St. Francis de Sales Primary School
122 Paterson Drive
Lynbrook 3975

2014 ANNUAL REPORT
to the School Community

REGISTERED SCHOOL NUMBER: 2068
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<td>PARISH PRIEST</td>
<td>Fr Albert Yogarajah</td>
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<td>SCHOOL BOARD CHAIR</td>
<td>Mrs Leah Greenstreet</td>
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Minimum Standards Attestation

I, Mr Desmond 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.

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth).

22 May 2015
Our School Vision

St. Francis de Sales Primary School, Lynbrook

2014 ANNUAL REPORT TO THE SCHOOL COMMUNITY

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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. Archbishop Denis Hart D.D. blessed the building and it was officially opened by the Honourable Anthony Byrne M.P., on Sunday, February 7th, 2010. It is the second school in the Parish of St. Kevin, Hampton Park.

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. We occupied the Learning Space of the 3rd Stage of our building program at the commencement of the 2014 school year. The Administration, Staff and Community facilities became available for occupation at the commencement of term two 2014. It was blessed by Bishop Peter J. Elliott and officially opened by Honourable Senator Scott Ryan M.P. on June 20th 2014.

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 2015 was 360 students with 29 teaching and support staff. We have implemented our decision to cap enrolments at around 65 Prep students per year to allow us to keep enrolments in line with the provision of facilities. It is anticipated that we will reach our capacity enrolment for the current facilities in 2017.

Father Shanthaiah Marneni, MSFS, was Parish Priest at the commencement of the school’s operation in 2010. Father Albert Yogarajah became Parish Priest in April 2010. We are fortunate that both Priests provided very strong and supportive leadership to this school community in every aspect of our development. Father Shanthaiah, supported by Mr Tom Coghlan, then Principal of St. Kevin’s School, were driving forces in the planning for and bringing to reality the establishment of our school. Both have now moved to new appointments but still retain a very keen interest in our growth and development.

Father Albert has maintained the vision set by Father Shanthaiah and involves himself as a very integral part of our school community. He is a wonderful faith leader and friend to students, staff and parents and has provided great counsel and support in the exciting and challenging times we have experienced in the five years we have existed.

We are fortunate to have large Contemporary Learning Spaces (3 in total) each 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, reception area, bursar’s office, 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 are extensive and along with covered playing equipment provides our students with great choice and variety in recreational opportunities.

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.

One very pleasing aspect of life at St. Francis de Sales, Lynbrook, is the wonderful support we receive from our parent community. Since our first days parents have continually come forward to be involved in and commit to developing a strong faith and educational community. Parents are encouraged to actively participate in classroom activities and our School Advisory Board, Parents and Friends Association and Maintenance Committee continue to provide leadership and encouragement to all in the community.

The “School Vision” with contributions from all stakeholders (students, parents and staff) is at the centre of our work each and every day and truly reflects 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
- developing a shared understanding of Learning and Teaching

The dedicated and hard-working staff, led and supported by our Leadership Team, 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 and the great skill and dedication of our staff ensure teaching programs that target each student’s individual needs in small group learning arrangements.

Each Learning Space accommodates students from Foundation to Year 6. The students are then allocated to Foundation to Year 2 or Year 3 to Year 6 groupings within the learning space. Through high quality planning and organisation by staff, students will be further allocated to clinics/focus groups that are specifically designed to address their learning need in the various curriculum areas. This will involve moving to different learning spaces and working with different teachers through the course of each week.

The learning and teaching program is enhanced by specialist and support staff:

- Deputy Principal (Learning & Teaching - Curriculum, Pedagogy & Special Needs)
- Learning & Teaching Leader (Curriculum - Pedagogy & Innovation)
- Religious Education Leader
- Literacy and Numeracy Leader
- Student Wellbeing Leader
- Senior School Leader
- Junior School Leader
- Information and Communication Technology Teacher
- Physical Education Teacher
- Visual Arts Teacher
- Performing Arts Teacher
- LOTE Teacher (Italian)
- Reading Recovery Teacher
- Learning Space Support Teachers
- Student Support Officers
Principal’s Report

The beginning of every school year brings with it great excitement and new challenges to be addressed. This is particularly true for a school in a growth area offering a contemporary learning setting.

