

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**St Francis de Sales Catholic Primary
Lynbrook**

2018

REGISTERED SCHOOL NUMBER: 2068



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Minimum Standards Attestation

I, Christine White, attest that St Francis de Sales Catholic Primary School, Lynbrook 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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

17 May 2019

Our School Vision



School Overview

St. Francis de Sales Catholic Primary School, Lynbrook, opened in January 2010 with an enrolment of 85 students. The school is situated in a rapidly developing area in the South East of Melbourne with a current enrolment of 400 students. The majority of the students are from the Lynbrook and Lyndhurst suburbs with a small number from surrounding areas. It is the second school in the Parish of St. Kevin's, Hampton Park. 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. Our current Parish Priest Fr Desmond Maloney commenced in 2018 as our faith leader.

Desmond Dalton was the founding Principal (2009-2017) of St. Francis de Sales and this contemporary and high performing school is a testament to his vision and professionalism. Christine White our current Principal was appointed to the role in 2017 and is committed to working in partnership with the dynamic school community to ensure all children at the school flourish and receive a quality Catholic Education.

At St Francis de Sales 'we support students to grow in virtue and to embrace a view of themselves and the world that leads to peace, justice, and the prospering of the whole of creation. It is a journey that is enlightened by faith, animated by love and leading to hope.' (Horizons of Hope) At St. Francis de Sales we 'invite students to make sense of their world and their lives within a faith community that is faithful to the mission of Jesus.' (Horizons of Hope) 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

A strong sense of belonging is fostered and student connectedness is heightened. The school Discipline Policy encompasses the living of key values. These values were selected by families, prior to the school opening, and are based on the gospels and the life and work of St. Francis de Sales.

We have three flexible Contemporary Learning Spaces accommodating students from Foundation to Year 6. Within each Learning Space students are in Foundation to Year 2 or Year 3 to Year 6 groupings. The implementation of current pedagogy ensures the highest quality personalised learning experiences, based on a contemporary curriculum, within a strongly supportive social environment. The administration block is designed with an open and welcoming space and 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 dedicated and hard-working staff, led and supported by the 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 the staff ensure teaching programs that target each student's individual needs in the various curriculum areas. Through high quality planning and organisation by staff, students are allocated to clinics/focus groups that are specifically designed to address their learning need. This involves working with different teachers throughout the course of each week. New technologies play an important role in this student centred school thus enabling learning to occur beyond the boundaries of the school in the conventional day.

At St. Francis de Sales, Lynbrook, we have the support of a dynamic 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 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.

Principal's Report

At St. Francis de Sales we want to be innovative, informed by best practice that animates learners and achieves growth and success for all. Our school's contemporary learning environment is student centred focusing on personalising learning and encouraging a growth mindset to achieve targeted goals. Our staff professional learning teams continue to engage in professional dialogue to deepened knowledge and understanding of pedagogy. We have continued to develop staff capacity and teacher confidence to implement consistent learning and teaching strategies, analyse data to inform and target the learning needs of students.

We are working on, ' Student Agency' and have engaged in Deep Learning Animated Learners, two-year project . We are focussed on designing for learning, in particular designing purposefully for deeper and challenging thinking embracing different perspectives. We use a pedagogy of encounter to strengthen our Catholic Identity and have participated in the Partnering to Learn – RE collective with three other schools. We engage students in dialogue that challenges them in creative and critical thinking that leads to making meaningful connections. In addition, we continue to focus on the development of capabilities such as a focus on developing ethical capabilities across the curriculum. We continue to be proactive by providing intervention and targeted support to address the academic as well as the wellbeing needs of our students. Additional resources have been provided with increased chaplaincy services, a school based psychologists and extra Learning Support Officers across the school.

St. Francis de Sales is a vibrant community and parents at this school are passionate about the school and the community. Over the past year we have worked with Wellsprings to provide additional services and opportunities for parents to connect. Special thanks to the members of our Education Board, Parents and Friends (P&F), class helpers, garden and maintenance groups for their contribution to the school.

I am honoured as principal to work with our staff, students and community to ensure St. Francis de Sales continues to be an innovative and highly successful professional learning community. To ensure we work in partnership to offer best practice and a quality contemporary learning curriculum within our Catholic school environment.

Christine White

Principal



Parish Priest's Report

One of my earliest experiences in 2018, in being the new Parish Priest, was the hosting of a combined staff gathering at St. Francis de Sales' School. The staff of the sister-school at Hampton Park was present for the professionally-led opportunity for prayer, introductions, and group work focusing on the Lenten season, the year ahead and school themes. St. Francis de Sales' School is in partnership of a familial kind with its sister-school, benefitting both schools, and both are in fruitful familial relationship to the Parish of Hampton Park.

The "open plan" structure and approach to teaching and learning at St. Francis de Sales is evocative of an open and enlivening atmosphere and spirit. The leadership of the school and its staff place a strong accent on a spirit of welcome, and assisting the students to further advance educationally.

Since the school is a drive away from the parish church the students and school community more broadly learn to worship and celebrate at the school itself. Hopefully, such a common occurrence for the students of St. Francis de Sales will serve them in seeing prayer as a most natural part of life.

