



St Francis de Sales Catholic Primary School Lynbrook

2020

Annual Report to the School Community



Registered School Number: 2068

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Minimum Standards Attestation

I, Christine White, attest that St Francis de Sales Catholic Primary School 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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

01/05/2021

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

Our School Vision



*A Faith Community:
Animated by love;
Inspiring innovation;
Empowering learners.*

School Overview

St. Francis de Sales Catholic Primary School, Lynbrook, opened in January 2010 and is situated in a rapidly developing area in the South East of Melbourne. The school forms an integral part of the faith community of the Parish of St. Kevin's Hampton Park and the wider community of the region of Lynbrook and Lyndhurst.

Christine White the current Principal was appointed to the role in 2017 and is committed to working in partnership with staff and the dynamic school and parish community to ensure all children at the school flourish and receive a quality Catholic Education.

St. Francis de Sales supports parents as partners, in a learning journey for their child that is enlightened by faith, animated by love and leading to hope from coming to know God's love and care for all. Students are engaged to seek deeper meaning and explore questions about the world around them. We desire the full flourishing of each child to embrace their giftedness and be the best they can be. As our patron saint St. Francis de Sales said,

"Be who you are and be that perfectly well."

We support our students to grow and embrace a view of themselves and the world that leads to peace, justice and the wellbeing of the whole of creation. St. Francis de Sales is a place of inclusivity, learning excellence and a community where relationships are valued and built upon. We strive to provide a happy, supportive and secure learning environment that encourages our children to be confident and independent, excited about exploring their potential as learners.

High standards are maximised in all areas of the curriculum as we continually refine our strategies to empower students as life-long learners, critical, creative thinkers who will ultimately contribute to society as thoughtful and responsible citizens.

At St Francis de Sales, we aim to provide the most up-to-date and comprehensive curriculum for our students. Our programs are personalised to meet each child's learning needs and ability. The student's age or year level are not barriers for learning. As they display readiness to go further, we support their learning to the next milestone outlined in the Victorian Curriculum. We have three flexible contemporary learning spaces accommodating students from Foundation to Year 6. Within each Learning Space students are in Junior Home Groups — Foundation to Year 2 or Senior Home Groups — Year 3 to Year 6. The implementation of current pedagogy ensures the highest quality personalised learning experiences, based on a contemporary curriculum, within a strongly supportive social environment. Our staff ensure teaching opportunities target each student's individual needs in the various curriculum areas.

New technologies, student interests and agency in the learning, play an important role in our student centred school. We strive to make learning meaningful and endeavour to make local and global connections that enable 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. Parents continually come forward to be involved in and commit to developing a strong faith and educational community. The school administration area is designed with an open and

welcoming space and the community room is a wonderful area where small masses may be conducted and community events can be held. Play areas are extensive and along with covered playing equipment provide students with great choice and variety in recreational activities. Parents are encouraged to actively participate in learning and our School Advisory Board, Parents and Friends Association and Maintenance Committee continue to provide support 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.

In 2021 there will be a School Review, and we look forward to developing a new School Improvement Plan.

Principal's Report

2020 a Year we shall remember!!

2020 will certainly be a year that we will remember at SFS for many reasons....

It was the year we celebrated our 10th Anniversary. Well we did not get to really celebrate it in style. We have had to postpone the celebrations!!

2020 was certainly an unexpected year and we can indeed be proud of our ability to tackle every challenge and navigate a path that ensured school improvement and learning. Our strong staff culture certainly sustained and supported us to ensure that we succeeded together. Facing the challenges of the pandemic, showed our resilience, our agility and our commitment to succeed despite the obstacles. The way we pulled together, worked in partnership with our parents and supported our children through remote learning is something we can all be justifiably proud.

As a result of the restrictions, we did many things differently and our staff showed their tremendous professionalism and commitment to alter how we delivered the curriculum. They quickly embraced new learning platforms, the potential of Google Classrooms and Google Meets to deliver the curriculum online and remotely. They were invested to ensure children's learning continued and students were engaged in meaningful tasks.

Our Digital skills soared!! We become video producers and with the aid of Screencastify teachers created mini teaching vignettes to explain learning strategies. We held virtual assemblies to share the exciting things that were happening at home and at school. Google Meets supported us to maintain valuable real time dialogue and visual contact. Teachers were able to continue with clinics and focus groups to provide a personalised curriculum and meet children for goal conferences and support. Meeting each other online was a highlight for teachers and students. It supported wellbeing and maintained connection. The added benefit was the front row seat and window into learning it provided parents. A strong and valuable partnership was formed. Parents certainly gained an insight into their child as a learner and the strategies teachers use to empower learning.

There were many highlights during the year, like having a virtual art show and virtual choir performances. We still managed to hold our annual cross-country between lock down one and two and the Twilight Athletics evening was greatly appreciated, despite restrictions that needed to be followed. It was wonderful to gather once again as a community.

