St. Francis de Sales School
122 Paterson Drive
Lynbrook Victoria 307

REGISTERED SCHOOL NUMBER: 2068

2013 Annual Report
TO THE SCHOOL COMMUNITY
Contents

Contact Details...........................................................................................................................................2
Minimum Standards Attestation..................................................................................................................2
Our School Vision.......................................................................................................................................3
School Overview........................................................................................................................................4
Principal’s Report.......................................................................................................................................4
School Education Board Report..................................................................................................................7
Education in Faith.......................................................................................................................................8
Learning & Teaching...................................................................................................................................11
Student Wellbeing.......................................................................................................................................15
Leadership & Management..........................................................................................................................18
School Community.......................................................................................................................................20
Financial Performance.................................................................................................................................23
Future Directions.........................................................................................................................................24
VRQA Compliance Data..............................................................................................................................25
Contact Details

| ADDRESS       | 122 Paterson Drive  
                     | Lynbrook  
                     | Victoria 3975  |
|---------------|-------------------|
| PRINCIPAL     | Mr Desmond Dalton |
| PARISH PRIEST | Fr Albert Yogarajah |
| SCHOOL BOARD CHAIR | Mrs Leah Greensteet |
| TELEPHONE     | (03) 8773 6700    |
| EMAIL         | principal@sfslynbrook.catholic.edu.au |
| WEBSITE       | www.sfslynbrook.catholic.edu.au |

Minimum Standards Attestation

I, Des Dalton attest that St. Francis de Sales 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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
Our School Vision

St. Francis de Sales is a place where we feel welcomed, excited to learn, pray, feel safe and secure, and play together. We will work as a community to share our learning and build on our experiences and knowledge. Our learning environment will encourage us to build friendships and relationships.

We, the parents of St. Francis de Sales, envision a school:
- where diversity is celebrated
- where differences are recognised, shared, explored and embraced
- where students, teachers and parents are encouraged and supported to achieve the very best of their potential
- where developed talents and skills can be used to strive for a brighter future for our school and our community.

With God's direction and that of our Saint, St. Francis de Sales, we will guide our children to be: affable, understanding, perseverant, compassionate and wise. Shared beliefs and values, combined with a common faith, will help to form not just the people we are, but a school that is admired, inspiring and emulated.

St. Francis de Sales Primary School is a Christ-centred community which celebrates individual differences. We will provide an engaging and differentiated curriculum that is contemporary, sustainable and personalised.

Through authentic and innovative teaching and learning we will empower our students to become lifelong learners who think critically and make positive contributions in the world. Our learning environment fosters a strong partnership between Christ, Parish, School, Home and the global community.
School Overview

St. Francis de Sales Catholic Primary School, Lynbrook, opened in January 2010 with an enrolment of 85 students and 8 teaching and support staff. It is the second school in the Parish of St. Kevin, Hampton Park.

The school is situated in a rapidly developing area in the South East of Melbourne and total enrolment is growing quickly. Enrolment at the commencement of 2014 was 300 students and a decision has been made to cap enrolments at around 65 Prep students per year to allow us to keep enrolments in line with the provision of facilities.

Fr. Shanthaiah Marneni, MSFS, was Parish Priest at the commencement of the school’s operations. Fr. Albert Yogarajah became Parish Priest in April 2010.

The third stage of the school’s construction provides another Learning Space (3 Learning Spaces in total) comprising of a large common learning space, art area, breakout rooms and staff work areas. The administration block is designed with an open and welcoming space, sick bay facilities, conference room, staffroom and a community room. The community room is a wonderful space where small masses may be conducted and community events can be held. Playing areas and new playing equipment have been installed giving children more choices in play areas.

The majority of the students are from the Lynbrook and Lyndhurst suburbs with a number from surrounding areas.

Families were involved, prior to our opening, in establishing the values system for our school based on the gospels and the life and work of St. Francis de Sales. Through these values, and the learning experiences offered, student engagement is maximised. A strong sense of belonging is fostered and student connectedness to school and to each other is heightened.