Fr. Desmond J. Moloney

Parish Priest



School Education Board Report

The past year has again proved to be a challenging but successful time for both the Board and the school as it continues to establish itself within the wider community. The Board has continued to support the school staff and Principal with guidance on numerous issues and policies to make our environment a safe, inclusive and nurturing place to learn.

The school has now reached student intake capacity and it is pleasing to note that applications to the school continue to grow.

With the continued growth of the school, it becomes more apparent that the proposed hall/stadium would be much appreciated addition and at the time of writing, the Board is awaiting news of the most recent application for funds to secure the building. In addition to providing an indoor space for learning and sporting ventures for the children, it would enable the school to be available to the wider school community.

The P&F have continued to enhance the school with their outstanding fundraising and fabulous support of numerous functions and activities during the school year for both the students and the school community. Fundraising has contributed to the purchase of bike racks in the sports shed and additional funding has been set aside to be utilised for the new playground that is to be built as part of the greater building project including the new hall/stadium. We thank both the past and present President of the P&F and all parents who continue to give generously of their time and talents to benefit our school.

The Board would like to thank Brad Jackson for his ongoing efforts and contribution in heading up the Maintenance Committee which encompasses, amongst other duties, the organisation and overseeing of the mowing rosters and working bees throughout the year. It is without doubt that Brad's endless endeavours ensure that our school grounds continue to appear so well maintained and that our community garden continues to flourish.

The Board is also pleased to note that there has been an increased collaborative effort with the staff and students of St John's in Dandenong. This has seen numerous projects in the community garden being completed including seating for the students to enjoy. St John's students have also attended our school to assist with various sporting and science projects that the senior students have thoroughly enjoyed and benefited from.

As the Board and school navigate our ninth year, discussions and preparations are underway for a suitable celebration for the school's 10 year anniversary. It will be an amazing opportunity to celebrate all that has been achieved in the past 10 years and all that is yet to come in an exciting future for the school.

Fiona Fowler
Chairperson



Education in Faith

Priority: Catholic Identity

Questions for Learning and Action

- How do we continue to engage in an open dialogue about our shared vision and how this might be enacted in our community?
- How can we deliberately anchor the values important to our school community in Catholic Social Teaching, which take their inspiration from the Good News?
- How might we come to understand the diverse cultural and faith identities within our community so that what they offer enables all to flourish?
- How can we strengthen our approaches to scripture, prayer and liturgy to highlight the particularity of the traditions within the context of our diverse communities?

Achievements

A key objective has been to strengthen student agency and Catholic Identity. We have focused on the use of provocations using the pedagogy of encounter to engage children in dialogue about life, considering multiple perspectives while reflecting and connecting to the Catholic perspective. We are refining our questioning so that we build the creative and critical Capabilities as well as ethical capabilities of our students.

Our staff continues to work in a collective called 'RE Partnering to Learn.' Working with three other schools, we engage in professional dialogue and reflective practices to improve student outcomes, making the most effective use of resources and expertise. Learning teams have had the opportunity to observe effective use of provocations and questioning. These powerful sessions provide opportunities for dialogue and reflection and refinement of teacher practice. Authentic learning has been designed using the RE framework as a planning tool.

Regular staff meetings and professional development has supported staff to build on the work undertaken in the previous year and to further refine pedagogical practice in Religious Education based on authentic experience and inquiry. With the support of Catholic Education Melbourne and school leadership, our staff are supported to integrate Religious Education and Inquiry units using the Pedagogy of Encounter. We continue to engage in professional dialogue to refine our teaching & learning and assessment strategies.

Each day commences with prayer, keeping the presence of God at the forefront and connecting it to the church community and the wider world. Morning Gathering is an opportunity for the whole community to come together for prayer, reflection and meditation. Our school continues to look for ways to strengthen our relationship with the school community and the parish. We celebrate mass together for important feasts, namely the Assumption and St Kevin's Feast Day and Learning Space masses. A People, Places and Prayer night was held for our junior school families to come together and spend some time in reflection and prayer.

Our school has generously supported different social justice initiatives, including the Feast of the Sacred Heart. During Lent, the school supported Caritas and their Project Compassion Appeal. In addition, the Senior School Action Team initiative allowed students to work towards the common good through acts of social justice.

Our focus on Religious Education in the School Newsletter helps to keep our families informed about our work in this area as well as communicating important events and ways in which families can be involved.

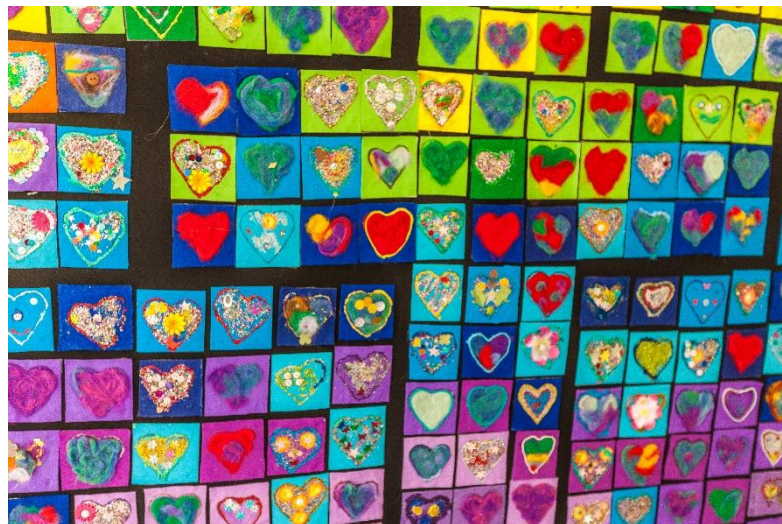
Our Parish based Sacramental program for Reconciliation, Eucharist and Confirmation is very much in partnership with our parents. Our Confirmation candidates were presented to Rev. Peter Elliott, Bishop for the Southern Region. The feedback was that the children were reverent and confident in their faith and that he was very satisfied with the way Religious Education was taught in our school.