P&F and School Advisory Board continued via ZOOM. There were some advantages of meeting from home especially on cold, winter nights! Our P&F were challenged by the restrictions but still managed to meet and plan and run some events for us. We had decided that this year was less about raising money and more about connecting. I thank the P&F for helping maintain our connections and optimism in the midst of the pandemic. The P&F still managed to do an Easter Raffle to donate money to Monash Children's Hospital, the virtual disco was a great success, fun lunches were enthusiastically supported, and we all enjoyed the sharing of news in the P&F section of our new iNewsletter launched in 2020.

Early in the year we developed a school video about our school. This was put to great use when we were unable to take parents on a school tour. Nearly all our school tours were done via ZOOM and we even had our Prep Orientation via Google Meets. However, there is nothing like

seeing each other face to face, and we were grateful to have our final orientation session onsite before the year concluded. It finally gave parents and children a chance to meet and build friendships.

Learning also continued for our staff throughout 2020. We worked online and also together in teams and as a whole staff. Our junior team participated in the EMC3 Mathematics program with Deakin University and our senior team worked on writing strategies. We continued our focus on student agency and challenged the creative and critical thinking of students by our questions and provocations in learning. It was great to see a group of senior students work to write a Child-friendly Child Safety Policy. We continued the Resilience Project and worked to embed wellbeing strategies that were essential, as we faced the challenges of the pandemic on family and personal life. It was the year we also went through a safety audit and I thank the Advisory Board for their help in reading our policies and providing valuable feedback. As a staff we worked to link our school values with Catholic Social Teachings. Our Vision - '*A Faith community, animated by love,*' was very evident when we had a larger amount of hampers and gifts donated to Vinnies for distribution to needy families. Our leaders also worked to build leadership capacity by participation in the Agile Leaders Professional Learning. The strategies help us to be more strategic and clear as we work on school goals and initiatives.

After a three years working on our improvement priorities, we reach a time to review our work and set new priorities as part of our review in 2021. We kept in mind the driving question that guided our 2017 review process: What do we at St. Francis de Sales PS, need to strengthen to ensure our learning culture enables the full flourishing of all learners? We have commenced the process of auditing our work in preparation for our School Review in August 2021, We are reflecting and evaluating what has strengthened in our school and in the key priorities we set. Our evaluation will help us collectively determine our key priorities for our next cycle of improvement.

The Biggest and best news by far in 2020 was receiving the news that we are to receive a grant to build a

NEW Multi-purpose HALL!!!

What an amazing way to end 2020!!

This building completes our master plan and is expected to be completed in 2022. We look forward to having a flexible venue to gather as a community. In 2020, a beacon of light was the strength of our SFS community - staff, students and parents & friends. We look forward to building on this as we come together with greater empathy and gratitude for the many gifts that we share, that make St Francis de Sales, Lynbrook a great place to be.

Parish Priest's Report

St. Francis de Sales' School, Lynbrook, being situated in urban Melbourne, was, of course, impacted by the Victorian Government's restrictions and periods of lockdown in 2020. Much work was necessary to enable learning to continue at home. This placed a significant burden on the school leadership and encompassed all staff, particularly in putting the curriculum online. The effort here involved greater engagement with the parents, and families. Indeed, the whole community was drawn together more tightly due to the crucial importance of increased communication. Positive effects were experienced by the Principal, (Mrs.) Christine White, and the leadership team, overseeing all that had to be generated by the school, as well as assisting in the strengthening of leadership in the teaching staff.

In the second half of the year a particular focus concerned preparation regarding the governance of schools in the Archdiocese of Melbourne, which involved changes to the financial and administrative processes, and also discussions with the Principal of St. Kevin's School, Hampton Park, and the Parish Priest.

Towards the end of 2020, the wonderful news was received that St. Francis de Sales was successful in attracting the funds needed to build a Hall. This development capped a year further showing St. Francis de Sales' School did not only make adjustments to restrictions and lockdowns, but also sought continued progress in relation to its students, their families, and all the staff.

Fr. Desmond J. Moloney

Parish Priest

School Education Board Report

It is important that at the end of every year we reflect as a school community of the year that has passed. It is a time to look at the challenges we faced and how we over come them and most important what we learnt.

In a challenging year for all in our community we forged on with online learning. Teachers were able to continue educating our students whilst in their own homes. It was a quick turnaround to learn new technology and change lesson plans to adapt and make it work online. The dedication and persistence of the staff and students once again showed the resilience of our community. The board would like to thank the staff for all their support and continued education to our students.

The ongoing support and reassurance of The Resilience Project has cemented some helpful tips and advice for our students, teachers and parents to help guide them and give them strength through difficult times. The philosophy that if we have empathy, gratitude and we are able to practice mindfulness has supported our school community and encouraged them to look to a brighter future.

