

20 AUGUST 2025

SFX NEWS

Business
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ISSUE 5



WHAT'S ON

18 - 22 August	Book Week 2025
21 - 22 August	PISA Testing
21 August	Year 10 Digital Photography Excursion Year 10 Sport and Recreation Excursion Year 10 Textiles Excursion Year 12 PE Excursion
22 August	Book Week Dress Up Day
25 August	Senior Designed Environment Excursion Senior Photography Excursion Year 9 Volunteering Year 12 PE Excursion
26 - 27 August	AST First Seating
26 August	Outdoor Education Excursion Global Studies Incursion Senior Visual Art Incursion VET and Careers Incursion Community Council Meeting
27 August	Inclusive Education Reading Excursion VET and Careers Excursion Year 9 Sport and Recreation Excursion Year 9 Textiles Excursion Year 10 Sport and Recreation Excursion Year 11 PE Excursion
28 August	Year 10 Sport and Recreation Excursion
29 August	ELT Reading Excursion Year 9 Volunteering
1 September	Year 9 Volunteering Inclusive Education Reading Excursion Year 12 PE Excursion
2 September	Senior Music Showcase Year 9 Incursion Year 11 PE Excursion Year 12 Life Skills
3 September	Outdoor Education Excursion Year 9 Sport and Recreation Excursion VET and Careers Incursion
4 September	Senior Visual Arts Excursion Year 10 Sport and Recreation Excursion Year 10 Photography Excursion
5 September	Year 10 Sport and Recreation



8 September	First Nations Excursion Year 9 Volunteering Year 10 Vision Screening Program Year 12 PE Excursion
9 September	College Assembly Outdoor Education Excursion Year 12 PE Excursion
10 - 12 September	Senior Outdoor Education Camp
10 September	Inclusive Education Reading Excursion Year 11 PE Excursion
11 September	Year 10 Sport and Recreation Excursion
12 September	ELT Reading Excursion
15 - 17 September	Year 9 Sport and Recreation Excursion
15 September	Inclusive Education Reading Excursion Year 12 PE Excursion
16 September	Year 11 PE Excursion Year 12 Life Skills
17 September	Year 7 Incursion Outdoor Education Excursion

ACTIVITIES AND CLUBS

Monday	Dance Troupe Green Club Junior Band Maths Tutorial Production Crew
Tuesday	Maths Tutorial Percussion Ensemble Philosophy and Ethics Club String Ensemble
Wednesday	Cal Bruton Basketball Program Choir and Karaoke Maths Tutorial The Reading Room

Thursday	Dance Troupe Guitar Ensemble Maths Tutorial Production Crew Robots and Rocketry Sustainability Club Theology Club
Friday	Strategic Games Club

FROM THE PRINCIPAL

18 August 2025

Dear parents and friends,

Our students have had a great start to Term 3 and it is such a source of pride to see them so invested in their studies and relationships with their teachers and each other. Our learning environment is emblematic of a school where contemporary pedagogy and an emphasis on student wellbeing enhance the experience of our students. It is during Term 3 that our Year 8, 9 and 10 students undertake course counselling and choose their electives and senior courses in preparation for the following year and I am delighted with their interest in and enthusiasm for the range of new and contemporary courses and learning opportunities their teachers have developed for the 2026 academic year and which are unique to Francis Xavier College.

At our mid Semester Junior and Senior Awards ceremonies recently we esteemed the academic, community leadership and effort of our students in Semester 1. I wish to offer my warm congratulations to all our students who received awards and my thanks to the parents and grandparents who attended the ceremonies.

Congratulations to the following students who received Academic Excellence awards in their respective cohorts.