VALUE ADDED

- Project Compassion for Caritas Australia
- Christmas Tree Appeal for St Vincent's de Paul
- Morning Gathering, meditation and prayer
- Liturgical Celebrations
- Sacramental Workshops
- Parent information nights
- The Winter Appeal for the St Vincent de Paul Society
- Home Group visits with the Assistant Parish Priest to support the Religious Education Program
- Ongoing Staff Professional Learning and Development
- Rosary Prayer group
- Southern Cross Aged Care Visits
- St Kevin's Feast Day
- St Francis de Sales Feast Day
- People, Places and Prayer Evening

Insight SRC (School Improvement survey) data consistently shows that St. Francis de Sales has continued to foster and maintain a strong Catholic identity. There is a strong Catholic Culture evident and the last 4 years of data for staff and student being above the mean of all Australian Catholic Schools. While parent Catholic Culture Aggregate Index has been above the mean for the past three years, it is fractionally just under the mean for 2018.

Our ECSI data revealed many strengths and indicated a need for a deeper exploration into current practices that enables critical interpretation and authentic connections in the context of the preferred stances within the ECSI frameworks.



Learning & Teaching

Priority: Designing for Learning

Questions for Learning and Action

- How might we design curriculum and assessment that focus on progressing deep conceptual understandings, learner capabilities and dispositions (e.g. questioning/ curiosity/ethical understanding/problem solving)?
- How might we co-design authentic learning experiences that connect to the lives and questions of students?
- How might we engage with a Pedagogy of Encounter that invites learners to inquire and to be in dialogue with different perspectives and interpretations, including those from the Catholic tradition, as they seek to make personal meaning?

Priority: Student Agency

Questions for Learning and Action

- How can we create the conditions and opportunities for learners to have greater agency in the curriculum design process and in the learning processes?
- How might we deeply understand the interests, passions and questions of our learners, and be guided to co-design learning experiences by what really matters to them as young people?
- How might learners' questions, within the context of Religious Education be a catalyst for exploring significant issues and questions in today's world – across multiple domains of learning?

Achievements

St Francis de Sales' focus for learning and teaching has been on strengthening our learning culture across all curriculum areas. Student Agency has been the priority area and we continue the work with Jayne-Louise from Ed Partners and all stakeholders. Teachers have been setting team goals focusing on co-designing curriculum allowing autonomy and power for students to create experiences and opportunities with teachers that interest them and they are curious about. Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners. Teachers have also focused on giving students feedback about their learning and where to next.

We have continued to work on the Deep Learning and Animated Learners School Project Design. The focus has been on capabilities curriculum and learning schema. St Francis de Sales has been designing creative and critical thinking rubrics to help assess student work and provide feedback to students. Teachers have focused on asking questions that provoke deeper thinking and using provocations to stimulate deep dialogue about a concept. We continue to refine our strategies and processes to encourage deep learning.

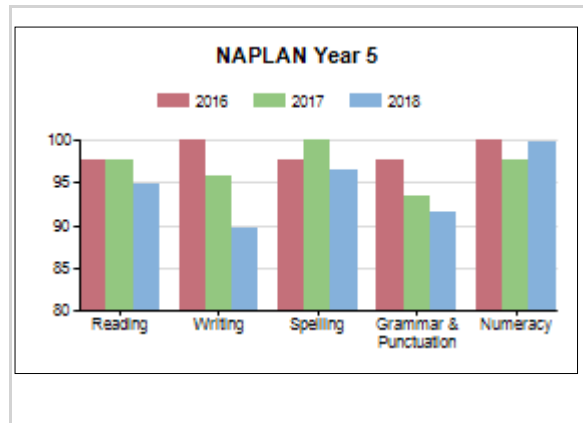
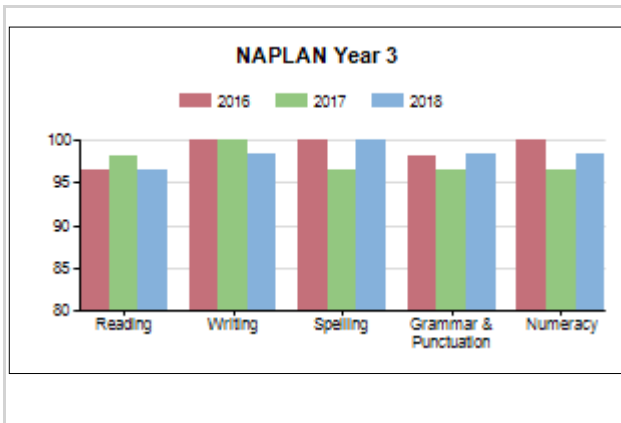
As part of the learning culture, staff have been focusing on strengthening Religious Education and Integrated Curriculum planning through the inquiry process by providing opportunities through provocations that engage and encourage students to ask questions, challenge ideas and ask for opinions allowing for different perspectives. The blending and enacting of Religious Education and Integrated Curriculum allows students to make connections between our world, faith and God.