The school has continued to improve the use of technology with the introduction of Chrome books for our current 2021 Year 3 students. This is a trial year to implement them into their daily education and to see if they are compatible with our style of teaching and learning. This is a positive move for the future of our students as technology is imperative, as we continue to move more into a digital world.

It has been wonderful to hear the approval for our long awaiting multipurpose hall. This will be an exciting project to follow, as the foundations get laid to another extension to our already unique building and place of education for our students. Final plans for our multi-purpose hall has commenced and construction will be completed in 2022.

The board would like to thank the maintenance and Parents and Friends committees for their ongoing commitment and dedication to our community. It was also a challenging year for you all, although with your strong connections you were able to get through and persevere. There was even an online disco, which brought smiles to many students. Well done on a great year and once again your valuable contributions to our school and the time and commitment you give to our community is appreciated.

As the Board and school move into the next 12 months with new knowledge and skills to improve and continue to grow as a community, we have the belief and strength to face challenges that may arise in the future. We would like to thank our Principal, staff, parents, carers and students for their strength, support and commitment in making this challenging year a positive experience and one we will never forget.

Brooke Mole

Chairperson SFS School Advisory Board

Education in Faith

Goals & Intended Outcomes

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?

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?

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

At St Francis de Sales the staff believe that a clear vision for teaching and learning is communicated. This proved to be a strength during the challenges we faced in our remote learning period. During remote learning and through 2020 the staff:

- provided the opportunity for students and families to engage in and celebrate prayer, liturgy and masses online and in home groups rather than in learning spaces. We continued to increase student involvement in our morning gatherings.
- introduced an Online Parent and Child workshop session to enable parents to prepare their children for the Sacrament of Confirmation. Sacramental nights supported parents and were a valuable part of the preparation of children for their sacraments.
- continued to immerse students into the Pedagogy of Encounter, further encouraging ways to question and use provocations to enhance student agency and make authentic connections between faith and life.
- used the Pedagogy of Encounter to consider different perspectives and views from student's cultural and religious backgrounds as we worked to strengthen Catholic Identity.
- used Google Classrooms and Google Meets during remote learning to maintain a focus on inquiry and immerse students in exploration and deeper critical and creative thinking.
- engaged in professional development with Margaret Waldeck from MACS to build our capacity to plan and assess Religious Education.
- continued to work in Partnering to Learn: RE Collective with Margaret Waldeck and the staff at St. Paul's Apostle North and St Kevin's Hampton Park, to build teacher capacity and engage in professional dialogue using Scripture and the Pedagogy of Encounter.

- continued to use the RE Framework to strengthen our planning.
- linked Catholic Social teachings and school values.
- incorporated the Catholic Social Teachings as part of integrated curriculum units.
- provided opportunities for students to take action in the local and global community to make a difference.
- Newsletters continued to inform and encourage partnerships with the school community in Education, Faith and Sacramental Program.
- staff engaged in regular dialogue to reflect on student learning and make planning adjustments.

VALUE ADDED

- Whole School Morning Gathering
- Project Compassion for Caritas Australia
- Christmas Tree Appeal for St Vincent's de Paul
- Liturgical Celebrations (Holy Week)
- Sacramental Workshops
- Parent and Child Information Nights for Sacraments
- Home Group visits with the Assistant Parish Priest to support Religious Education Program
- Rosary Prayer Group (Friday)
- Ongoing Staff Professional Learning and Development
- Fr. Desmond Moloney was given the opportunity to confirm our Grade 6 students on Thursday, January 28th at St. Kevin's Catholic Church.

Learning & Teaching

Goals & Intended Outcomes

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 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?

Achievements

Remote Learning

When the news of COVID-19 was announced and that schools would possibly close for a period of time, there was an uncertainty of what learning would look like. Schools were given time to transition from face to face teaching to remote learning platforms. St Francis de Sales embraced this opportunity and took the challenge to provide a learning platform that maintained the existing pedagogy of the school and that we were in this together and we would still continue to learn.

Staff at St Francis de Sales continued to work on maintaining and providing students with a differentiated curriculum through the use of Google Classroom and Google Meet as our school's online platform. The aim for the online platform was to maintain the routines and framework that is part of our established pedagogy at St Francis de Sales so that students could attend home group sessions, clinics and focus groups according to their learning focus. Clinics were provided by teachers through videos with explicit teaching sessions, based on the student's next learning in English and Mathematics, followed by a task differentiated to their clinic level to practise and consolidate the focus. Students also attended Google Meets for focus group sessions in Reading, Writing and Mathematics. The teachers worked with small groups of students using data to target the teaching of a specific skill over a 3 to 4 week period. Teachers continued to record ongoing observations of student skill achievement.

Students also attended Home Group sessions focusing on strategies and content which were accessible to all students at different entry points in their continuum of learning (e.g. Book Club, Literature Study, Writer's Notebook and Integrated Curriculum/Religious Education). Students were still able to share different perspectives and make connections with their learning and the real world through Google Meets, Google Chats, and Gmail to ask questions, clarify their understanding and receive feedback on their learning.

