

# St Francis de Sales Catholic Primary School Lynbrook

## 2021 Annual Report to the School Community



Registered School Number: 2068

## Table of Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Governing Authority Report .....	3
Our School Vision .....	4
School Overview .....	5
Principal's Report .....	7
Parish Priest's Report .....	9
School Education Board Report .....	10
Education in Faith .....	12
Learning & Teaching .....	15
Student Wellbeing .....	19
Child Safe Standards .....	23
Leadership & Management .....	25
School Community .....	32
Future Directions .....	39

## Contact Details

ADDRESS	122 Paterson Drive Lynbrook VIC 3975
PRINCIPAL	Christine White
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 8773 6700
EMAIL	principal@sfslynbrook.catholic.edu.au
WEBSITE	www.sfslynbrook.catholic.edu.au
E NUMBER	E1396

## 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 2021 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 Schools.

31/03/2022

**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](http://www.acnc.gov.au)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## 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.

Our current Principal Christine White, 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 encouraged 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.

**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.**

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, independent and excited about exploring their potential as learners.

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. 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. Our staff ensure teaching opportunities target each student's individual needs in the various curriculum areas.

New technologies, student interests and agency in 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. Since our first days parents have continually come forward to be involved in and commit to developing a strong faith and educational community. 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. Parents are encouraged to actively participate in classroom activities and our School Advisory Council, 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.

The focus of our current School Improvement plan is:

- To engage and invite 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.
- To anchor the values important to our school community in Catholic Social Teaching, which take their inspiration from the Good News.
- To create the conditions and opportunities for learners to have greater agency in the curriculum design process and in the learning processes.
- To design curriculum and assessment that focuses on progressing deep conceptual understandings, learner capabilities and dispositions (e.g. questioning/curiosity/ethical understanding/problem-solving).
- To 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.
- To co-design authentic learning experiences that connect to the lives and questions of students enhancing student engagement and connectedness.
- To foster genuine connections and nurture relationships in a growing and changing community - for existing and new families, and within and across learning communities.
- To build partnerships with parents that provide a window into learning and offer them authentic engagement experiences within the St. Francis de Sales community.
- To 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.
- To enact ways of working and learning that values professional dialogue and reflection and that creates the conditions for challenging conversations.

## Principal's Report

Courage, resilience and perseverance were once again on show in 2021. Our school community, came through the challenges of the pandemic, by working in partnership to ensure continuity of learning. We all gained confidence in the use of technology and our teachers continued to make effective adjustments to our models of presenting online learning. In 2021, our teachers provided targeted teaching to focus groups and clinics by meeting students face to face via Google Meets. The ability to see and talk to each other had enormous benefits for learning and wellbeing. We provided access to learning opportunities across the curriculum areas. Parents were able to get a close up window into the strategies teachers used with their child and were able to understand and appreciate the work the teachers do to support their child. Parents played a vital role, and together we ensured that children continued to learn. I take this opportunity to thank staff, parents and our students for their achievements during the challenging times we faced in 2021.

2021 was a big year of reflection and review for our school community as we participated in our School Review. A review happens every four years and Christine Wakeling from Valad Solutions was our independent reviewer. The review involved reflection and dialogue with all key stakeholders, staff, students, parents and parish. Christine Wakeling wrote in her executive summary, *"The review period has been one of significant improvement at St Francis de Sales Catholic Primary School, with progress evident across all spheres. A renewed school vision, to be a faith community, animated by love, inspiring innovation and empowering learners, is being translated into action. The school has created a learning culture focused on high quality teaching and the development of student agency. Agreed teaching and learning strategies and tiered support target individual student needs. The school's Catholic identity is clearly reflected in its inclusive community, in pedagogy that values dialogue and in a commitment to service. Learning environments foster connectedness, positive relationships and safety. Parents value the school's emphasis on a sense of belonging, together with its orientation towards families and the way in which it embraces diversity."* The review was very positive for our school community, it endorsed the great work we are doing and the improvements that have been made. It was also an opportunity to look at where we are at and name the key priority areas to further enhance our school. We all embraced these key priorities, and they have formed our 2022 to 2025 School Improvement Plan. We look forward to working on these priorities in the coming years and in fact have commenced the work already.

- Priority 1: Quality Teaching
- Priority 2: Transformed - Agency to Act
- Priority 3: Empowerment and Engagement

In 2022, the focus will be on continuing to strengthen instructional leadership and strengthen the school as a Catholic learning community, We continue to focus on improving pedagogical content knowledge particularly in mathematics as we participate in Mathematics Intensive Professional Learning. We aim to maximise student engagement in learning, by further empowering student voice, agency and leadership, ensuring developmental approaches to the teaching of social and emotional competencies and enhancing the climate for learning with effective classroom management and positive relationships. We have commenced our work on PBL - Positive



Behaviour for Learning. We look forward to enhancing the partnership with parents and to continue to pursue the opportunities to provide the vital window into learning.