Parents are encouraged to actively participate in classroom activities and a School Advisory Board, Parents and Friends Association and Maintenance Committee have been formed. The school enjoys a high level of parent involvement and support. The “School Vision” with contributions from all stakeholders (students, parents and staff) has been completed and is at the centre our work each and every day and truly reflecting the hopes and aspirations of our community.

We at St. Francis de Sales intend to uphold and build upon our strong Catholic identity by:

- strengthening supportive relationships,
- empowering and engaging the school community, and
- developing in a shared understanding of Learning and Teaching.

The dedicated and hard-working staff has established a powerful professional learning culture at the school with an emphasis on contemporary teaching and learning. They have encouraged strong student engagement in learning through the embedding of an Inquiry approach to the development and the delivery of an inclusive curriculum. The flexible learning spaces ensure teaching programs that target student’s individual needs in small group learning arrangements.
Principal’s Report

St. Francis de Sales Catholic Primary School, Lynbrook, opened in January 2010 and is located in the South Eastern suburbs of Melbourne. It is the second school in the Parish of St. Kevin, Hampton Park, and services Lynbrook, Lyndhurst and surrounding areas. The school was Blessed by Archbishop Denis Hart D.D. and officially opened by the Honourable Anthony Byrne M.P., on Sunday, February 7th, 2010.

The 2nd Stage of our building program became available to us late in 2011 and was Blessed by Bishop Peter J. Elliott and officially opened by the Honourable Anthony Byrne M.P. on February 17th 2012.

The 3rd Stage of our building program has been completed and it comprises of a third learning space, new administration area, staffroom and community room. It will be blessed and officially open on June 20th 2014 by Bishop Peter J. Elliott.
The school is visibly Christocentric and focuses on the “promotion of the human person”, the integration of faith and life and the learning of each student through an active student centred paradigm. The school’s built environment makes adequate provision of space for general education, collaboration and specialised services, and is conducive to generating quality learning outcomes. Our learning space is flexible and through current pedagogy ensures the highest quality personalised learning experiences, based on a contemporary curriculum, within a strongly supportive social environment.

New technologies play an important role in this learning centred school thus enabling learning to occur beyond the boundaries of the school in the conventional day. A comprehensive curriculum incorporating student goal setting is supported by a strong visual and performing arts program, physical education and sporting involvement.

The school is justifiably proud of its wonderful community spirit with students, parents and staff valuing highly the relationships developed and the willingness of all to join in the development of our school.
School Education Board Report

The St Francis de Sales School Advisory Board has now been up and running for 3 years. During this time we have worked together to achieve some wonderful results.

The Board is very pleased to see the completion of stage 3 building, with the addition of a meeting/gathering space that will give the parent community an area to hold various social events.

The additional school buildings have allowed for increased student numbers which have continued to surpass expectations at an incredible level. An expanding school has bought new challenges for all involved, however the Board is pleased that, despite the growth of the school, the school values that form the basis of our vision for the school have continued to be embraced.

Additional staff and a greater parental and student community, have all been welcomed and actively encouraged to participate in making our school a valued and respected member of the greater community. The ongoing commitment of the dedicated parents who were involved in the Parents and Friends Association helped to provide opportunities for all to be involved.

In May 2013 the school undertook its first review and validation process. The review encompassed all aspects of the school's operations and gave the staff, parents and children the opportunity to reflect on their development to date and also offered guidance on areas of improvement and targets for the next four years. The Board is pleased to note that the results of the review were in line with expectations and that new challenges have been set for the future.
Education in Faith

Goals & Intended Outcomes

Goal

- To continue to embed contemporary pedagogy into the Religious Education curriculum.

Intended Outcomes

- That teachers become familiar with and effective practitioners of contemporary pedagogy in teaching Religious Education.

Goal

- To promote and develop understanding of St. Francis de Sales Catholic identity among all members of the school community.