Goal conferencing was another highlight on this platform and was maintained for students as they continued to have a personal goal conferencing session with their teachers across Reading

and Writing and Mathematics. Feedback was also provided by their teachers using the online platform.

Furthermore, Google Meets and goal conferencing allowed students to stay connected with their teachers and peers and enabled teachers to monitor student and parent wellbeing and provide IT support for families who required it.

Specialist teachers continued to deliver a rich specialist program in the areas of: Italian, Visual Arts, Music, Physical Education, Student Wellbeing, Information Communication Technology. For some students this was the highlight of their week to be able to see their specialist teachers and continue to be empowered and inspired. Students were able to share their work through Google Slides for their peers to view. Specialist teachers also provided support for their lessons through Google Meet.

Embedded throughout the learning were numerous opportunities for wellbeing sessions and reflective practises. The leadership team along with staff continued to provide pastoral care to students and families who were vulnerable either by phone contact or Google Meet support.

Learning Support Officers (LSOs) were able to continue their role online supporting students with diversity needs as well as teachers and parents. LSOs supported students one to one or in group sessions attending to goals on Personalised Learning plans as well as organisational and task related support. Specialist staff were also able to continue their support role online by working with students and teachers in their allocated learning space. This included extra focus group Google Meets to support students in reading and writing, listening to students read, and touching base with any students who were having difficulty navigating the online platform or required clarification of tasks.

The school's Literacy Support program, P.R.I.D.E in Reading, also continued during Remote Learning. Reading packs (reading books and activities) were provided to students and Literacy Support teacher's continued to work with students on the program through 3-4 Google Meet sessions each week. Parents were greatly appreciative of the school's efforts in attempting to maintain the same school support schedule for students at risk in this area.

Students showed great independence in logging in to the roll for each day and attending to the prayer sessions each morning before commencing their day. They showed great skills in attending to their work requirements, turning in tasks and work set by their teachers and also being aware of their wellbeing online. Students also participated in circle time, meditation and yoga sessions throughout each day to help them have breaks from their learning, as well as ensure they were happy, engaged and motivated to stay connected.

Parents' response to the school's efforts to implement a Remote Learning platform that maintained many of our school based practices and was familiar to the students was overwhelming positive.

Initiatives taken by the school

The School continues to be part of the Learning and Teaching Southern School Wide Improvement Forum in 2019 and 2020. Our school goal has targeted the Leadership and Management area, focusing on Leading Learning Innovation and Improvement. The area of focus and improvement for 2020-2021 has been to improve teacher's use of evidence-based teaching strategies in Mathematics. Despite the challenges of COVID, the Junior team continued to explore mathematical sequences of connected, cumulative and challenging tasks (EMC3) and the importance of classroom talk as a powerful tool to ensure rich dialogue which

supports students in making sense of complex ideas. The project was completed at the end of 2020 with Junior teachers looking to further consolidate and embed the key learning gained through their participation in EMC3 in 2021.

At the end of 2020, St. Francis de Sales was accepted into the DSS Program (Direct School Support in Mathematics) Foundation to Year 6. This initiative will enable the school to look at and reflect on its planning and teaching processes over the next two years. Teacher professional development will also help support the school's framework in ensuring that student's learning is challenging and meeting their next learning progression in Mathematics.

St Francis de Sales has continued to focus on co-designing authentic learning experiences that connect to the lives and questions of students. Our main focus has been through the areas of Religious Education and Integrated Curriculum (History, Science, Health, Geography, Economics and Civics and Citizenship). Teachers have worked collaboratively as a team on building their capacity in embedding the Pedagogy of Encounter through Inquiry Learning Concepts to strengthen and connect student's understanding of Religious Teachings with our world today. Through professional learning and dialogue teachers have been exploring powerful provocations to allow thinking and questioning of students to drive planning and learning opportunities. As part of the planning process, teachers have continued to build on their skills in providing opportunities for student agency by highlighting the importance of student questions, and allowing the autonomy and power for students to create experiences and opportunities that motivate and engage them in their learning.

As a school we have also continued to focus on promoting a culture of deeper thinking and making connections with the world through the capabilities: creative and critical thinking, ethical, intercultural and personal and social capabilities.

STUDENT LEARNING OUTCOMES

ARCOTS RESULTS 2020 Percentage Growth - Assessment Period 1-2

In 2020, students did well in ARCOTS (Reading Comprehension) across Years 3-6. In Year 3, 77% of students made growth from Assessment Period 1 to 2. In Grade 4, 100% of students made growth. In Year 5, 90% of students made growth and in Year 6, 89% moved bands.

PAT Maths 2020

In 2020, Pat Maths results were positive and indicate that students across Year 1 to 6 performed either in line with or above the national norm reference data. Year 1 to 5 students were tracking above the national norm and Year 6 students were consistent with the national norm.