Staff at St Francis de Sales continue to strengthen and build their capacity in analysing and using whole school data across the areas of English and Mathematics to explicitly target students learning needs and strengths. Central to this is our ongoing online testing through ACER of PAT M and PAT R in years 1-6 and ARCOTS (Assessment Research Centre Online Testing System) testing in Reading Comprehension for Years 2-6. Assessment tools used for Foundation students, which include the Mathematics Interview and Literacy Assessment Interview, continue to allow teachers to gain an insight into student's entry skills when commencing their first year of school as well as in targeting student learning at different stages of the year.

Home-school partnerships continue to be strengthened through existing initiatives which have been strongly established at St Francis de Sales. These initiatives (e.g. Family Maths Bags, Reading Nights, Family-Student Home Tasks) continue to be reviewed, built upon, modified and resources updated to enable parents to have a window into student's learning and provide them with the opportunity to take part in their child's education at home. Family Maths Bags were updated to now provide each Junior clinic group with three Maths Bags. The learning skills and focus targeted by the activities and games in each bag are differentiated to cater for the varying abilities within each teaching group. The Junior school also introduced a second Reading night for Semester 2 which provided parents with the opportunity to gain some tips and strategies on how they could best support their child in reading at home for the remainder of the year following on from their progress in Semester 1.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
	%	%	%	%	%
YR 03 Grammar & Punctuation	98.2	96.5	-1.7	98.3	1.8
YR 03 Numeracy	100.0	96.5	-3.5	98.3	1.8
YR 03 Reading	96.5	98.2	1.7	96.6	-1.6
YR 03 Spelling	100.0	96.5	-3.5	100.0	3.5
YR 03 Writing	100.0	100.0	0.0	98.3	-1.7
YR 05 Grammar & Punctuation	97.6	93.5	-4.1	91.5	-2.0
YR 05 Numeracy	100.0	97.8	-2.2	100.0	2.2

YR 05 Reading	97.6	97.8	0.2	94.9	-2.9
YR 05 Spelling	97.6	100.0	2.4	96.6	-3.4
YR 05 Writing	100.0	95.7	-4.3	89.8	-5.9



STUDENT LEARNING OUTCOMES

Across Year 3 & 5, results have been maintained above 90%. Reading continues to be a strength across the school with ongoing targeted and explicit teaching. Teachers continue to increase their capacity in using data to inform their teaching and personalizing student learning. 97% of Year 3 students and 90% of Year 5 students are achieving the minimum standard in writing. Numeracy is a strength across the school, and data is indicating that our years 3 to 5 are maintaining growth. Year 5 students are reaching the minimum standard and beyond. Teachers are using data to drive students learning and focusing on the key ideas (concepts) in Mathematics to depth their learning.

Spelling, Grammar and Punctuation results are a strength in Year 3. While these are strengths, we continue to review and refine our pedagogy to meet the varied needs of our students as they progress across the school.

When comparing growth from Year 3-5, results show that there has been positive growth in Reading and Numeracy.



Student Wellbeing

Priority: Respectful Relationships and Be You

Questions for Learning and Action

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

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

This year, the staff were introduced to Be You which has replaced Kidsmatter. Be You provides educators with knowledge, resources and strategies for helping children and young people achieve their best possible mental health. Through weekly newsletter inserts, we are promoting positive mental health for the whole school community. The school continues to support the Child Safe Standards, and continues to implement the Resilience, Rights and Respectful Relationships program throughout our curriculum, to ensure that we are promoting healthy relationships. The school continues to build capacity in the teachers to teach Respectful Relationships through creating a Respectful Relationships (RR) team and providing professional development for teachers.

Embedding Wellbeing through the Arts is an important part of our culture at St Francis De Sales. Part of our program includes a drama specialist class, which assists in developing a child's capacity to build and practise a variety of social and emotional skills. Over the year, a different learning space each term has been given the opportunity to present a short performance with a focus on building confidence, resilience and drama skills.

The Student Welfare Group (which consists of Learning Diversity, Student Wellbeing Leader, School Chaplain, Principal, and staff) supports staff, students and families in our community who require academic, or social and emotional wellbeing support. The goal of the group is to present, review and discuss support strategies for students, teachers and parents. This forum also allows referrals to our school chaplaincy, agencies such as Catholic Care, Health Plans, the school Psychologist and family support agencies.

Our Chaplaincy program has continued to be a great support for student wellbeing. The Chaplaincy program is now offered for two days. The School Chaplain actively works in collaboration with Learning Diversity and Student Wellbeing Leaders. The Chaplain works as a link between home and school. This may involve home visits, parent information sessions to support parenting, parish events and liaising with outside agencies to provide even more support and assistance. Our Chaplain works with individual children as well as with groups requiring assistance with friendship, emotional or social skills.