The school has been well supported this year by our dynamic school community. School Advisory Council (SAC) meetings still took place and the SAC members were actively involved in the School Review Process. I thank Brook Mole our chairperson and the members of School Advisory Council for their important contribution to the school in this key role. Thanks to our P&F who have despite all the obstacles of COVID for two years, supported our school in countless ways. We are grateful for the involvement of parents in the numerous community events and fund-raising activities. The time and effort generously given of those that organised these special events are greatly appreciated by the staff and especially by the children. The money raised helps to add the extra special things for our school. Special thanks to our P&F executive lead by Raquel Netto our president. Our school grounds look magnificent, and we are incredibly thankful to all our parents who mow the lawns or attend a working bee. A huge thanks to Brad Jackson for the co-ordination of the mowing teams and dedication to our school. It takes a team, and we thank the work of all those who put their hand up to help. You are our stars, and we thank you for supporting our school.

We were excited to complete 2021, by finally returning to school, a little wiser for the experience of COVID. Nothing can replace learning at school or being able to play together, the simple joys of catching up for a chat and make meaningful connections cannot be taken for granted. We were ready to connect in new ways, incorporate our new perspectives and enrich our learning community. A huge highlight to conclude the year were our Junior School Production - Jessie and the Jungle and our Senior Production - Global Groove. Productions bring the entire school community together from the preparation to the production. While the production needed to be videoed, it still was a huge success and a treasured memory for all our children who put everything in to their performance. We were incredibly proud of our students and their performances and of our teachers who made it happen.

The year concluded with the tendering process for our Multi-purpose hall. We were delighted that FIMMA Constructions won the tender to become the builders of this exciting project that has been designed by Baldasso Cortese our architects. A blessing and ground breaking ceremony was witnessed by the whole school, and it paved the way for the start of construction. We look forward to the completion of our long awaited school hall and music rooms by the end of 2022.

We have a lot to celebrate, and we look forward to continuing the strong partnership that works to enhance St Francis de Sales as an excellent place of learning, as we continue to grow, thrive and flourish as a Catholic school community in Lynbrook.

## Parish Priest's Report

Certain characteristics of 2020, such as restrictions and periods of lockdown related to the COVID-19, continued in 2021 for St. Francis de Sales' School. There was a background of experience and familiarity that served to assist the functioning of the school. The School Review, quite naturally, became a particular focus requiring time consuming preparation. That preparation gave way fruitfully to the actual review period described by the reviewer as "one of significant improvement at St. Francis de Sales Catholic Primary School, with progress evident across all spheres." The Review itself has stimulated reflection and review within the school, and consolidation with regard to priorities and the way forward.

Given the restrictions and lockdowns, St. Francis de Sales navigated with care a pathway for various celebrations to occur, as well as Sacramental celebrations. This was quite an achievement! The leadership of the school, (Mrs) Christine White, Principal, with the team of leaders and, indeed, the staff as a whole, are deserving of great praise for their management in most trying circumstances. It was, therefore, a most welcome situation that there could be a real coming together for the community in the latter part of the year and suitably end the school year.

Fr. Desmond J. Moloney

Parish Priest



## School Advisory Council Report

It has been another challenging year for our school community, staff and students. We thought we were through the worst of Covid-19 but once again we had a year of lock-downs and online learning. The St Francis de Sales community faced these challenges with tenacity and resilience. The staff once again worked hard to engage the students on-line and provided a more streamlined and face to face style of learning. The students benefited from the online contact with the teachers and their fellow students resulting in social connections and more engaging lessons. The School Advisory Council continued to support the staff and Principal on annual action plans and policies that enhanced learning and made our school a safe and inclusive environment.

This year the community, staff and Principal were involved in a school review. A small group of parents were invited to take part in an open and honest discussion about our school and community. This was a positive session with many parents feeling connected and supported especially in the past two years of navigating Covid-19. The final report revealed that our school is most definitely a supportive, inclusive and a high-quality school. There were key priority areas that we as a School Advisory Council, staff and Principal will focus on in order to strengthen what is an already outstanding school and community. The exciting news that the construction of the long-awaited hall was to begin, was a relief, after a long journey of applications and design alterations. This space will provide our students and community with an indoor area for sporting ventures, learning and community events. We look forward to watching the progress in the coming year.

The school is proud of the connections made with the wider community, although once again challenged by Covid-19 our students persevered. Our endeavours to continue to fund-raise for our Mini Vinnies Christmas appeal were successful, enjoyable and a positive experience for our students. Once again, the Parents & Friends were innovative in fund-raising and connecting with our community. Parents & Friends continued to preserve, with a positive and inclusive community presence.