PAT Reading 2020

In 2020, Pat Reading results indicate that students from Year 2 to 6 performed above the

national norm reference data. Year 1 data indicates that students performed just below the national norm in Pat Reading.

CEMSIS

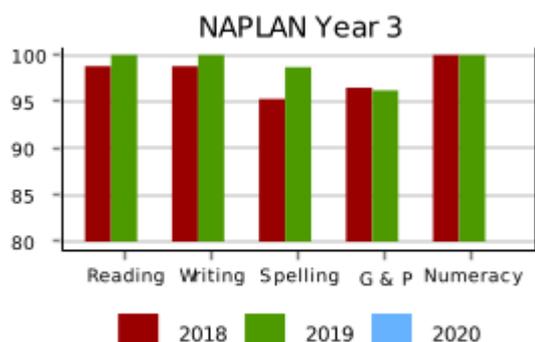
CEMSIS data shows that the majority of students feel they are good at learning and that there are rigorous expectations at all grade levels.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.3	95.7	-2.6		
YR 03 Numeracy	98.3	97.8	-0.5		
YR 03 Reading	96.6	100.0	3.4		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	98.3	100.0	1.7		
YR 05 Grammar & Punctuation	91.5	91.8	0.3		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	94.9	97.9	3.0		
YR 05 Spelling	96.6	100.0	3.4		
YR 05 Writing	89.8	100.0	10.2		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

How do we embed a culture of respect and equity across the entire school community?

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

- Embedding of the Catholic Social Teachings throughout the school, connecting with our school values and across the curriculum.
- Teaching Respectful Relationships throughout the school with a scope and sequence developed to ensure key concepts are covered.
- The Respectful Relationships team was established and ongoing professional learning for the team was provided.
- Having Respectful Relationships members from both junior and senior teams enabled more effective planning with a gender lens when planning Inquiry and RE (Religious Education) units as well as opportunities to embed the RR curriculum across other learning areas.
- Updated action plan to cover the Respectful Relationships curriculum for 2020 and 2021.
- Students completed safety survey to measure how respectful students are to each other.
- Wellbeing content is embedded during specialist lessons including the school values, Respectful Relationships and the Resilience Project.
- The Resilience Project (TRP) program was introduced in 2020 at St Francis de Sales with reflection journals purchased for students in Years 3-6.
- Workshop for the students, teachers and parents were held to unpack the key concepts of TRP (empathy, gratitude and mindfulness and emotional literacy) with staff being given access to the F-6 TPR online resources.
- The TPR survey for students in Years 3-6 was completed in Term 1, 2020. The results were reported back to staff highlighting our strengths, areas for focus and future directions.
- Pedagogical leaders participated in a Webinar on how to use the TPR resource and support their teams in embedding TRP across the curriculum.
- At the end of 2020 the school appointed a school based psychologist through Catholic Care to provide support for children and families.
- Morning Gathering slides focussed on explicitly teaching and demonstrating actions reflecting our school values.
- Be You resource were used in the newsletters to highlight the importance of mental health.

- During COVID, a huge focus was placed on the wellbeing of students, and it was made a top priority.
- As part of returning to face-to-face learning, opportunities were given to students to focus on their wellbeing such as through daily mindfulness and brain breaks between learning activities.
- A group of mothers met weekly online with the wellbeing leader to check in and discuss how they were feeling during COVID and possible projects that they would like to work on in the future.
- Teachers created opportunities to further engage with their students during remote learning, by organising special events online.
- School Chaplain and Wellbeing Co-ordinator helped to provide support to families during COVID and when children returned to school.

VALUE ADDED

- Embedding social and emotional learning within the units of work.
- Wellbeing specialist program.
- The Resilience Project (TPR) partnership
- Be you
- Social skills groups
- Circle time
- Play is the Way
- Rights, responsibilities and respectful relationships program.
- Special events/ extracurricular activities.
- SWELL Week.
- School Chaplain
- School Psychologist
- Morning Gathering
- Seasons for growth program.
- School Choir.
- Virtual art show
- Partnership with St. John
- M-connect parent group with wellsprings for woman.
- Values quilt made by parents.
- Spoonville
- Online Google Meets with students and parents during remote learning in Terms 2 and 3,

2020 to provide extra support.

STUDENT SATISFACTION

As part of the Resilience Project, the children in Years 3 to 6 completed the Resilient Youth Australia survey.

97% of females and 94% of male students reported not being bullied online.

87% of female and 83% of male students reported that they had a teacher at school that cares for them.

There was a growth in the number of children who felt ready to learn at school with 47% of all students surveyed ready to learn in 2020 and 57% of students surveyed in 2021. This growth is significant especially given the negative impact of the pandemic on so many.

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 Operoo/School app 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 absences.