Sam Harvey Year 7



Amelia Arentsen Year 8



Zara Nicholson Year 10



Pranav Kumar Year 10



Farhana Khan Year 11



Mia Givens Year 12



FROM THE PRINCIPAL

Our College Musical *Legally Blonde* which aired recently in our newly refurbished theatre was an outstanding success in every respect. As an extravaganza of colour, energy and hilarity in the tradition of musical theatre the performances of our students in each of their scenes, as vocalists, dramatists, dancers, musicians or as members of the backstage crew reflected excellent casting, discipline and dedication to their craft. We could not have had such a colourful and successful musical without the skill and leadership of our Producer Dale Thane who was ably supported by the cast and crew, college staff and alumni. Thank you to the parents of our cast and crew for your support for our students and their participation in the musical, without which they would not have been able to commit the time and energy necessary for this endeavour.



Our Year 12 ATAR seekers will participate in their AST examinations next week. Year 12 have been preparing for these for two years under the expert guidance of their teachers, and along with their course scores in each of their units of study the AST contributes toward their ATARS. I am sure you will join me in keeping them in your thoughts and prayers and in wishing each of them the very best for the AST.

Toward the end of this week or early next week we will be launching our new website. We have engaged a website developer to assist us in its development to arrive at a more contemporary and accessible interface between the school and our community. It will showcase our key messages and documentation and be a source of celebration of events, staff and students. I am going to ask staff, students and our parent Community Council to provide feedback once it is operational.

Finally, I wish you and your families the very best for the weeks ahead. Please do not hesitate to contact me at principal@sfx.act.edu.au if I can assist you in any way.

Yours sincerely

Sandra Darley
College Principal

ACHIEVEMENTS

NAPLAN CHAMPIONS

In Term 1, our Year 7 and Year 9 students participated in NAPLAN testing over 4 days in the areas of Writing, Reading, Conventions of Language and Numeracy. The participation rate over these testing days was very high and the College wishes to thank the students for their cooperation and willingness to participate to the best of their ability throughout this important period.

Results from this testing have now been received and hard copies of student reports should have made their way home for parents to view. The College particularly wishes to acknowledge and congratulate the achievements of the following students who achieved the highest score in each of the NAPLAN testing domains.

Tom Klekner
Data Analyst and Mathematics Teacher



Year 7

Samuella Bird (Grammar and Punctuation)
Olivia Ayton (Writing)
Afrah Hassan (Numeracy)
Elspeth Hamilton (Reading)
Jeanne Sagmayao (Spelling)



Year 9

Mitchell Brown (Writing)
Max Morrison (Grammar and Punctuation, Reading)
Hudson Monck (Spelling)
Liam McCaffrey (Numeracy)

ANNOUNCEMENT

DROP OFF AND PICK UP ARRANGEMENTS

To help keep our students safe during drop-off and pick-up times, we kindly ask that you drive and park safely and legally around the College. The roads surrounding our campus can be extremely busy and the safety of our students, staff and families remains our highest priority. Unsafe and illegal parking can reduce visibility for our students and motorists, creating a significant hazard when students cross the road. Please remember not to park across pedestrian crossings, in no stopping zones/bus zones, on corners, verges or double parking and adhere to the 40-speed limit.

Students can be dropped off and collected via the following locations:

- The basketball courts/blacktop: in the afternoon, ensure you line up single file to allow other cars to pass through safely. We ask that you wait until the gate opens at **3:00pm**, allowing classes to finish and students to exit safely.
- Krefft Street – please be mindful of not blocking traffic when you park.

The turning circle is a designated bus zone and must not be used for student drop-off or pick-up as it interferes with bus services. Parents/carers are not permitted to drop off or collect students from directly outside of the school as this blocks the flow of traffic.

Please be aware that parking onsite is limited during the school day, we have two visitor spots which are available. The accessibility carparks are directly outside of the school and should only be used by those who require it.

We encourage students to walk, ride their bikes or catch the bus to and from school where possible. We will continue to remind all students to use the underpass and to move safely and responsibly around the College grounds.

We appreciate your cooperation in helping us maintain a safe and efficient environment for all members of our school community.