The school has outsourced a psychologist service, Inspired Honey Psychologist Services to offer sessions to individual students at St Francis de Sales.

We have continued to build a partnership with Wellsprings for Women and formed a parent group called M Connect. The purpose of this group is to provide an opportunity for parents, particularly mothers to connect with the school community and build relationships with other parents whilst learning and having fun. We held a multicultural day in Term One where parents were invited to dress in traditional clothes from their cultural background and we had a shared multicultural lunch. Parents were asked for their input as to what topics or skills would be interesting to them to learn more about. We had a second meeting in Term One, with a focus on low cost activities to do with children in the school holidays. The parents were also given an opportunity to go on an excursion with their children in the Term One holidays to the Melbourne Museum. We will continue to provide parent sessions on topics of interest and identified need.

Wellbeing is integrated into the curriculum and is a specialist subject. Students are taught explicit skills and strategies to help them nurture and maintain their wellbeing. The students explore different elements of wellbeing such as identifying and managing emotions, self-regulation, self-management, building and maintaining effective relationships, problem-solving strategies and mindful meditation. Students had the opportunity to practise these strategies in authentic ways through emotional literacy, drama, cooking and gardening.

At St Francis de Sales, we start the new school year by participating in SWELL week. The children were engaged in a variety of activities that helped to build relationships in their new home group and learning space. At the end of the week, we also had our annual St Francis de Sales community picnic, which was an opportunity to welcome our school community. Our school values and faith, continue to be a guide to inform our behaviour management. Students continue to have the opportunity to reflect upon and deepen their understanding of our school values through circle time with their teachers. Morning gathering continues to provide us with opportunities to reflect on our values at the start of each day.

Our school values and faith continue to be a guide to inform our behaviour management. Students continue to have the opportunity to reflect upon and deepen their understanding of our school values through circle time with their teachers. Morning gatherings continue to provide us with opportunities to reflect on our values at the start of each day. Wellbeing is embedded through the curriculum to address the social and emotional needs of children. There is an emphasis on establishing and maintaining healthy and respectful relationships.

St Francis De Sales offers a variety of co-curricular activities to provide authentic opportunities to connect, develop social skills and enhance student wellbeing. These include: Gardening club, LEGO club, Games club, Choir, lunch time Rosary and Art club.

VALUE ADDED

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

Curricular Activities:

- Implementation of Social and Emotional learning within units of work
- Wellbeing Specialist Program
- Weekly Student Wellbeing Action Meetings
- Introduction of Be You
- Social Skills Group
- Circle Time
- Play is the Way
- Berry Street Program
- Rights, Responsibilities and Respectful Relationships program

Special Events/Extra Curricular Activities:

- School Community Picnic
- SWELL Week
- School Chaplain



- Morning Gathering for Whole School Community
- Seasons for Growth Primary Program
- Community Garden
- Garden Club
- Community Garden Stall
- Cooking
- Mindful Meditation
- School Choir
- Art Club
- Art Show
- Twilight Market
- Partnership with St John's Regional College
- Whole School Production
- Junior/Senior Drama Performances
- M Connect parent group working with Wellsprings for women
- Parent information sessions on positive parenting
- Excursions during school holidays through Wellsprings for women for children to attend with their parents.



STUDENT SATISFACTION

The SIS (School Improvement Surveys) shows that the emotional wellbeing of the students at St. Francis de Sales continues to be positive. Our student wellbeing aggregate index was 74.2. Our students are highly motivated to learn and have confidence in their ability to learn. Our data indicates that our student safety has increased. Relationships with teachers are positive and the students feel that teachers understand their learning needs. Our data indicates that the behaviour of students is consistent with our faith based values. Student behaviour and student motivation are both positive indicators and equally as strong.

STUDENT ATTENDANCE

Nforma reporting package is used to track the attendance of students. Parents are asked to inform the school if their child will be absent. They can ring the school or send a message via FlexiBuzz by 9am. The Nforma program is used to notify parents by 9:30am if there is no reason provided for a child's absence. Parents are expected to provide a reason by 10am. The School Office staff will ring families if no notification is provided for an absence. Teachers also monitor children's attendance and contact the parents if they have a concern. We follow the Every Day Counts process if there are a number of unexplained absence.

Child Safe Standards

Goals and Intended Outcomes

St Francis de Sales Catholic PS holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and mission of the gospel.

Over the past 12 months St Francis de Sales Catholic PS has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student well-being programs such as Play is the Way, Be You and Right, Responsibilities and Respectful Relationships have encouraged the students to engage in conversations about their welfare and safety. These Child Safety initiatives have formed the foundation for a student's 'Code of Conduct'.