- An e-form on Operoo was used to determine which families were essential workers. These children attended school and were marked present using the normal school protocols.
- During COVID-19 the students working remotely were responsible for marking their attendance each day on the Google Form. Teachers monitored absences and regularly communicated with families.
- Teachers collected a list of student whose parents chose to focus on core subjects offline during remote learning and passed this list to specialist teachers.
- The specialist teachers followed up on families who were consistently missing specialist classes to see if we could offer further assistance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.5%
Y02	95.2%
Y03	95.1%
Y04	95.1%
Y05	92.0%
Y06	92.5%
Overall average attendance	93.9%

Child Safe Standards

Goals & Intended Outcomes

St Francis de Sales Catholic Primary School 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 Primary School 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

- Safety was added to the agenda at weekly leadership meetings to ensure student safety is at the forefront at all times.
- Student safety is regularly discussed at weekly level meetings and reflected in Morning Gathering slides to highlight any safety concerns with the students as well as explicitly teach safe behaviours.
- Student Wellbeing Group (SWG) also became the Student Safety team, the team met regularly to discuss the safety and wellbeing of students at SFS.
- The school ensures that child safety is at the forefront of employment decisions and the ongoing duty of care of students each day. Staff meetings regularly emphasise key policy and expectations to ensure consistency of practice.
- Staff were introduced to the Child Information Sharing Scheme and Family violence schemes.
- Information Sharing Officers were appointed and attended the appropriate professional development to introduce new government legislation.
- Safety surveys were completed by students from F to 6, highlighting which areas of the school they felt safe and where they did not feel safe.
- A Student Safety Team was established who worked together with the principal and student wellbeing leader to rewrite the Child Safe Standards in child-friendly language for seniors and for juniors. A junior school and senior school PowerPoint was created by the Safety team which was then presented to each learning space.
- On-line Mandatory Reporting Modules are completed annually.
- Reportable Conduct Scheme is brought to the attention of staff.
- The School's Child Safety Policy & Code of Conduct is reviewed annually in consultation with staff and School Advisory Council.
- The school successfully completed a VRQA Child Safety audit in 2020.

- Enrolment policies have been updated and child safety information is shared with parents at parent information sessions as part of the enrolment process.
- Teachers complete Risk Assessment documentation prior to any incursion or excursion to address any safety concerns.
- Use of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Organisational Duty of Care is regularly discussed with staff.
- The newsletter was used to update parents about safety practices and school policy during COVID. e.g. Parent Code of Conduct.
- All staff added an email tag to the end of their email stating " At St. Francis de Sales we hold the care, safety and wellbeing of children and young people entrusted in our care as a central and fundamental responsibility of our school. "
- The Safe Smart Portal was introduced for ease of access to professional learning safety modules and to policies.

Leadership & Management

Goals & Intended Outcomes

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?

How do we continue to engage in an open dialogue about our shared vision and how this might be enacted in our community?

Achievements

The leadership team and staff have continued to engage in the key priorities identified in our 2017 review

Priority 1: Family Partnerships

Priority 2: Catholic Identity

Priority 3: Student Agency

Priority 4: Designing for Learning

Priority 5: Creating a Culture of Learning

As we approach the end of our current School Improvement Plan, staff have engaged in reflection of what has been achieved as we prepare for our 2021 school review. The School Improvement Framework Rubrics 2.0 has been used to consider where we place ourselves on the continuum and what evidence supports this belief. We engaged with members of the MACS — Melbourne Archdiocese Catholic School team as we commenced this reflection process.

In 2020 in order to further enhance a culture of learning, we altered our leadership structure and learning architecture. Rather than just one senior and one junior coordinator we now have three senior and three junior Pedagogical Leaders. So in each junior and senior team of three teachers, there is an appointed Pedagogical Leader in each learning space.

The Pedagogical Leader leads planning for their team of three. The specific needs of children in each space continues to be the focus. The planning is specific and responsive to the needs of the students in each space. In order to ensure consistency of curriculum across the three learning spaces the three Pedagogical Leaders are released together each fortnight to meet with the Principal and Deputy Principal. They also share the level organisational and team/annual planning required.

The leaders are also represented on the leadership team that meets weekly. The strategy has been a success with improved communication and building of leadership capacity. The quality

of professional dialogue has improved and the capacity of leaders to lead and support improvement initiatives, has been supported by the structure.

Teams are more responsive in designing learning that offers meaningful ways of exploring the significant questions and wonderings of learners. It has been great to see the growth and development of first time leaders as well as teachers not in these roles also stepping up in their contributions to team effectiveness and proficiency.

In addition, leadership meetings increasingly have a pedagogical focussed dialogue to challenge thinking and review and enhance effective strategies. The new learning and leading architecture 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.

Time continues to be 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.

This new organisational and learning architecture was maintained with some modifications during online learning due to COVID-19 and provided an effective means of communication and support for teams. Teams were able to meet when working onsite for planning and Google Meets were also used for reflection and support for teams.