Jessica Tarbuck
Assistant Principal Student Wellbeing (Acting)

HUMANITIES IN SEMESTER 2

Humanities has had an exciting start to the semester, with students diving into a wide range of engaging topics across Humanities and Social Sciences (HaSS), Religious Education and English.

In HaSS, students have been exploring the key economic concepts of scarcity, supply and demand and the strategies used by businesses and individuals to achieve success. Our focus has been on building an understanding of the modern marketplace and showing how informed decision-making can help individuals make the most of their limited resources.

In Religious Education, students have been learning about the role of early faith leaders and recently completed their first assessment for the term by creating podcasts about significant religious figures and the ways their lives were shaped by their faith. This task encouraged students to reflect on the continuing relevance of biblical texts in Christian life today and to consider how moral understandings can be drawn from sacred writings.

This work has been complemented by our English unit on life writing, which challenges students to explore how we understand and communicate the life stories and experiences of individuals. Across all subjects, the Humanities faculty continues to focus on how people interact with the world around them, how faith and values influence decisions and how students can develop the skills to interpret, comprehend and express their passions in an ever-changing world.

Looking ahead, students will soon begin our History unit, delving into the Deep Time history of Australia and the captivating world of Ancient Rome. In English, we will launch into a novel study of *Percy Jackson and the Lightning Thief*. In Religious Education, students will be unearthing the power of sacred texts and exploring principles for living a moral life in the modern world.



To finish, we are proud to share a small sample of autobiographical poems created in class this term by our Year 7 students:

I am Afrah
Sister of Aavin
I want to see my friends again
I need to graduate
I see through my eyes
I love my family and friends
I hate tomatoes
I fear getting lost
I dream when I'm asleep
I have an amazing family and friends
Resident of Canberra
Hassan

I am Emanuel
Son of Tony and Melinda
Who needs food
Who sees an energetic dog running towards me
Who loves soccer
Who hates math
Who fears heights
Who dreams of becoming a pro soccer player
Who has a loving family
Resident of Murrumbateman, NSW

I am Ethan
Son of a human (hopefully)
Who needs air to breath
Who sees with his eyes
Who loves living
Who hates his siblings
Who fears when scared
Who dreams when sleeping
Who has lived twelve years

I am Lachie.
Son of Leon and Harriet.
Who needs family.
Who sees good in people.
Who loves family and friends.
Who doesn't like rude people.
Who fears losing family.
Who dreams of becoming an AFL player.
Who has a good heart.
Resident of earth.

Dan Ewin
Head of Integrated Humanities

AROUND THE COLLEGE

FORCES AND MACHINE

This term has begun with our Year 7 students broadening their knowledge in both Maths and Science — and discovering that the two are more connected than they may assume.

In Maths, students have been diving into algebra, learning how to use symbols and variables to represent numbers and relationships. They've been exploring how algebra can help solve real-world problems — from calculating speeds to predicting patterns.

Meanwhile, in Science, our focus has been on forces and simple machines. Students have investigated how friction and gravity affect the way objects move. They've learned how devices like levers, pulleys, wheels, inclined planes and the wheel and axle can make work easier by changing the size or direction of a force.

To bring the two subjects together, students have used algebra to calculate mechanical advantage and force ratios for different machines. For example, they worked out how a pulley system could lift a heavy weight with minimal effort, applying the same equations they practised in Maths.

From solving equations on the whiteboard to testing their own mini-catapult designs, Year 7 have and continue to put theory into action — proving that maths and science are not just subjects, but powerful tools for understanding and shaping the world around us.

Sam Beattie
Head of STEM and Digital Technologies



YEAR 9 VOLUNTEERING AT PEGASUS



This term, our Year 9 Pastoral groups have been volunteering at Pegasus, one of our House Charities, where they are supporting the team through a variety of on-site projects.

This experience gives our students a valuable opportunity to give back to the community while building teamwork and a strong sense of service.