Achievements

The development of policies and commitments

St Francis de Sales Catholic Primary School has continued to broaden its comprehensive suite of Child Safety policies & procedural documents to incorporate aspects relating to the following:

- *Parent and Guardian Code of Conduct;*
- *Bullying & Harassment*
- *Complaints and Grievance Policy*
- *Conflict of Interest Policy*
- *OH&S Induction Booklet*

Training and awareness raising strategies

All St Francis de Sales Catholic Primary School staff members participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind. Staff members have participated in a variety of training initiatives including:

- On-line Mandatory Reporting Modules (Annually);
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Implementation of the Reportable Conduct Scheme.
- The School's Child Safety Policy & Code of Conduct (Annually);
- Organisational Duty of Care;
- Risk Management – Excursions & Camp; Updated forms and protocols
- School Attendance Requirements. Consistent protocols

We have also implemented an online induction program for new staff.

Consultation with the community

St Francis de Sales Catholic Primary School has continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's

Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

Regular review of all Child Safety Standard documents takes place in consultation with the school board to ensure that they remain relevant.

Human Resources Practices

St Francis de Sales Catholic Primary School continues to implement Human Administrative & Human Resource practices to ensure its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in Child Safety practices.

To achieve this the school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions and Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

St Francis de Sales Catholic Primary School maintains detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected Work'.



Leadership & Management

Priority: Creating a Culture of Learning

Questions for Learning and Action

- How do we enact ways of working and learning that values professional dialogue and reflection and that creates the conditions for challenging conversations?
- How can we create a learning architecture that provides opportunities for collaboration where all voices are heard and valued and where all have the opportunity to contribute to the collective work of the team?
- How do we develop teacher and leader capacity to lead the learning of colleagues, particularly, in relation to designing learning that offers meaningful ways of exploring the significant questions and wonderings of learners?

Achievements

As a result of our 2017 Negotiated Review Process the following priority areas have been identified to direct future learning and action. These have formed our School Improvement Plan.

Priority 1: Family Partnerships

Priority 2: Catholic Identity

Priority 3: Student Agency

Priority 4: Designing for Learning

Priority 5: Creating a Culture of Learning

Over the past year we have had a focus on strengthening Catholic Identity, developing Student Agency and leveraging deeper thinking.

As a staff we have had teams engage in Professional learning to build their capacity and understanding in these areas. We have participated in three key projects:

1. Partnering to Learn : RE Collective with three other schools.
2. Deep Learning & Animated Learners 2 year project
3. Whole staff and leadership working with Jayne-Louise Collins from Ed Partners to enhance student and teacher agency.

Teams of teachers are involved in these projects in partnership with other schools to further provoke professional dialogue and challenge thinking regarding best practice.

We have had a focus on building the leadership capacity of middle leaders to support their teams with our priorities. We have had leadership team participate in coaching sessions with Trinidad Hunt. In addition leadership meetings increasingly have a pedagogical focussed dialogue to challenge thinking and review and enhance effective strategies.

Jayne-Louise has worked with the leadership team to support gathering of evidence of practice, Reflect, consult and plan ways leaders can build the understanding and capacity of their teams.

We are using an evidence Inquiry Spiral for teacher teams, specialist teams and leaders. Each team has set an individual goal. The process requires reflecting on current understanding and consider ways as a team we will learn and investigate together. Teams consider evidence to show their growing understanding. They consider strategies that will best help them tackle their questions. Such as professional reading, observing a colleague, coaching, or viewing video as of practice. Teams have commenced their inquiry.

Teachers set personal improvement goals as well as team goals. Individuals and teams meet to work on their professional learning and improvement plan. There are regular opportunities to discuss the progress being made on these goals with the principal.

Time is set aside weekly for teams to meet to analyse data and plan learning to meet the personal needs of their students. The professional dialogue is supported and challenged by the team, middle leaders and senior leadership.

Regular conversations with students, teachers and parents help build relationships across the school and support the diagnoses of needs and required support or refinement of meetings to build capacity and target needs.

Teachers new to the school continue to receive a year of mentoring while graduated teachers receive mentoring support for two years.

Staff are able to attend Catholic Education run professional development as well as activities from other providers to support an identified need. These sessions are attended by at least two staff members to support dialogue and implementation. Time is provided at staff meetings for the sharing of learning.

All staff have access to onsite mentoring on ICT skills.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

CEOM - Phonics in Context Research Project

CEOM - Developing Mathematical Understanding 3-6 (Southern Term 1)

CEOM - Developing Mathematical Understanding F-2 (Southern Term 1)

