2010 ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. Francis de Sales School
Lynbrook

REGISTERED SCHOOL NUMBER: 2068
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Education at St. Francis de Sales Catholic Primary School has as its basis the life and teachings of Jesus whose vision for us is:

“That we may have life and have it to the full.” John 10:10

We therefore endeavor to create a climate enlivened by the Gospel spirit within an environment in which every individual is cared for spiritually, morally, intellectually, physically, socially and emotionally.

We believe in the education of the whole person, providing a happy, caring and stimulating environment enabling each member of our unique community to develop to their full potential, so that they are able to make their best contribution to society.

We value the partnership which exists between school, parents and community and its integral role in realizing this vision.

We aim for our students to become resilient, independent lifelong learners who develop an inquiring mind and a desire for knowledge, and who value education and the difference it will make in their lives and the lives of others.
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 first stage of the school’s construction provides a large common learning space, art area, breakout rooms, staff work and lunch areas, a temporary administration area and sick bay, playing areas and equipment.

The school is situated in a rapidly developing area in the South East of Melbourne and total enrolment is growing quickly. The second stage of the building program is currently under construction. This will provide a second large learning space, kitchen/art area, further breakout areas, staff resource area, storage area, basketball/netball/volleyball courts, and oval and playing areas. These facilities will be available for use in 2011.

Extensive developments, as part of the school master plan, are scheduled for the future. The school has adequate grounds to cater for and absorb this rapid growth.

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

Families were involved, even 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 Parents and Friends Association has been formed. The school enjoys a high level of parent involvement and support.

Goals for the school include extending and strengthening parent connectedness to the school and developing the catholic identity of the community of St. Francis de Sales as well as linking with the wider community.

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 space ensures 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 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.

School Improvement Survey data collected in 2010 indicated that students, parents and staff believed that the school had achieved an extremely high rating in its Catholic Culture, School Climate, Engagement and Wellbeing. These results are reflected in the quality of relationships evident among all members of our community.
**Education in Faith**

**Goals & Intended Outcomes**

St. Francis de Sales goals for the Education in Faith sphere as stated in our School Improvement Plan and Annual Action Plan are:

- To develop the Catholic identity of the community of St. Francis de Sales Catholic Primary School Lynbrook.
- To develop staff spirituality.
- To establish the links between school and parish.
- To review the Vision Statement to ensure it reflects the culture and beliefs of the school community.

**Achievements**

In 2010 the Sacramental program was developed in line with that of our sister school, St. Kevin’s Hampton Park. The Religious Education Leader and Principal attended the Parish Sacramental Planning as well as Parish Team Planning meetings. Family evenings in preparation for sacraments were planned and attended by both schools.

A Parish/School Sacramental Planning Group was established with membership from both schools in the Parish, representatives from the parish and Parish Priest.

In 2010 and 2011 the staff were provided with the opportunity to reflect and focus upon their own spirituality and faith development by attending staff meetings on Christian Meditation and a conference with Father Elio Capra on ‘How to Use Scripture with Children.’

The prayer policy was also implemented at all year levels in accordance with CEOM guidelines.

St. Francis de Sales participated in parish and school Liturgies: Feast of the Sacred Heart, Feast of the Assumption, Canonisation of Mary MacKillop, Advent/Christmas, Pentecost, Our Lady of Fatima and St. Patrick’s Day. Student representatives attended Archdiocesan initiatives. (Catholic Education Week, Children’s Mission Mass.)

The School Improvement Survey 2010 clearly indicated a strong Catholic culture across staff, students and parents. Staff responses to catholic culture ranked in the top 25% of Catholic Schools. Student responses ranked in the top 25% with Behaviour of Students (the extent to which the behaviour of students is consistent with faith-based values) ranked in the high middle 50% of Victorian Catholic Schools. Parent responses also ranked in the top 25% of Victorian Catholic Schools. These scores indicate a solid foundation of the school values and faith-based values across the curriculum. The survey clearly stated that parents and children have the opportunity to reflect on their faith, pray together, and celebrate liturgies and the sacraments.
Learning & Teaching

Goals & Intended Outcomes

St. Francis de Sales goals for the Learning and Teaching sphere for 2010 as stated in our School Improvement Plan and Annual Action Plan are:

- To establish procedures aiming to continually improve student performance in Literacy & Numeracy.
- To develop a shared understanding of current pedagogy in relation to teaching and learning in all curriculum areas.
- To ensure strong student engagement in learning through the embedding of an Inquiry approach to the development and delivery of all curriculum.
- To ensure understanding of contemporary teaching and learning practice by all staff.