Intended Outcomes

- That student understanding of faith based values be deepened and connected to their whole life.

Achievements

The Parish/School Planning Leadership Group have continued to meet regularly across the year, working in partnership to plan the parish Sacramental programs and combined school Liturgies. It has continued to develop and improve the Information nights for both parents and students. Guest Speakers were invited to speak to the parents and many parents found the evenings both enjoyable and informative. For the parent/child workshops, smaller workshops were developed to improve the interaction between parents and their children.

Staff from both schools continue to meet at the beginning of the School Year to celebrate mass together. In the past year, the two schools have gathered together to celebrate the Feast of the Assumption, St Kevin’s Feast Day and the Beginning of the School Year at St Kevin’s Church. These celebrations assist in building a relationship between the two schools within the parish.

The celebration of Mass is vital to strengthening our Catholic Identity and the school community has celebrated Mass together across the seasons.
and Feasts of the Church Year. As Catholics we are called to work for Social Justice and the families of St Francis de Sales generously support different Social Justice initiatives throughout the year, including the Feast of the Sacred Heart, which allows the school to build a partnership with St Vincent de Paul by supporting their winter appeal. During Lent the school supports Caritas and their Project Compassion Appeal. Students are also given the opportunity to attend Archdiocesan initiatives (St Patrick’s Day Mass and the Mission Mass).

Morning Prayer has continued to be valued by the school community, with a number of parents and family members participating alongside the children. Children have been given opportunities to lead prayer and there has been an emphasis on reinforcing our school values by linking them with church teachings and daily actions.

Through Staff Meetings and Planning sessions opportunities for staff to build upon their pedagogy in Religious Education have been provided. The school and Religious Education Leader have been supported by the Southern Office Religious Education School Advisor.

**VALUE ADDED**

St. Francis de Sales provides a number of curricular and extra-curricular activities that add to the development of the whole person as a Catholic.

- Combined parish schools masses for feast of St Kevin, the Feast of the Assumption and beginning of the school year
- School Masses
- Participation in archdiocesan masses and events including St Patricks Day Mass and Mission Mass
- End of Year Mass incorporating Grade Six graduation and Family shared dinner.
- Morning Prayer
- Social Justice Projects - Project Compassion, Walk for Justice
- St Vincent de Paul appeals including the Winter Appeal
- Parish Team Meetings
- Sacramental Program including Guest speakers for Parent Information Nights and parent & child workshops.
- Staff Professional Learning and Development

St. Francis de Sales has continued to foster and maintain a strong Catholic identity. The ECSI (Enhancing Catholic Schools Identity) and SIS (School Improvement Surveys) data supports that staff, students and parents overall are satisfied with the Catholicity in the school.

There is clear evidence that staff and students have opportunities to reflect on their faith, pray together and celebrate liturgies and sacraments. The students place great
emphasis and importance in being involved with a Catholic School, and the opportunities that students have to practice their faith.
Learning & Teaching

Goals & Intended Outcomes

Goal

- To improve student learning.

Intended Outcome

- That student outcomes will improve, especially in Numeracy Years 3-6.

Achievements

Staff at St Francis de Sales continue to work towards improving student learning and student outcomes through a contemporary approach to curriculum development and delivery.

Staff completed their participation in the CEOM (Catholic Education Office Melbourne) initiative: Leading Contemporary Learning in a Catholic School (Year 3). Our action research question was: **As a Catholic school, in the contemporary world, how do we bring into harmony faith, life and culture, through rich, rigorous and relevant curriculum design?** Participation in the project led to an increase in staff confidence and awareness of contemporary learning and contemporary curriculum design. The Models of Contemporary Learning which were unpacked and explored by staff are now being embedded across all units of work and form the basis for teachers personal and team goals.