Members of the leadership team were able to participate in online professional learning. Different members of the Leadership Team were involved in professional learning with school projects on:

- Partnering to Learn : Religious Education Collective
- Mathematics EMC3 Project - Juniors
- SWIF - School Wide Improvement Focus Network
- Wellbeing- Respectful Relationship and Be You

In 2020 with a further focus on our priority Designing for Learning, the Deputy Principal and Principal completed online learning with Agile School Leadership. The tools and strategies were also used as part of our SWIF - School Wide Improvement Focus network. The strategies were opportunities to build our leadership capacity, collaborate, reflect, refine and sharpen our focus on school priorities with a particular focus on our Catholic Identity and Student Agency Priority.

The school has also taken up the opportunity to build the capacity of the entire Leadership Team and were successful in gaining funding for the entire leadership team to participate in the Agile Leadership for Leaders Professional learning. This will continue in 2021 with a focus on Mathematics.

In addition, the Principal and Deputy Principal have engaged in an Agile Leadership collective with leaders worldwide to further enhance skills and sharpen our focus on school based improvement. The dialogue that has resulted as been beneficial in the strategic planning for school improvement within teams and across the school.

Across the school we have been holding regular stand-up meetings with a focus on Inquiry and agency. This reflective and professional dialogue has focussed on what teachers have done/are noticing, what they'll do next/what adjustments they've made and what's in their way to leverage critical thinking and planning to enhance student engagement, purpose and learning.

Despite not having data from NAPLAN or CEMSIS for 2020, the leadership team and staff have engaged in a critical reflection of data from other school based sources as part of our school audit for our 2021 review.

Currently, the entire staff is participating in the Direct School Support in Mathematics. Teachers participate in two professional learning sessions each term. It is a two-year project and is already supporting an enhanced understanding and consistent implementation of the Key Ideas in Mathematics. The project is supported by our Learning and Teaching leaders with school based support at various team and staff meetings as well as in the Learning Space.

We have recently implemented a 1:1 device trial. Children in Year 3 have access to a personal Chromebook for use at school and at home. Initial response to the trial from both students and senior teachers has been very positive. These positives include the ease of access to devices and the opportunity to continue learning on a personal device. The success of the trial, will determine the plan to expand and phase in the program in subsequent years until all seniors have access to a personal device.

In 2020, we applied for a grant to build a multi-purpose school hall. At the conclusion of the year we were delighted to be informed that we were successful! We have been provided with a \$4 000 000 grant to build a multi-purpose hall. This was a very exciting conclusion to the year. Our new hall will provide a flexible space for many activities from music lesson, drama, indoor sport to concerts, assemblies and celebrations. At last, we will have a designated gathering space for our community. The building is planned to be completed by 2022. A great way to conclude our tenth anniversary year. We look forward to many celebrations in the years ahead.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Agile School Leadership Program
- EMC3 Mathematics Project
- Student Agency – Jayne-Louise Collins
- Respectful Relationships and Respectful Relationship cluster
- 2020 NCCD Full Day Briefing (South/East)
- School Governors and Principals Briefing
- Southern Region Principals
- Parish Priest and Principal Briefing
- Religious Education Partnering to Learn: RE Collective
- SWIF School wide Improvement Forum 2020 Southern Area x 4 days for five leaders
- Yurongi: To Proceed
- Engaging in the Sacraments PD
- Student Wellbeing Leaders Primary Network
- Graduates Network x 2
- Southern Region Religious Education Network
- Finance Cluster
- Mary Wilson Principals PD
- Principals Finance Briefing
- ICON PL for Principals
- Dynamic Safety Training
- Deputy Principals Network
- VACPSP Network
- Operoo webinar

ICON eSis and efin finance PL x 2 staff Remote Learning Preparation Days School Improvement SIP Rubric 2.0 Audit and review of spheres SIP Rubric 2.0 for review ELLA F-2	
Number of teachers who participated in PL in 2020	45
Average expenditure per teacher for PL	\$2300

TEACHER SATISFACTION

Feedback from teachers during remote learning showed us that teachers felt supported through weekly staff meetings. Teachers were provided with ample time to work together to develop their skills around the online platform. Regular Professional development was provided for staff to engage in dialogue to support their students online learning. Weekly staff and team meetings provided staff with opportunities to discuss their achievements and challenges and how best to continue their delivery of pedagogy of content to students. Ongoing feedback between staff and leaders supported teachers to reflect on their practices and find alternative modes of delivery to improve student engagement.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	83.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	31.8%
Graduate	13.6%
Graduate Certificate	4.5%
Bachelor Degree	77.3%
Advanced Diploma	18.2%
No Qualifications Listed	18.2%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	44.0
Teaching Staff (FTE)	33.1
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	14.8
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

How can we build partnerships with parents that provide a window into learning, and offer them authentic engagement experiences within the St. Francis de Sales community?

How do we 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 an important time to connect, gather and welcome new families into our community as well as reconnect with our past, present and future community members.