Achievements

During 2010 St. Francis de Sales implemented structures for efficient and coordinated school based systems for the collation of Literacy and Numeracy assessment data. Formal and informal assessment procedures have been implemented to support teachers in improving student outcomes. Results from assessment is collated and used for further planning to support individual learning pathways and to drive and direct teaching according to whole school planning, cohorts of students and individual student needs.

An action plan for the introduction and implementation strategies to enhance literacy learning outcomes of the LAP (Literacy Advance Project P-6) have been developed and implemented.

Contemporary teaching and learning practice by all staff was undertaken through a CEOM initiative: A Contemporary Learning and Teaching model (PDSA Framework – Plan, Do, Study, Act). Staff continue to use the PDSA model to support and implement aspects of the Contemporary Learning throughout the curriculum to personalise learning and provide a differentiated curriculum for all students. As part of the PDSA initiative personalised learning was a focus and a timeline was set to introduce student goal setting procedures in English and Mathematics in 2011. This has added another dimension to student learning as it allows students to be actively engaged in setting goals for areas of improvement in English and Mathematics and with conferencing sessions undertaken by the student in conjunction with the teacher, students are able to discuss their learning and determine strategic action to help achieve their goal.

The School Improvement Survey results in the Learning and Engagement cultural pillars indicated a high performance level. Our schools percentile ranking for Learning was 97.1% and Engagement 97.4%. Student’s
attitude to school ranked in the top 80% of Victorian schools. The students indicated that they felt connected to school; they felt they belong and enjoy attending school. They also stated that they have a positive perception of their ability as a student and that learning is stimulating (interesting, enjoyable and inspiring).

A curriculum design model has been adopted:

![Curriculum and Assessment Planning cycle]

The CEOM initiative Learning Centred Schools: ‘A Sacred Landscape Framework for Contemporary Learning’ has been an integral part of teacher professional development in 2010 and we are continuing to unpack the supporting documents throughout 2011.

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5

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<thead>
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<td>+/- %</td>
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<td>YEAR 3 SPELLING</td>
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<td>YEAR 3 NUMERACY</td>
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<td>+/- %</td>
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<td>YEAR 5 READING</td>
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<td>YEAR 5 WRITING</td>
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<td>YEAR 5 SPELLING</td>
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<td>100.0%</td>
<td>+/- %</td>
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<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
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<td></td>
<td>+/- %</td>
<td>100.0%</td>
<td>+/- %</td>
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<tr>
<td>YEAR 5 NUMERACY</td>
<td></td>
<td></td>
<td>+/- %</td>
<td>100.0%</td>
<td>+/- %</td>
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</table>
Student Wellbeing

Goals & Intended Outcomes

St. Francis de Sales goals for the Student Wellbeing sphere for 2010 as stated in our School Improvement Plan and Annual Action Plan are:

- To establish a Student Wellbeing Support Group.
- To establish programs for student personal and interpersonal development.
- To establish students engagement in learning through an inclusive curriculum.

Achievements

| STUDENT ATTENDANCE RATE | 93.04% |

In 2010 St. Francis de Sales established a very solid foundation in the area of Student Wellbeing. A process was commenced in 2009 prior to the opening of St. Francis de Sales where parents and students attended a forum which outlined the importance of Student Wellbeing and establishing a school with a value-based curriculum which supports the whole development of the child. The parents engaged in an activity where they were presented with a spectrum of values and were asked to rank these values in order of importance. Finally as a community they were required to agree on twelve values which they wish their children to leave St. Francis de Sales with and build upon as they enter into the next phase of their educational journey. The twelve values agreed upon by the St. Francis de Sales student and parent community were: Responsibility, Respect, Love, Care and Compassion, Integrity, Perseverance, Happiness, Commitment, Excellence, Belonging, and Wisdom. These values have been embedded in our curriculum and in our community. We continue to celebrate these values in all aspects of our school vision through our Discipline Policy, Religious Education Program, Literacy and Inquiry Learning.