In 2014 we welcomed 63 Foundation students to commence their schooling at St. Francis de Sales. We were also very fortunate to welcome 4 new Staff Members to the teaching staff at St. Francis de Sales: Declan McDermott (Junior School), Hayden Davies (Junior School), Imogene Laird (Junior School), Luke Farrelly (Senior School) and Rozeta Ambrose (Senior School). In August we welcomed Kristy Galea to our staff as Performing Arts Teacher (replacing Andrea Soyer who left to pursue international teaching opportunities). They have shown themselves to be wonderfully committed and dedicated teachers and great team members. We hope they will expand and develop the work already undertaken by our very professional and skilled staff as we strive to provide outstanding educational opportunities for our students.

Again in 2014 we welcomed teams of staff from over 60 schools from local, interstate and international schools to St. Francis de Sales. These schools are exploring their opportunities to implement more contemporary and personalised learning programs in their schools and come to observe, professionally discuss and gain insights from our staff and operating procedures. This is a wonderful endorsement of the work being done by the Leadership and Staff at St. Francis de Sales but also adds to our learning and professional knowledge.

I particularly acknowledge and thank our Deputy Principal, Angela Faiola, for the outstanding leadership and the direction she has provided for our school since its inception as well as for the wonderful support she has given me. Angela is an incredibly knowledgeable and visionary leader, a dedicated and skilled teacher and has driven the development of the programs and procedures in our school. However, these developments are not achievable or sustainable without a critical, questioning and enthusiastic leadership team strongly supported by high quality teaching and non-teaching staff. They are all to be commended for their great contribution to our school as we manage growth, change and innovative practices. To all listed below thank you and well done. We look forward to your continuing professional approach to school improvement.

Leadership Team

Principal          Des Dalton
Deputy Principal (Learning & Teaching - Curriculum, Pedagogy & Special Needs)  Angela Faiola
Learning & Teaching Leader (Curriculum - Pedagogy & Innovation)   Joanna Forbes
Religious Education Leader       Louise Hyde
Student Wellbeing Leader        Jude Clarisse
Literacy & Numeracy Leader       Christina Ferguson
Senior School Leader        Emily Dingli
Junior School Leader         Claire Crane
St. Francis de Sales 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. Our parent community displays incredible support for and involvement in all aspects of school activities. We are in awe of their generosity and commitment to making St. Francis de Sales a very special faith and learning community which strongly upholds the gospel values that our original parent community chose for us.

Des Dalton

Principal
School Education Board Report

The St. Francis de Sales School Advisory Board has been up and running for 4 years now. During this time we have worked together to achieve some wonderful results. The school is continuing to grow at a steady pace and maintains an open and inclusive environment.

We are very pleased with the success of the community room, which has held various social events, weekly school assemblies. We look forward to it becoming a St. Kevin’s Parish Mass centre in 2015.

This year has also seen the commencement of our community garden, which is a work in progress. We have planted a variety of fruit trees and seedlings and now enjoy observing their growth. This is demonstrating to the children that you don’t always have success when growing fruit and vegetables. The garden is open to all families to have access to picking the fresh produce.

The School Advisory Board has also been working on parent education, policy advice and development and assisting staff as ‘critical friends’ as they undertake the Change2 process aimed at improving aspects of their and the schools performance.

In Parent Education the board sponsored a ‘Kidproof Australia’ presentation. This evening provided the opportunity to become more knowledgeable about our digital world particularly related to the risks associated with internet and social media usage. As a board we see it as a necessity for parents to engage in this platform with their children to help ensure on line safety and responsible usage. The response to this offering was disappointing and we will now look at an alternative offering involving students in 2015.

The board considered a draft Social Media policy applicable to staff and contractors engaged by the school. We still have some work to do in this area but are determined to ensure those acting in the name of the school understand their responsibilities in this area.

During 2014 the staff commenced a Change2 process focused on all staff becoming more effective practitioners in Religious Education. As part of the process the board was invited on a few occasions to critically assess findings by engaging in processes such as ‘What works well?..... Even better if?’ This process was also a great learning opportunity for the board and provides us with the opportunity of engaging directly with staff in the critical change process that must continually take place in our school.