CEOM - Southern Region Religious Education Leaders Network

CEOM - Deep Learning and Animated Learners Research Project

CEOM - Introduction to the Renewed Religious Education Framework - Day 1

CEOM - Southern Middle Leaders (Literacy and Mathematics) Network

[CEOM - Deputy Principal Network - Southern](#)
[CEOM - Southern Graduate Network 2018](#)
[CEOM - Engaging in Sacrament](#)
[CEOM - PROTECT: Identifying & responding to abuse: An introduction](#)
[CEOM - Southern Learning and Teaching Network](#)
[CEOM - South East/Peninsula NCCD Network Meeting 1 - Afternoon Session](#)
[CEOM - Words in Context: Orthographic Inquiry in the Early Years Group A](#)
[CEOM - Colourful Semantics](#)
[CEOM - Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4](#)
[CEOM - Southern Specialists Network](#)
[CEOM - Developing Mathematical Understanding 3-6 \(Southern Term 2\)](#)
[CEOM - South Eastern/Peninsula NCCD Network Meeting 2](#)
[CEOM - Developing Mathematical Understanding F-2 \(Southern Term 2\)](#)
[CEOM - Student Wellbeing Leaders Induction \(Primary - newly appointed\)](#)
[CEOM - Southern Region Religious Education Leaders Network](#)
[CEOM - Parish Priest and Principal Briefing](#)
[CEOM - Deputy Principal Network - Southern](#)
[CEOM - Alumni Master Class \(South/East Prim & Sec\)](#)
[CEOM - Southern Graduate Network 2018](#)
[CEOM - Southern Learning and Teaching Network](#)
[CEOM - Critical Incident Planning & Response](#)
[CEOM - Exploring the National Numeracy Learning Progressions](#)
[CEOM - Inclusion Online: Understanding & Supporting Behaviour, Southern](#)
[CEOM - Leading Languages Professional Learning Primary \(LLPLP\)](#)
[CEOM - RE Conference 2018 - Open New Horizons for Spreading Joy](#)
[CEOM - Developing Mathematical Understanding 3-6 \(Southern Term 3\)](#)
[CEOM - Developing Mathematical Understanding F-2 \(Southern Term 3\)](#)
[CEOM - PROTECT: Identifying & responding to abuse: An introduction](#)
[CEOM - Diversity Network Term 3](#)
[CEOM - Southern Graduate Network 2018](#)
[CEOM - Southern Learning and Teaching Network](#)
[CEOM - Southern Digital Education Network Meeting](#)
[CEOM - Leading wellbeing for learning & growth: What lies ahead? \(1\) S/E](#)
[CEOM - Parish Priest and Principal Briefing](#)
[CEOM - Team Teach Training](#)
[CEOM - Developing Mathematical Understanding 3-6 \(Southern Term 4\)](#)
[CEOM - Southern Region Religious Education Leaders Network](#)
[CEOM - Pro Rata Holiday Pay & Leave Loading Workshop – South](#)
[CEOM - Southern Graduate Network 2018](#)

CEOM - Southern Graduate Network 2018

CEOM - Southern Learning and Teaching Network

CEOM - Leading wellbeing for learning & growth: What lies ahead? (2) S/E

CEOM - Catholic Leadership Primary Southern Regional Forum

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

30

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$3240

TEACHER SATISFACTION

1. The school’s organisational climate continues to increase in strength and is just above the mean of Australian Schools. The Organisational Climate Aggregate Index for 2018 is 73.7. In addition the teaching climate index at 79.6 is also above the mean. They acknowledge that there is a strong school improvement focus at the school with clarity and curriculum process being strong. Staff are personally enthusiastic and passionate about their work. There is a strong learning culture at the school and professional growth, appraisal and recognition as well as teamwork are seen as essential elements of positive learning environments.



School Community

Priority: Family Partnerships

Questions for Learning and Action

- To build partnerships with parents that provide a window into learning, and offer them authentic engagement experiences within the St. Francis de Sales community.
- that foster genuine connections and nurture relationships in a growing and changing community- for existing and new families, and within and across learning communities.

Achievements

The year commenced with the St Francis de Sales annual community picnic and the beginning of school year Mass. It was a valuable opportunity to gather and welcome new families into our community as well as renew past and present and future relationships.

Our School Community Garden continued to grow and develop, with a school Action team caring for the chickens and garden beds. Parents continued to support the community garden through volunteering with ongoing maintenance. They also support with the maintenance of the school by bi-annual working bees.

The senior students chose to be a part of either the Environmental, Pastoral Care, Social Justice or Understanding Others Action Teams with the mission to make a local and global contribution.

- The Environmental Action Team- works primarily in the community garden to teach sustainable living.
- The Pastoral Care Action Team- to promote the values of love, respect, compassion, tolerance, forgiveness, repentance, reconciliation and justice. This includes visits to the Southern Cross Aged Care facility in Lynbrook and interactions with communities on a global scale.
- The Social Justice Action Team- strives to raise awareness of justice in terms of the distribution of wealth, opportunities, and privileges within a society. We worked with the City of Casey to make links with our partner school in the district of Ermera.
- Understanding Other's Action Team- to raise awareness and teach students about inclusivity and how to make the St. Francis de Sales community a more welcoming environment.

Some of our School Action Teams have partnered with St Johns in Dandenong. Secondary students have helped to lead science sessions on conservation. They have assisted in the garden building turn and teach benches and running lunchtime sporting clubs.



We held our bi annual Art show that displayed various artworks from students. The teachers and students skilfully turned the learning spaces into art galleries and families visited the spaces and viewed the art work. Concurrently the annual Twilight Market and musical performances provided entertainment and community relationship building. There were over thirty stalls with a range of quality products and services. It was wonderful opportunity to support businesses within our St Francis de Sales community. The money raised from the stalls was used to fund the school garden. The Twilight

Market is in its fourth year, we have seen the numbers growing and stalls increasing in size as the community get involved as a stall holder or buy wares and enjoy a bite to eat.