At the commencement of 2011 the students engaged in several activities to build on the school values through My Young Child Stories on line highlighting values and the meaning of these values in our everyday life. They worked on a whole school project to bringing the values to the whole Lynbrook community and not only the school community. This was done through creatively painting bollards with signs and symbols that represent our school community values. These bollards have been displayed in the school grounds visible to the Lynbrook community. These values will also represent the vision of the school with Christ at the centre. This is the beginning of an ongoing project that has involved the whole school community and can be added to with existing and new parents in future years.
In the area of Student Wellbeing we will embed in practice several days of building relationships, at the commencement of each year. Everyone is engaged in relationship building activities. We believe this is a productive way of building student teacher trust and an environment which supports the Principles of Learning and Teaching.

Staff engage in a Principles of Learning and Teaching Survey at the commencement of every year which assists them to set personal and team goals. This goal setting process aims to improve teacher knowledge and practice thereby improving student outcomes. Goal setting is supported by the school Principal through meetings with staff once a term to discuss their goals and progress individually and as a team.

In the later part of 2010 and the beginning of 2011 the new Student Wellbeing Strategy for 2011-2014 was presented to staff and ongoing Professional Development has been planned for teachers to unpack the strategy and build on the understanding and importance of the Student Wellbeing Sphere in conjunction with all the other spheres.

Processes and practices related to students with special needs have been established and implemented. These processes and structures are developed on the understanding that prevention to intervention is best policy. This is reviewed, monitored and a common understanding and protocols by staff have been adopted.

The School Improvement Survey 2010 indicates in the profile of student wellbeing is that St. Francis de Sales in comparison to other Victorian Schools ranks in the 80% range for Student Morale and Student Distress (the extent to which students feel positive at school). Engagement (the quality of teaching experienced by students, including the student-teacher relationship, engagement in learning, and students’ belief in their ability to learn) also scored an 80% achievement. Relationships scored within the 50-80% range. Students felt socially connected and get along with their peers. Most of the time students feel safe and that bullying and harassment is dealt with and kept to a minimum. We believe that student behaviour is consistent with our faith-based values.
Leadership & Management

Goals & Intended Outcomes

St. Francis de Sales goals in the sphere of Leadership and Management for 2010 as stated in our School Improvement Plan and Annual Action Plan are:

- To establish strong leadership capacity through professional learning.
- To establish the school professional learning culture.
- To efficiently and effectively manage school resources.

Achievements

In 2010 structures were put in place to ensure clear communication between leadership and management. Staff Meetings and Professional Learning Teams were established which supported and continue to support onsite and offsite professional learning and development. Staff were provided with professional learning opportunities to enhance their personal and professional needs linked to the School Improvement Plan.

A structured purchasing and replacement plan has been established to ensure curriculum directions/initiatives are in place and are supported by the School Improvement Plan. Literacy and Numeracy resources were purchased as part of the establishment grant. Picture story books, novels, fiction and non-fiction texts have also been purchased as part of this establishment grant.

The process to establish a school advisory board with committees reporting to the board and providing opportunities to maximise professional discourse both within the school and between schools (St. Francis de Sales and St. Kevin’s Hampton Park) commenced in 2010. Parents and Friends Association and the Maintenance Committee have also been established with policies and procedures in place.

The School Improvement Plan and Annual Action Plan are both constantly monitored and reviewed by the leadership and management team. Staff are included in the understanding and content of the School Improvement Plan and Annual Action Plan at the commencement of each year. These are constantly referred to, reinforcing the purpose of having these plans and vision for the school.

The Discipline Policy is currently being reviewed with a focus on Values Education as the core foundation. Learning and Teaching and the school Vision Statement are in the process of being reviewed in light of the Contemporary Learning Framework. Plans are being developed for each sphere in conjunction with the contemporary learning innovation streams and the contemporary schema. This is an ongoing process and staff are being supported through onsite and offsite professional development.