The schools involvement in the Contemporary Action Project Science (Year 2) also continued in 2013 as staff worked towards embedding the principals of science in Inquiry through the use of Lotus Charts for Planning. The focus for 2013 was on environmental science and the exploration and creation of our school garden. A new team has been established for 2014 and will continue to build on linking Science to all curriculum areas through contemporary tools and pedagogy. The School Garden continues to remain a focus as we work towards its completion this year and utilising it for teaching and learning opportunities across the curriculum.

The Literacy Assessment Project (LAP) – Cohort 6 Professional Development was completed this year with the Progression of Reading Development and ARCOTS testing now embedded within the Senior School. Support in 2014 will be provided through three LAP ongoing days which will focus on consolidating and supporting targeted teaching in English across the senior school.
Staff continued the process of further unpacking the AusVELS curriculum. The focus was on the creation of a school scope and sequence in Comprehension and Spelling. Teachers worked together to identify the key curriculum to be taught and learnt in these areas from F-6. The Comprehension Scope and Sequence aimed to link the AusVELS curriculum and existing Comprehension pedagogy and strategies which are embedded within the school’s English Framework. It will be finalised and presented to staff in 2014 as part of the Learning and Teaching Policy.

The Mathematics Framework also continued to be trialled in 2013. Following School Review, contemporary teaching and learning in Mathematics will be explored with a focus on improving student outcomes, particularly in Years 3-6. Learning and Teaching and Numeracy Leaders will attend five Professional Development Days in 2014 run by the CEO - ‘Curriculum by Design – Mathematics’.

Professional Development in Learning and Teaching focused on linking learning intentions to success criteria. Staff explored the Planning Process and the writing of learning intentions through the AusVELS Mathematics Curriculum. How to determine, select and write learning intentions in a developmental sequence using curriculum documents was modelled to staff. Success Criteria was also introduced to staff in the latter part of 2013 and continues to be a focus for teachers. In 2014 we will continue the Learning and Teaching initiative for personalised learning and will focus on making visible the cycle for Assessment and feedback. Our work in this area has commenced with staff now moving towards linking feedback to learning intentions and success criteria.
## STUDENT LEARNING OUTCOMES

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>95.7</td>
<td>95.0</td>
<td>-0.7</td>
<td>100.0</td>
<td>5.0</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>91.3</td>
<td>95.2</td>
<td>3.9</td>
<td>100.0</td>
<td>4.8</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>91.3</td>
<td>100.0</td>
<td>8.7</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>100.0</td>
<td>90.0</td>
<td>-10.0</td>
<td>100.0</td>
<td>10.0</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>95.8</td>
<td>-4.2</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>100.0</td>
<td>94.4</td>
<td>-5.6</td>
<td>91.7</td>
<td>-2.7</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>95.8</td>
<td>-4.2</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>94.1</td>
<td>83.3</td>
<td>-10.8</td>
<td>95.8</td>
<td>12.5</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>100.0</td>
<td>94.4</td>
<td>-5.6</td>
<td>95.8</td>
<td>1.4</td>
</tr>
</tbody>
</table>
Year 3 Naplan data from 2011-2013 indicates positive growth across all areas. In particular our 2013 data shows strong performance by students across all areas (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy) with students performing above the national and state average. Our 2013 Year 3 cohort is representative of St. Francis de Sales first foundation (prep) intake in 2010.

Year 5 Naplan data from 2011-2013 has fluctuated across all areas over the last 3 years but has been consistent with national and state average.
Student Wellbeing

Goals & Intended Outcomes

Goal

- To build teacher capacity and professional learning in the areas of social and emotional learning.

Intended Outcomes

- That relationships will be fostered and enhanced among all members of the community.
- That social and emotional learning is explicitly embedded in our curriculum.

Achievements

Our year once again began with a focus on relationships. The week prior to the commencement of school saw us gather for our community picnic. This gathering at the beginning of the year continues to provide our school with a wonderful opportunity to build relationships and community spirit amongst our families.