The Twilight Sports in its third year was another successful community event held at the school. The children displayed their sporting abilities and demonstrated good sportsmanship. In the lead up to the event the sporting teams, Bosco, Patrick, Teresa and Mackillop spent time refining chants and cheers that they happily sang together on the night. The Sporting Schools Grant has seen the implementation of golf, basketball and badminton clinics for our Year 3 and 4 students. Our Year 5 and 6 students compete in inter-school sports. Opportunities are provided for students to represent the school in athletics, cross country and swimming events. We recently won our regional swimming competition.

These opportunities are some of the ways in which St. Francis de Sales links with families to give them a window into learning:

- Foundation information night and orientation sessions
- Parent information evening
- Reading night

Our annual Reading Night gives parents an opportunity to walk in their child's footsteps as they gain strategies and insights on how they can best support their child at home in their reading. This night also helps to build parent understanding of how differentiation is achieved across the school. The shared language and experience builds common understanding which strengthens our partnership with our families.

Each Learning Space was involved in a small production piece that they performed to families. This focussed on voice projection, expression and intonation. Afterwards the families were invited into the Learning Spaces and immersed into the children's Inquiry learning followed by a shared afternoon tea.

Our Integrated curriculum has been an avenue used to foster student agency. Throughout the Inquiry cycle students are empowered to research a topic of interest and sort out and make sense of their information. In order to showcase student's learning we hold Inquiry showcases throughout the year. Learning expos throughout the year provides an authentic audience for students to showcase their learning. We encourage students to present their ideas in a way that suits their learning style to an audience including their parents.



This year we continued parent/student conferences (interviews) in Term 1 which has strengthened the communication between home and school and allowed parents to support their child with their Personal Learning Goals. This has been a powerful opportunity to build relationships and foster positive home/school connections. Staff also conducted meet and greet meetings with the foundation families.

Foundation families were invited to attend the second Prep party. This is an opportunity for incoming students and their families to get to know each other and participate in a range of interactive activities. It

concludes with a shared morning tea. This continues to be a talked about event for the foundation students when they begin their first school year at St Francis de Sales.



Communication continues to be a key focus with steps taken this year to implement effective modes of communication between home to school. Flexibuzz, continues to be the main source of parent communication for school news and events and Care Monkey is a platform for student information to be efficiently accessed by school staff and those responsible for the student's wellbeing. We have also continued to show a window into learning through school newsletter articles.

A new School website was launched and has received positive feedback from the community.

Parent support continues to be a highly valued strength of our community. Parents generously give of their time and participate in various ways throughout the year in ways such as:

- Working Bees
- Community Garden
- Maintenance Roster
- Parent Helpers Program
- Friday Coffee Mornings
- Mother's and Father's day stalls/ morning teas
- Special food sales. E.g. icy poles, popcorn and chips
- Parents and Friends/School Advisory Board
- Special events
- Support of student social justice/action team initiatives
- PNF fundraising



PARENT SATISFACTION

Insight SRC data shows parents at St Francis de Sales are happy with the overall school performance. The Community engagement Index Aggregate is at 64.3. As our school community has grown we need to ensure that our strong community and values are maintained. 'Family Partnerships' is a priority focus area our 2018-2020 School Improvement Plan.

Parents at St Francis de Sales feel that the behaviour of students is consistent with faith based values and there is a sense of safety within the school. The parents see the school has maintained a strong learning focus and they are engaged in collaborating with staff in achieving student outcomes.

Future Directions

The school has completed the process of a negotiated review in 2017. The 5 priority areas to be strengthened for 2018-2020 are:

Priority 1: Family Partnerships

Priority 2: Catholic Identity

Priority 3: Student Agency

Priority 4: Designing for Learning

Priority 5: Creating a Culture of Learning

To support our professional development and building of teacher capacity to strengthen our designing for learning the staff will continue to work with Jayne-Louise from Ed Partners and will be involved in the following projects:

- Deep Learning Animated Learners 2019
- Partnering to Learn Collective: Religious Education 2019
- Rights, Responsibilities and Respectful Relationships
- School Connectedness - Parents as partners in learning
- Archdiocese of Melbourne Framework for Schools, Horizons of Hope

The priorities of Designing for Learning and Creating a Culture of learning will be a focus as we review our learning architecture and pedagogy to ensure deep learning. We will continue to build teacher capacity to enhance dialogue and student agency, provide effective feedback on process and self-regulation and encourage students to be animated learners and creative and critical thinkers.

We plan to review and revise our vision statement as we prepare to celebrate our tenth anniversary in 2020 by consulting with all key stakeholders. A new vision that brings hope and opens us up to a bright future as we continue to strengthen our school culture of learning together and commitment to achieving the highest standards possible.



School Performance Data Summary

E1396 St Francis de Sales Catholic Primary School, Lynbrook
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.8
Y02	90.8
Y03	93.4
Y04	92.8
Y05	92.4
Y06	93.6
Overall average attendance	92.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.9%

STAFF RETENTION RATE	
Staff Retention Rate	76.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	34.8%
Graduate	13.0%
Graduate Certificate	4.3%
Bachelor Degree	82.6%
Advanced Diploma	17.4%
No Qualifications Listed	13.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	43
Teaching Staff (FTE)	33.7
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	5.1
Indigenous Teaching Staff (Headcount)	0

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au