School Improvement Survey 2010 showed an extremely positive staff climate scoring no less than 90% in all areas (Motivation, Empathy Clarity, Engagement, Learning and Outcomes). This shows high energy levels generated by the staff, enthusiasm,
commitment and pride in their work to create a high performance and development culture across all areas of the school. The school’s percentile ranking for Empathy (Supportive Leadership) scored 97.3% indicating that staff acknowledge that leaders understand the needs of staff members and support them in their profession.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>95.5%</th>
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<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>100%</td>
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**TEACHER QUALIFICATIONS**

<table>
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<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0%</td>
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<tr>
<td>Masters</td>
<td>21.43%</td>
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<tr>
<td>Graduate</td>
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<tr>
<td>Certificate Graduate</td>
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<tr>
<td>Degree Bachelor</td>
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<tr>
<td>Diploma Advanced</td>
<td>42.86%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0%</td>
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</table>

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2010**

- Literacy
- Numeracy
- Physical Education
- Religious Education
- Information & Communication Technology
- Beginning Teacher Mentoring
- Student Wellbeing

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>7</th>
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</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$1,370</td>
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School Community

Goals & Intended Outcomes
St. Francis de Sales goals in the School Community sphere for 2010 as stated in our School Improvement Plan and Annual Action Plan are:

- To establish and strengthen parent connectedness.
- To establish and strengthen school/parish partnership.
- To establish and strengthen partnership and links with the wider community.

Achievements
St. Francis de Sales has developed successful community building events and structures to strengthen parent connectedness to the school and families within the school community. In 2009 prior to the opening of the school a family picnic was organised at Banjo Paterson Lake for families to meet and begin building relationships with other families in the community. This is now an ongoing tradition for St. Francis de Sales to host a picnic in late January before the commencement of each year to welcome new families and celebrate together as a community.

In 2010 parent education was provided in relation to Religious Education through Sacramental information evenings and parent and child evenings in preparation for each Sacrament. Information evenings were also provided for parents about Contemporary Learning and the St. Francis de Sales Learning and Teaching Framework. Prep Information evenings and orientation sessions were provided for new enrolments. Parent/Teacher Information sessions and Parent/Teacher interviews have been implemented. There is an open invitation to all parents to gather in the mornings for the school gathering and prayer. Parent education is also provided through the newsletter including information in all five spheres of the School Improvement Plan. Parents are also invited to participate in the Classroom Helpers Program.

The school has also provided assistance to the community pastorally by providing tangible support to families who have required counselling through Centacare. A Diversity Day: ‘The Same but Different’ was organised with entertainment provided by ‘Blackberry Jam’ exposing students and parents to Australian traditions and customs but also sharing other traditions and customs from countries around the world.

As well, this year, student achievement has been celebrated through the school newsletter on a weekly basis. Share mornings and afternoons have been successful where students demonstrate their learning in Literacy and Inquiry with their parents in a sharing session at the end of each term. This invites parents into the school community and allows students to articulate their learning to parents and their peers.

Avenues for promoting St. Francis de Sales have been explored, established and implemented. Staff attend zone cluster meetings with kindergartens and Prep teachers within the zone (Hampton Park) to aide students in a smooth transition into primary school.
# Financial Performance

<table>
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<th>REPORTING FRAMEWORK</th>
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<tr>
<td>Recurrent income</td>
<td>Tuition</td>
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<tr>
<td>School fees</td>
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<tr>
<td>Other fee income</td>
<td>24766</td>
</tr>
<tr>
<td>Private income</td>
<td>22574</td>
</tr>
<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Australian government recurrent grants</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
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<tr>
<td>Recurrent Expenditure</td>
<td>Tuition</td>
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<td>Salaries; allowances and related expenses</td>
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<tr>
<td>Non salary expenses</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
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<td>Capital income and expenditure</td>
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<td>Capital fees and levies</td>
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<td>Other capital income</td>
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<td><strong>Total capital income</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
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<td><strong>Total closing balance</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. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. 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

The future presents exciting opportunities for St. Francis de Sales School as our community grows with the development of this area.

Our challenges will be to:

- Provide facilities to cater for this increased enrolment.
- Maintenance of strong school community relationships.
- Build on our involvement in Parish life.
- Maintain and build on the exciting educational initiatives established in our establishment year.

Our Staff, Student, Parent survey data results in 2010 ranked St. Francis de Sales in the top 10% of Victorian Schools.

There are outcomes, however, that we need to continue to work on and improve as our community grows.

In 2011 we will focus on:

- Staff School Climate particularly in relation to Learning Space Management, Learning & Teaching and Student Orientation.

- Student Engagement particularly in relation to Stimulating Learning and Connectedness to Peers,

- Parent Satisfaction particularly in relation to Classroom Behaviour, Student Safety and Student Motivation.