The board is also consulted in relation to the setting of school fees for the following school year. This gives the board the opportunity to consider projected developments for the school and also to discuss the impact of fee change/increase on families within the community.
As Chairperson I take this opportunity to thank the board sub-committees, the Parents and Friends Association led by its President, Jamie Norris, and the Maintenance Committee led by Coordinator, Cameron Easton, for their generous efforts for the betterment of our school community. I also thank our school staff for their continued dedication in the formation of our children and the building of a wonderful school community.

Leah Greenstreet

Chairperson

St. Francis de Sales School Advisory Board
Education in Faith

Goals & Intended Outcomes

Goal

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

Intended Outcome

• 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 Outcome

• 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 and St. Kevin’s Feast Day. 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. In 2014 a mini vinnies group was established, with a number of senior students becoming members and assisting with the winter appeal. This group will continue into 2015 and be incorporated into the Senior School Action Teams.

During Lent the school supports Caritas and their Project Compassion Appeal. Students are also given the opportunity to attend Archdiocesan initiatives such as 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. In 2014 the Junior School initiated a Prayer in Pyjamas night for the junior families to provide an opportunity for families to participate in a variety of prayer experiences so that families can then share these experiences at home. This was a well-attended and prayerful event.

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.
Change 2 is a CEO initiative that assists schools to develop an aspect of education within the school that requires further development. It also aims to develop leadership skills within the staff. As part of the process Education in Faith was chosen as its focus. Staff members were selected and volunteered to be part of this team. In conjunction with the Southern CEO personnel the team was led through a process to identify an area of improvement in Religious Education, which was to become more effective practitioners in Religious Education. The team has been successful in developing initiatives, putting them into practice and leading the staff. As a twelve month project this initiative continued across to 2015.

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 Patrick’s 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 part of a Catholic School, and the opportunities that students have to practise 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

In 2014 staff at St Francis de Sales have continued to work towards the achievement of our goals in Learning and Teaching which have centered on improving student outcomes across all areas, with a particular focus on Mathematics in Year 3-6.

Professional Development in Learning and Teaching in Mathematics in 2014 was supported by our participation in the CEOM’s Curriculum by Design: Mathematics. Our focus was on reviewing current planners and the way in which we plan a Mathematics unit of work. Central to this was the introduction to staff of the Key Concepts in Mathematics and how this resource can be embedded into our Mathematics planning and units to enhance teacher understanding of key concepts and in turn improve student’s conceptual understanding.

Our work in this area will continued in 2015 with a review of the Key Concepts in Mathematics and formalising the steps undertaken when planning a Mathematics Unit. A key focus has also been Differentiating Learning and Teaching in Mathematics.

Take Home Maths Bags were also introduced at the end of 2014 in an endeavour to improve student outcomes in Mathematics through the strengthening of home-school partnerships. Each bag consisted of Maths games, problems, tasks and equipment for students to engage in with their families. A journal was also included for students to reflect and record the Mathematical learning shared with their family. This will continue in 2015 with Maths Bags being sent home with students across F-6.

Our continued involvement in the Contemporary Action Project: Science for 2014 focused on building teacher capacity in the teaching of Science. This was centred around the unpacking and embedding of Science skills across the F-6 Science curriculum within the four key Inquiry concepts covered over the year. The identification and linking of skills across units and the unpacking of these skills has now become embedded in level planning. Science skills are also listed on planners and audited on the AusVels Science Scope and Sequence.
The Senior School continued its participation in the Literacy Assessment Project (LAP) in 2014 with the focus being on maintaining and sustaining the targeted and explicit teaching of Reading Comprehension in Years 3-6.

In late 2014 the Assessment Schedule for Literacy and Mathematics was also revised and updated to allow for current testing requirements.

In line with CEOM's Curriculum Renewal Strategy: Scope of Work, Learning and Teaching focused on developing Design Principles of Learning and Teaching which support our school vision. The six Design Principles that underpin the Learning and Teaching Scope of Work at St. Francis de Sales are:

**DESIGN PRINCIPLES OF LEARNING AND TEACHING**

- We are committed to a shared ownership of teaching and learning that develops the Spiritual, Academic, Physical and Social/Emotional wellbeing for every student.

- We are committed to maximising the use of technologies to optimise learning and communication for all students, staff and parents in a secure online environment.

- We are committed to using high quality data to personalise and promote lifelong learning.