During remote learning communication between home and school remained an important focus at St Francis de Sales. Operoo and the school app continued to be a main source of parent communication for school news and events. During remote learning we changed to a new online and interactive newsletter using iNewsletter. This newsletter could be accessed easily via our school app, on our website and is also sent via Operoo. During remote learning we could add videos and photos and weblinks that helped maintain connections within our school community. It provided a window into online learning and achievements as well as to various community links to support families. Operoo is a platform for student information to be efficiently accessed by school staff and those responsible for the student's wellbeing. Our School Website has continued to receive positive feedback from the community, it is utilised to share information and connect with the community. The school also commenced a Facebook page during remote learning to build connections. The Facebook page has continued to be a way for our school to share information and learning with the school community. 'Story time' was posted each week through our Facebook page, this allowed students and families to visibly see their teachers taking part in their online learning. It was great to see families join in on Friday night Storytime and give their feedback.

Parent support and engagement continues to be a highly valued strength of our community. During the recent remote learning period an increased partnership between the school and home has been forged. Parents have had a window into learning through the sharing of video and activities on Google Classrooms and especially through Google Meets. This insight has supported student learning during this difficult time. Parent digital technology skills and knowledge of resources that the school provides has increased and was utilised. We have also enjoyed sharing videos and presenting our assemblies remotely to maintain communication and connection while we are socially isolated. The positive outcomes need to be closely analysed in order to support and enable this communication and partnership to continue to flourish and grow as we return to face to face teaching and learning.

During remote learning, the senior students continued to be part of their school action team with the mission to make local contributions during this unprecedented time. Students were able to

connect with their local community by participating in Outreach activities such as Spoonsville, Rainbow Art, Letters to Someone that Matters and the Teddy Bear Hunt displayed at the front of the family home.

Our school community kept in touch through various social events where the children and families were able to stay in touch online. Events such as School Virtual Disco, Crazy Hat Day, Grand Final Day, Pyjama Day, Share your Favourite Toy and many more. Each week all home groups had the opportunity to meet with their students via Google Meet to touch base with them about their week.

Our bi-annual Art Show was delivered via an online platform during remote learning. Students were able to showcase their artistic talents such as Sculptures, Paintings, Digital Art, Collages and Drawings. This platform provided opportunities for families and teachers to showcase their own individual artistic abilities and to connect as a community to celebrate. These pieces were showcased through Google Sites where all families were able to view the pieces.

During remote learning we continued to provide opportunities for students to connect to their learning. A virtual choir was organised and weekly sessions were shared with the school community to celebrate the talent of our students. Physical Education was an integral part of daily family life whilst in lock down. Families were encouraged to work together to participate in physical activity, such as walking around the block, going to the park, riding their bike and practising various ball skills in their backyard.

When we returned to school in Term 4 the senior students continued with Action Teams. The students choose to be a part of either the Environmental, Raising Awareness, Mini-Vinnies, Wildlife Rescue, Connecting with others, inclusion and empowering others with the mission to make a local and global contribution.

Despite the struggles of remote learning our families and school community went to unprecedented levels to provide for others in need at Christmas. The Mini-Vinnies collectors were so impressed by the number of gifts and hampers families provided for the needy.

Our P&F suspended fundraising but despite the obstacles they were a great source of support during this time. They organised community events like the virtual disco and showed their appreciation of staff by organising a lovely thank-you video and special morning tea. They put up words of encouragement at the school and even in the city!! They continued to support reading online mystery readers. They maintained P&F meetings and kept planning so that on return to school they were ready to go with Coffee and Chats and big events like the Colour Run and Bunnings Sausage Sizzle. We are very grateful for all the support of our P&F, parents who help maintain the school grounds and get involved in the school community in every possible way. An extra special thanks to our School Advisory Board for their commitment to meet online during this year and collaborate on matters important to the school. It is great to have this positive and constructive support for the school.

PARENT SATISFACTION

Feedback from parents during remote learning showed us that parents felt they got a better insight into their child's learning. Parents were very appreciative of all the learning opportunities provided for their children. Teachers were readily available for parents to contact regarding their students learning via multiple platforms such as phone, email and Google Meets. As a school, staff continued to inform parents about their child's learning progression via Parent Teacher Interviews which were conducted through an online platform.

Future Directions

In 2021 we will participate in a Whole School Review and a new School Improvement Plan will be developed.

Some areas of focus for the future are:

- Mathematics - Continuation of the 2021 Direct Support in Mathematics Program.
- Scripture and Sacramental formation.
- Wellbeing - Review Policies and Practices/Positive Education Strategy.
- Implement ICON eLearn and parent and student portal
- Quality of Feedback
- Assessment and Reporting
- STEM and Inquiry Learning to continue to enhance agency and engagement.
- Community Partnerships local and global and authentic learning opportunities
- 1 to 1 chromebook program for Yr 3 and Yr 4 phased in.
- Student Leadership
- Parents as Partners in the learning process
- Embed Agile Leadership Strategies to continue to building leadership capacity