Here's what **Lily Holding** (9D2) has to say about her volunteering experience:

"My time at Pegasus was a mix of challenge and growth — I got to push my limits, learn new skills and to leave with experiences I'll never forget. At Pegasus, we learned to stay calm and confident around horses, helped clean the stables by clearing out the sawdust and teamed up with friends to concrete a hole in the middle — a mix of hard work, teamwork, a lot of dust and a little bit of horse poo."



YEAR 9 ENGLISH SEMESTER TWO: 'LOVE, HATE AND WHO WE ARE'



This semester, Year 9 English is diving into the intense and often conflicting emotions of love and hate and exploring the powerful role language plays in expressing and fuelling them. Building on the fantastic live performance of *Romeo and Juliet* by Bell Shakespeare in Term 2, students will now examine how language can inflame conflict, deepen connection and reveal the full spectrum of human emotion.

Centred around William Shakespeare's timeless tragedy, the unit will trace how opposing forces (passion and rage, loyalty and grief) shape both individuals and societies, from ancient feuds to modern poetic reflections. Students will work with a range of texts, ranging from T.S. Eliot to Radiohead, as they explore the techniques writers use to capture intense feeling and power dynamics.

Across the term, students will also develop their own expressive voices through writing and performance. Major assessment tasks include:

- A close analysis of a poem, focusing on how language evokes emotion and conflict.
- A creative multimodal transformation of a key *Romeo and Juliet* scene, reimagining its emotional or social context.
- A recorded, dramatic oral performance, adopting the persona of a character and delivering a persuasive speech in-role.

This unit builds on students' prior work with narrative and persuasive writing, while layering in deeper interpretive skills and performance elements. Our English teachers are excited to see the energy, maturity and engagement that Year 9 students displayed during the Bell Shakespeare production carry through into their study and creative work this term.

Dylan Fox
Head of English

ACHIEVEMENTS

SPORTING SUCCESS CONTINUES AT SFX



As usual, it has been an extremely busy couple of weeks for sport at SFX. The College has had multiple teams representing in a number of different sports and at different levels.

As winners of the Canberra Region, our U13 and U15 NRL Country Cup teams travelled to Wagga Wagga to compete in the Southern NSW Finals. Both teams were extremely gallant in their efforts, coming up against highly skilled and physically imposing opposition. Both teams were competitive throughout the day and showed great sportsmanship. A big thank you to the Year 12 assistant coaches and Mr Booyesen who took the time to travel with both teams. Well done, boys!

After multiple cancellations due to wet weather, our junior AFL teams had the chance to compete in the AFL Canberra School Cup. The boys team played some incredibly close matches this year. While the wins did not go their way, they were highly competitive and showed they could have easily come out on top. The girls team had a fantastic run, going undefeated through the group stages and making it all the way to the final. Both teams put up a strong fight, showcasing great skill and teamwork throughout the competition.

Last but certainly not least, our boys' and girls' 7 and 8 Futsal teams competed in the ACT Schools Futsal Tournament.

The girls team gave it their all in the group stages, securing two wins and a draw. This strong performance saw them advance to the quarter-finals, where they faced a tough competition and were narrowly defeated in a penalty shootout. Well done to our girls for their determination, teamwork and fantastic effort.

Building on their earlier success this year, the boys team dominated their way to the finals with a series of convincing wins. Their strong performance continued in the final, securing an impressive 4-1 victory. With this fantastic result, the team now progresses to the NSW Futsal Championship. Congratulations to Mr Charles and all the boys involved!

As always, if you make a sporting team inside or outside of the school pathways, please let a PE teacher know so the College can celebrate your success.

Tim Sloman
Health and PE Teacher

STUDENT VOICE

In this edition of *Student Voice*, our Communications Captain, Amelia, chats with some of our Indigenous students about their NAIDOC Week experiences and their involvement in the 'Belonging' art project.



Evie Moyle (8D1), Noah Mannell (8I1), Noah Mudford (9K2) and Brady Weston (10P1)



Jesse Weston (12P2)

Why do you think NAIDOC Week is important to celebrate in school communities like ours?