The first week of term 1 was dedicated to Student Wellbeing. The focus of this week was to foster and enhance relationships amongst students and staff. It provided all students with opportunities to develop skills and behaviours to connect with their peers through games and art activities. Each group focussed on one of our school values and using a variety of media a canvas was constructed to showcase the student’s understandings of this value. All twelve values are on display along the corridor of the learning spaces and act as a reminder of the values our community have chosen to uphold and live by.

The practice of circle time is embedded in the Junior and Senior Frameworks and takes place on a regular basis across all groups. It is used to promote connectedness among students and allows teachers to address social and emotional issues specific to their group as well as to explore and understand the values of our school. In essence circle time gives students a “voice” within a safe and controlled environment. They understand that their ideas and contributions are sought and valued and that they can directly impact upon bringing about change or finding solutions. The teacher is not an authority but an equal and it allows for the building of trust.

Our school values inform and guide our behaviour and we endeavour to live and work by these values. Wellbeing is embedded throughout the curriculum here at St Francis de Sales. We aim for every child to be “cared for spiritually, morally, intellectually, physically, socially and emotionally”. Social and emotional learning is explicitly embedded throughout the curriculum and is strategically taught in English, Mathematics, Inquiry, Religion and Specialist Lessons. Authentic opportunities exist within units of work to address the social and emotional needs of students. In the initial
Stages of planning a unit of work the teachers work together to identify what aspects of social and emotional learning will be taught and assessed.

This year wellbeing is also a specialist lesson in which students further explore strategies and skills required to maintain personal wellbeing. Wellbeing encompasses a wide range of social and emotional skills as well as physical and mental health. There is an emphasis on establishing and maintaining healthy relationships which keep us connected and supported. We nurture our students and promote resilience, independence, and foster conflict resolution skills. The students will explore strategies and practices such as effective communication skills, friendship skills, self-reflection, meditation, exercise and connecting with nature.

Teachers monitor child’s attendance and contact the parents if they have a concern. If they feel it necessary they will ask the Principal to intervene. Nforma reporting package is used to track the attendance of students.

**VALUE ADDED**

St Francis de Sales Primary School provides a number of school activities and programs that have a positive effect on the students’ Wellbeing and the School Community.

Curricular Activities
- Values education
- Implementation of Social and Emotional learning within units of work
- Circle Time
- Wellbeing Specialist Program

Special Events/ Extra Curricular Activities
- School community Picnic
- SWELL week
- Harmony Day
- National Tree Day
- National Day of Action against Bullying.
- Community Arts Project
- Footsteps Dance Performance
- Garden Club
- School Choir
- Art club
- Morning Gathering for whole School Community.
STUDENT SATISFACTION

The components of Student Wellbeing are measured through the following socio-emotional outcomes: Emotional Wellbeing, Teacher Relationships, Engagement in Learning, Student Relationships and Faith Based Behaviours.

The SIS (School Improvement Surveys) show that emotional wellbeing of the students at St. Francis de Sales is positive and that negative emotions are less likely to be present amongst the students.

Teacher relationships (teacher-student-relationship) are proactive and students feel that teaching is effective and the learning is stimulating.

Student engagement in learning is described by the students as motivating and that they are learning in a safe environment where their relationships with other students are positive.
Leadership & Management

Goals & Intended Outcomes

Goal:

- To further develop a school culture characterised by shared vision and collaboration.

Intended Outcomes:

- That communication channels between all members of the school community are further developed.

Achievements

Leadership and Management at St. Francis de Sales is shared by all staff. The Leadership Team consists of Principal, Deputy Principal, Learning and Teaching Leader, Student Wellbeing Leader, Literacy and Numeracy Leader, Religious Education Leader, Senior and Junior School Leader.

The Leadership and Management team has worked consistently to establish a school professional learning culture and an Improvement Cycle which continues to provide direction in action research projects: Change2 ICON, Literacy Assessment Project (LAP) and Contemporary Action Project Science (CAPS).