- We are passionate about creating authentic links to the local and global community that relate to Christian values.

- We are committed to our community, fostering an environment where all students, staff and parents grow in their faith.

- We are committed to collaborative planning based on dialogue, where the teaching and learning is targeted, explicit and promotes high expectations to ensure achievement of outcomes for every student.
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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STUDENT LEARNING OUTCOMES

Year 3 NAPLAN data from 2012-2014 indicates sustained growth in all areas particularly between 2013-2014. Data continues to show strong performance by students across all areas (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy) when compared to the national and state average. Year 5 NAPLAN data from 2012-2014 has shown both improvement and sustained growth across areas in the last 3 years, particularly in Reading and Numeracy.
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 began with our annual community picnic, a chance to gather and renew friendships and an opportunity to extend a warm welcome to new families in our school.

At our 2014 school conference we were lucky enough to be led through the “Play is the Way” program by its founder Wilson McCaskill. Wilson proved to be a very engaging presenter who is extremely passionate about fostering social and emotional intelligence in students. He challenged our thinking and inspired us to provide authentic opportunities for students to manage and reflect on their behaviour. On our specialist day we took the opportunity to trial some of the games with our students. We are embedding key concepts from his program into units of work being taught in 2015.

This year two staff members attended professional development in order to establish the Seasons program here at St Francis de Sales. The Seasons program is a peer support group for students who have experienced grief and loss through death, separation or divorce. It runs for ten weeks and provides students with the opportunity to express and acknowledge the range of grief and loss reactions that they may experience within a trusting and confidential environment. This will commence in 2015.

At the end of the 2014 School year we applied for a School Chaplain and we were fortunate enough to receive funding to employ a School Chaplain to work across St Francis de Sales and St Kevin’s in 2015. The School Chaplain will work in collaboration with the Student Services and Student Wellbeing leaders at both schools. This wellbeing team will work together to support the child, family and teachers to ensure specific and additional needs are recognised, supported, monitored and documented for ongoing purposes.

Our school values continue to inform and guide our behaviour and we endeavour to live and work by these values. Morning gatherings provide us with the opportunity to reflect on one of our values at the beginning of each day. Wellbeing is embedded throughout the curriculum here
at St Francis de Sales and 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.

Wellbeing continues to be 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 a child's attendance and contact the parents if they have a concern. If they feel it is 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
- Play is the Way

Special Events/ Extra Curricular Activities
- School community Picnic
- SWELL week
- Community Arts Project
- Garden Club
- Art Show
- 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 understood and regard their learning as interesting and enjoyable.

Student engagement in learning indicates that students are motivated to do well.
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, Information and Communication Technology Leader, Senior and Junior School Leaders.

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; Religious Education, Literacy Assessment Project (LAP) and Contemporary Action Project Science (CAPS).

These Action Research Projects continue to build, sustain and develop further personalisation 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 documented and linked to the School Improvement Plan and Annual Action Plan. School documentation (Unit Planners and Work Programs) is accessible on google docs for all staff to complete and view. This has allowed teachers flexibility with planning and recording the continuation of learning.

New Leaders were given the opportunity through the Emerging Leaders: Education change Makers Professional Development to build their capacity to inform change with a chosen focus of Mathematics.

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 2013**

- Mentoring
- Religious Education Leadership
- Reading Recovery
- Change2 ICON
- First Aid
- Learning With iPads
- CAPS
- Emerging Leaders
- Social Justice
- Literacy Assessment Program
- Mandatory Reporting
- Mathematics Curriculum by Design
- Reporting
- Storytelling: Engaging in the Sacred Space
- Learning & Teaching Network
- Bike Ed
- Literacy Leaders Cluster
- Mathematics Leaders Cluster
- Nationally Consistent Collection of Data
- AusVels
- Play is the Way – Student Well Being
- Use of Art Works in Religious Education
- Emergency Management
- Technology in Schools

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</table>

### TEACHER SATISFACTION

The organisational 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

Goal:

- 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 successfully develop community building events and structures to strengthen parent connectedness within the school community. Prior to the commencement of 2014 families attended the annual school community picnic where new staff and families were welcomed and introduced to the St. Francis de Sales community.

Parent participation and involvement has continued to be evident at St. Francis de Sales. We collaboratively work with parents to provide a wide variety of opportunities for them to be engaged in the life of the school.