Evie: "I think especially here in Australia, it's really important to recognise our history and to acknowledge everyone by learning about different things. NAIDOC Week gives us that chance—you can really see and celebrate everything and it helps others learn more too. It feels like a tradition that brings people together."

Noah Mannell: "For me, it's a special time where we can get to know each other better and make new connections."

How did it feel to see Indigenous culture and spirituality included in a Catholic setting?

Brady: "I thought it was great because it's not something you see very often. Having both of those things come together was pretty special."

Evie: "I thought it was pretty cool. It felt like two worlds coming together and I got to see other people who are in the same boat as me. That was really meaningful."

What was it like being part of the NAIDOC Week celebration with other schools? Was there a moment that felt especially meaningful to you?

Jesse: "It felt powerful. To be able to honour the culture, history and achievements of my ancestors was a grounding experience. Maintaining my connection to country through the togetherness of my peoples creates a opportunity to stand in solidarity and celebrate the strength of my ancestors. A moment that felt significant to me was being painted with ochre before entering the cathedral. Ochre is used as a way of honouring traditions and proudly showing our heritage. It was especially important to me because I was with my sister."

Evie: "I thought it was really cool. I got to see a lot of people I know outside of school and even some of my [old] teachers. It all felt really meaningful and nice."

Brady: "I liked seeing everyone who shares those same connections all in one place. That was pretty special. The Smoking Ceremony stood out for me—it was pretty cool."

Noah Mannell: "It was an amazing moment. I really enjoyed being around people I love and others from my culture. It's also about asking questions and learning together. Seeing other students from the same culture coming together was great—it just felt chill. I liked being with people my age who share that culture, because sometimes when it's just you, it can feel awkward."



STUDENT VOICE

What did your artwork represent or express about your culture?

Evie: "My artwork was about representing where I feel like I belong. It expressed how I feel in different places, and I used a few different techniques to bring that out. Some of it showed the places I grew up going to, which felt really meaningful."

Brady: "My artwork wasn't so much about me personally, but more about my culture. That's a part of who I am. I felt like showing that was more meaningful than doing something else."

Noah Mudford: "My piece represented where I find comfort, like being with my family, playing basketball and the things I enjoy doing."

Noah Mannell: "I made mine around my hobbies, especially boxing. My coach is Aboriginal like me and we have a strong connection in the gym, so I wanted to represent that."

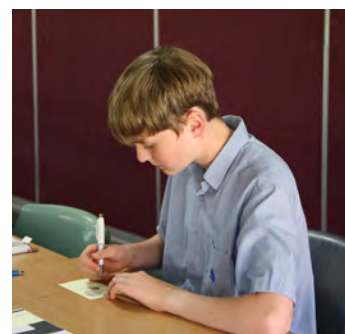
Were there any highlights you experienced during the project?

Evie: "I feel like I got to know more people and learn about their stories, where they come from and what they've experienced. It was incredible to meet people I'd seen around school but didn't really know. Now when I see them in the corridors, I can say, "Hey, how are you?" and actually feel connected."

Brady: "I thought it was really nice to just sit down and do an activity with people who've had similar experiences. Usually, we just pass each other and say hi, but this gave us a chance to really get to know one another."

Noah Mudford: "I think it was a really cool experience to connect with other people. You don't normally get to do something like this, so it felt really special."

Noah Mannell: "It was a really cool experience for me—to create an artwork for myself and for others and to connect more with my culture and community."





NOTICES

LOST PROPERTY REMINDER

We have accumulated a significant collection of lost property over the past year, including items such as AirPods, keys and jewellery. If you believe you may have misplaced something on campus, please check the Lost Property area located outside the gym or contact our Front Office for assistance.

Please remember: all lost property is kept until the end of each school year. During this time, the Front Office will make every effort to identify and return items to their rightful owners. Any unclaimed property remaining at year's end will be disposed of appropriately.

To give everyone the best chance of recovering lost items, we encourage you to report them as soon as possible and provide detailed descriptions.

NOTICES



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