These Action Research Projects continue to build, sustain and develop further personalization and differentiation of the curriculum. They continue to refine the understanding of contemporary learning and enhance frameworks, structures and protocols underpinned by research and best practice. These projects also allow for staff members to participate, take on leadership roles and build their capacity as teachers and leaders.

The Leadership team meet every week on Tuesdays. An agenda is set and minutes are recorded and posted on the Myclasses page for all staff to view. Professional Learning Teams and Staff Meetings are agended and minutes recorded and posted on Myclasses for staff to access.

The Leadership Team are consistently working on developing a school culture where communication channels between all members of the school community are continued to be developed. The school website continues to be developed and improved. A tiqbiz app. has been introduced for parent and staff communication alongside with Myclasses.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2012

- Learning with iPads
- CAPS
- Multi Modal
- Reading Recovery
- LAP
- Student Wellbeing
- ICON Change 2
- Emerging Leaders
- Community Arts
- Personalization of Learning
- Leadership
- Fraynework
- Religious Education.

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$2,765.55</td>
</tr>
</tbody>
</table>

TEACHER SATISFACTION

The organizational climate is measured through the following components: Staff Wellbeing, Leadership Culture, Team Culture, Learning Culture and Work Demands.

There is a positive tone, a lot of energy and passion in our school. The Team Engagement Culture is an intrinsically motivated style where staff is on board with the school vision, goals and objectives of the school.
School Community

Goals & Intended Outcomes

Goals

- To build student connectedness with peers, school parish and wider community to promote student learning.

Intended Outcomes

- That opportunities for involvement and participation in the parish are fostered.
- That authentic community partnerships enhance student learning in an outward facing school.

Achievements

St. Francis de Sales has continued to develop successful community building events and structures to strengthen parent connectedness to the school and families within the school community. Prior to the commencement of 2013 families attended the annual school community picnic where new parents and students were welcomed and introduced to the St. Francis de Sales community. The staff of St. Francis de Sales also participated in a shared Mass with staff from St. Kevin’s and then shared lunch together. This allowed teachers to further build on relationships and their connections with staff from both schools.

We continue to gather as a whole school every Monday and as a Learning Space on other days of the week to prayer together. There is an open invitation to all parents and family members to join in the morning gathering. Due to the large numbers of parents that stay for this morning gathering we believe that this is important for our students and staff but also for the parent community.

The Parents and Friends Association continues to grow in numbers and they continue to collaborate together and help support the students learning. The Maintenance Committee has continued to expand and has worked towards maintaining a clean and safe environment for students. The number of parents that attend school Working Bees has increased and this continues to build relationships between families in the community. The Maintenance Committee has also provided support and connect with children’s learning as we get our community garden underway. They were able to help prepare the land for the garden to be built. They will continue to show their support in this area by using Working Bees to help create the community garden.

St. Francis de Sales has continued to provide parent education in the form of information evenings for the Sacramental Program as well as other key areas of the curriculum. Prep information evenings and orientation sessions are provided for families in addition to Parent Teacher Interviews, weekly newsletters, notices and online...
applications such as My Classes and the school App. We have recently added the Tiqbiz app which allows parents to digitally access our newsletters and communicate with teachers regarding absentees or permission slips.

In 2013 the school has continued to provide pastoral care in the form of Centa Care when families have needed personal assistance.

Parent participation and involvement has continued to be evident in all areas of the curriculum. We collaboratively work with parents to provide a wide variety of opportunities for them to be engaged in the life of the school.

St. Francis de Sales students have continued to make connections with the wider community by being involved with the following organisations: Southern Cross Aged Care, Caritas, Lynbrook Kindergarten and local Lynbrook businesses. This has been an integral part of the children’s learning to help them become global citizens. These links have been established through excursions and incursions and written communication.

Being a second Parish school to St. Kevin’s, Hampton Park we have continued to build a strong ongoing relationship to ensure our school communities have the opportunity to come together as one to reflect on the teachings of Jesus and feel connected to God. These partnerships continue to develop through shared Sacrament celebrations, celebrations of Feast Days and participation and involvement in the annual Parish Fete. We are committed to building on this relationship by incorporating more days in the year where the children from each school can come together and participate in activities to help strengthen friendships and interactions.