We continue to gather to pray as a whole school every Monday and as a Learning Space on other days of the week. Parents and family members are welcome to join in the morning gathering. We believe that this is important for our whole school community as part of our Catholic Identity.

The Parents and Friends Association continues to grow in numbers and have supported many successful projects in the past year. They continue to collaborate and are also there to help support the student’s learning. The Maintenance Committee has ensured that we maintain a clean and safe environment for our students. The number of parents that attend school Working Bees has increased and this continues to not only make the school grounds tidy but also build relationships between families in the community. Together with the Wellbeing Leader, the Community Garden Committee has also provided support to get our Community Garden underway. Last year the fences were put up, paths were laid and the land was prepared for the garden to be built. The garden allows us to connect children’s learning in various areas of the curriculum. The committee will be supported in this area by using Working Bees to help create and maintain the Community Garden.
St. Francis de Sales has continued to provide parent education in the form of information evenings for the Sacramental Programs as well as other key areas of the curriculum. Foundation information evenings, Orientation sessions, English and Mathematics nights are provided for families. We have always placed importance on parent communication as well as by providing Parent Teacher Interviews, access to school news through weekly newsletters, notices and online applications such as myclasses. We have added the Tiqbiz App which allows parents to digitally access our newsletters and communicate with teachers regarding school notices and announcements, absentees or permission slips.

In 2014 the school has continued to provide pastoral care through Centacare when families have needed personal assistance.

Students at St. Francis de Sales have continued to make connections with the wider community by being involved with the following organisations: Southern Cross Aged Care, St. Vincent de Paul, 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 and partnerships.

Being the second school in St. Kevin’s Parish, Hampton Park, we have continued to build a strong ongoing relationship between our school communities. We 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 strengthening 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 Visual and performing arts night
- School Picnic
- Interschool Sport
- Disco Night
- Mother’s Day and Father’s Day Stall
- Fun Food Days
- Dad’s and Kids Weekend
- Prayers in Pyjamas
- Maths night with families
PARENT SATISFACTION

Insight SRC data shows that parents at St. Francis de Sales feel that the behavior of students at SFS is managed effectively. Student Engagement indicates that students are connected to school and parents see their child as looking forward to going to school.

Parents feel that their child has positive relationships with their peers and parents are confident that classroom behavior is positive.
Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td></td>
</tr>
<tr>
<td>Other fee income</td>
<td>108,000</td>
</tr>
<tr>
<td>Private income</td>
<td>29,663</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>833,004</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2,361,018</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>3,332,574</strong></td>
</tr>
<tr>
<td>Recurrent Expenditure</td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2,072,371</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>935,534</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>3,007,905</strong></td>
</tr>
<tr>
<td>Capital income and expenditure</td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>263,900</td>
</tr>
<tr>
<td>Other capital income</td>
<td>4,703</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>268,602</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>1,102,742</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>9,244,925</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>8,799,245</strong></td>
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</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

E1396
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>95.0</td>
<td>100.0</td>
<td>5.0</td>
<td>100.0</td>
<td>0.0</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>95.2</td>
<td>100.0</td>
<td>4.8</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</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 Numeracy</td>
<td>90.0</td>
<td>100.0</td>
<td>10.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

| Year 5 Reading  | 100.0| 95.8 | -4.2              | 100.0| 4.2               |
| Year 5 Writing  | 94.4 | 91.7 | -2.7              | 91.7 | 0.0               |
| Year 5 Spelling | 100.0| 95.8 | -4.2              | 95.8 | 0.0               |
| Year 5 Grammar & Punctuation | 83.3 | 95.8 | 12.5 | 95.8 | 0.0 |
| Year 5 Numeracy | 94.4 | 95.8 | 1.4               | 100.0| 4.2               |

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>93.36</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.84</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.77</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.62</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.29</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.28</td>
</tr>
</tbody>
</table>
### Overall average attendance

| Average Attendance | 93.03 |

### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 96.08% |

### Staff Retention Rate

| Staff Retention Rate | 85.71% |

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>20.83%</td>
</tr>
<tr>
<td>Graduate</td>
<td>12.50%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>4.17%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>91.67%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>25.00%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>27</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>20.100</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>3</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>1.920</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>