by the School Leadership Team.</p> <p>All Teachers and Learning Support Officers participated in Literacy and Mathematics professional learning conducted by our Leadership Team and external facilitators throughout the year.</p> <p>The Principal, Deputy Principal, Learning Diversity Leader and Wellbeing Leader attended termly network meetings.</p> <p>In addition the following PL was attended by staff:</p> <ul style="list-style-type: none"> • MACS Finance briefings • 1 staff member completed their Masters Course in Mathematics Leadership • 2 staff members began a Masters Course in Student Wellbeing • Mathematics - ENA + Getting Ready In Numeracy (GRIN) training • Epilepsy Training • Berry Street Leader Training • STEM Leader training at the Melbourne Zoo • Full day of maths Professional Learning with James Russo • Staff and students attended Fire Carrier network Meetings • Respectful Relationships workshops 	
Number of teachers who participated in PL in 2023	27
Average expenditure per teacher for PL	\$840.00

Teacher Satisfaction

In 2023, teachers and learning support officers from St Francis Xavier Primary School were asked to complete the MACSSIS Survey, which provides the school with information on how the staff is feeling in regard to a range of school areas. The school received extremely

positive feedback from both teaching staff and learning support officers, far superior to the MACS school average in nearly all areas.

A snapshot of our results and comparisons with other MACS schools is listed below;

Collaboration in Teams

S.F.X Positive Endorsement - 77% MACS School Average - 69%

Staff Safety

S.F.X Positive Endorsement - 73% MACS School Average - 66%

Staff - Leadership Relations

S.F.X Positive Endorsement - 98% MACS School Average - 80%

School Leadership

S.F.X Positive Endorsement - 81% MACS School Average - 58%

School Climate

S.F.X Positive Endorsement - 91% MACS School Average - 73%

Instructional Leadership

S.F.X Positive Endorsement - 69% MACS School Average - 55%

Psychological Safety

S.F.X Positive Endorsement - 84% MACS School Average - 65%

Teacher Qualifications	
Doctorate	0.0%
Masters	5.9%
Graduate	17.6%
Graduate Certificate	5.9%
Bachelor Degree	47.1%
Advanced Diploma	5.9%
No Qualifications Listed	17.6%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	11.2
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	10.2
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

Enhance engagement throughout the school community

Intended Outcomes:

- Parents are engaged in their learning and school life of their children

Achievements

At St Francis Xavier Primary, our school endeavours to cultivate robust partnerships among our families, the Parish of St Francis Xavier and the broader Frankston community. Nestled right in the heart of Frankston and extremely close to the city centre, our school aspires to serve as a vibrant space for gatherings and interactions.

Prioritising engagement with the parent community is a shared commitment among all staff members. They actively seek to foster connections with parents through informal daily interactions and formal parent support programs. Our small school encourages opportunities for formal and informal gatherings, enabling bonds to organically form among all members of the St Francis Xavier community.

Under the auspices of Melbourne Archdiocese Catholic Schools Ltd (MACS), St Francis Xavier has established a School Advisory Council. This platform affords parents the opportunity to actively participate in the school's affairs, offering insights and support across various domains such as school policies, capital improvements, and community partnerships. We extend our heartfelt gratitude to the nine council members for their unwavering dedication and support throughout the year.

Throughout 2023, initiatives supported by our parent group, 'Friends of S.F.X' included the coordination of Mother's Day and Father's Day stalls, a school Movie Night, cake and drink stalls at the Welcome Picnic and organising the Easter Raffle prizes. We aim to further build on the amount of events offered to students and families in 2024.

To maintain robust connections with the school community, various online initiatives were present in 2023, including:

- The school newsletter having a dedicated page for each class, filled with photos and celebrating learning.

- Constant communication provided through platforms including Operoo, Audiri and Seesaw
- Offering Parent-Teacher Interviews and P.S.G meetings in both online and in-person formats, providing greater flexibility for working parents

Parent Satisfaction

In 2023, 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. 20 families responded to the survey. The school received positive feedback from the parent community, very similar to 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 - 81% MACS School Average - 66%

School Fit

S.F.X Positive Endorsement - 72% MACS School Average - 75%

School Climate

S.F.X Positive Endorsement - 87% MACS School Average - 84%

Student Safety

S.F.X Positive Endorsement - 71% MACS School Average - 70%

Communication

S.F.X Positive Endorsement - 71% MACS School Average - 71%

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.sfxfrankston.catholic.edu.au