St. Francis de Sales Primary School provides a number of school activities that have positive effect on the school community. These events include:

- School Production – The Amazing Race
- School Picnic
- Interschool Sport
- Disco Night
- Mother’s Day and Father’s Day Stall
- Fun Food Days
- Dad’s and Kids Weekend

**PARENT SATISFACTION**

Insight SRC data shows that parents at St. Francis de Sales feel that teachers deliver classes which are interesting and enjoyable for their child/children and that they are passionate about what they do. Parents see their child/children as looking forward to going to school. They also feel that their children have positive relationships with their peers.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Recurrence income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>172,351.00</td>
</tr>
<tr>
<td>Other fee income</td>
<td>93,978.00</td>
</tr>
<tr>
<td>Private income</td>
<td>11,265.00</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>665,884.00</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,904,388.00</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>2,847,866.00</strong></td>
</tr>
<tr>
<td><strong>Recurrence Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries: allowances and related expenses</td>
<td>1,798,070.00</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>679,192.00</td>
</tr>
<tr>
<td><strong>Total recurrence expenditure</strong></td>
<td><strong>2,477,262.00</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>22,558.00</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>22,558.00</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>2,644,435</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>5,688,386.00</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>9,244,925.00</strong></td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school-level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school
generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

**Future Directions**

**Education in Faith**
- Continue to develop teacher capacity for planned and purposeful teaching of Religious Education.
- Integrate Religious Education/Faith Education in all aspects of student life.

**Learning and Teaching**
- Embed contemporary pedagogy in all Teaching and Learning practices.

**Student Wellbeing**
- Strengthen staff capacity through participation in professional development on social and emotional learning.

**Leadership and Management**
- Implement a range of sources to support ‘critical feedback’ processes.

**School Community**
- Further develop communication strategies to foster student learning.
- Strengthen existing collaborative partnerships to enhance connectedness and promote student learning.
# VRQA Compliance Data

## St Francis de Sales Catholic Primary School, Lynbrook

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>95.7</td>
<td>95.0</td>
<td>-0.7</td>
<td>100.0</td>
<td>5.0</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>91.3</td>
<td>95.2</td>
<td>3.9</td>
<td>100.0</td>
<td>4.8</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>91.3</td>
<td>100.0</td>
<td>8.7</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>100.0</td>
<td>90.0</td>
<td>-10.0</td>
<td>100.0</td>
<td>10.0</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>95.8</td>
<td>-4.2</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>100.0</td>
<td>94.4</td>
<td>-5.6</td>
<td>91.7</td>
<td>-2.7</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>95.8</td>
<td>-4.2</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>94.1</td>
<td>83.3</td>
<td>-10.8</td>
<td>95.8</td>
<td>12.5</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>100.0</td>
<td>94.4</td>
<td>-5.6</td>
<td>95.8</td>
<td>1.4</td>
</tr>
</tbody>
</table>

### NAPLAN Year 3

![Graph showing NAPLAN Year 3 data]

### NAPLAN Year 5

![Graph showing NAPLAN Year 5 data]
### Average Student Attendance Rate by Year Level

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>92.29</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.16</td>
</tr>
<tr>
<td>Year 3</td>
<td>91.65</td>
</tr>
<tr>
<td>Year 4</td>
<td>89.19</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.22</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.78</td>
</tr>
<tr>
<td>Overall</td>
<td>92.05</td>
</tr>
</tbody>
</table>

### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 90.3% |

### Staff Retention Rate

| Staff Retention Rate | 76.92% |

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>14.29%</td>
</tr>
<tr>
<td>Graduate</td>
<td>9.52%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>47.62%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>0.00%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>23.81%</td>
</tr>
</tbody>
</table>

### Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>22</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>21.400</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>3</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>3.390</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>