The Parents & Friends raised \$1,000 for Monash Children's Hospital. They continued to raise funds throughout the year with the Colour Run, selling icypoles and various special lunch days. The support and recognition of celebrating sacraments during the year with a special cupcake was also a highlight. We thank the P&F for all the time and effort they give to our school community. The School Advisory Council would like to thank the ongoing effort of Brad Jackson and the continued work and time he gives the community organising the mowing roster and working bees throughout the year. With his enormous effort and the support of the community our grounds are well maintained and safe for the students to enjoy. As a School Advisory Council this has been a very successful year working with the Principal, staff and community to make our school an inclusive and supportive environment for everyone.

Brooke Mole

Chairperson School Advisory Council



## Education in Faith

### Goals & Intended Outcomes

**Goal:** To strengthen Catholic Identity.

#### Intended Outcomes

- To anchor the values important to our school community that are embedded in Catholic Social Teaching.
- To strengthen our approaches to scripture, prayer and liturgy, in order to highlight the particularity of the traditions within the context of our diverse communities.
- To engage with the 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.
- That learners' questions, within the context of Religious Education is 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 despite the challenges we faced in 2021, as we switched between remote learning and a return to face to face learning at school. During 2021 the staff:

- Provided the opportunity for students and families to participate in Liturgies, Family Sacramental workshops and Sacraments.



- We continued to increase student engagement in our morning gatherings.

- Offered parents and caregivers the opportunity to participate in on-site and online Sacramental Workshops to build connection between family and school. Sacramental evenings supported families to prepare children for their sacraments.
- Invited parents and caregivers to attend Holy Week Liturgies in each Learning Space.
- Engaged in professional development with Margaret Waldeck from MACS to build our capacity to plan and assess Religious Education.
- Incorporated the Pedagogy of Encounter by using provocations, student questioning and student agency to make authentic connections between faith and life.
- Google Classrooms and Google Meets were used when we could not meet to maintain a focus on inquiry and immerse students in exploration and deeper critical and creative thinking.
- Continued to use the RE Framework to strengthen our planning.
- Worked to link Catholic Social teaching and school values.
- Incorporated the Catholic Social Teachings as part of the integrated Curriculum units.
- Newsletter continued to inform and encourage partnerships with the school community in Education Faith and Sacramental Program.
- Maintained a commitment to working in a collective with neighbouring Catholic Schools, engaging in professional dialogue and professional practices. We worked alongside Margaret Waldeck and the staff at St. Paul Apostles North to build our teacher capacity in immersing students in Scripture through the use of the Pedagogy of Encounter.
- Considered different perspectives and views from student cultural and religious backgrounds as we worked to strengthen Catholic Identity.
- Teams engage in regular stand-up meetings to reflect on what they've taught and observed in students learning, what they'll do next and what adjustments they've made to leverage student engagement, purpose and learning.
- Staff have participated in professional development on 'Christian Meditation', led by the Parish Priest Father Desmond Moloney, to expand teacher knowledge of this aspect of our faith.
- We continue to celebrate our faith at our school by participation in Liturgies for Special Events, for example, Soil Turning Ceremony to bless the site of our Multi-purpose Hall.





#### 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

## Learning & Teaching

### Goals & Intended Outcomes

**Goal:** To enhance student agency and design for Learning

#### Intended Outcomes

- To create conditions and opportunities for learners to have greater agency in curriculum design process and in learning processes.
- To 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.
- To design curriculum and assessment that focuses on progressing deep conceptual understandings, learner capabilities and dispositions (e.g. questioning/curiosity/ethical understanding/problem-solving).
- To co-design authentic learning experiences that connect to the lives and questions of students.

### Achievements

Remote Learning in 2021 continued as COVID-19 impacted most of Term 3 and partially Term 4. Our students continued to thrive on the Google Classroom platform as teachers provided students with a differentiated curriculum. Teachers presented lessons live through Google Meets, as well as posting recordings of lessons for students and parents to refer to if required. The staff and students felt the daily connections through live sessions were more powerful and beneficial in all areas of the curriculum.

Google Meets, goal conferencing, clinics and focus groups allowed students to stay connected and continue with their learning. This enabled teachers to monitor students and give feedback on progress in learning and well being.

St Francis de Sales continued to strengthen the innovative learning culture of the school and its commitment to personalising learning, in a student centred environment, where risk taking in learning supports learners to question, challenge and investigate. This culture promotes both teacher and student agency. Clarity of expectations and consistency of approach continue to be evident in policies, procedures and guidelines based on the schools contemporary learning schema. Clearly defined goal setting and monitoring procedures for teams and students foster ownership of learning. Provocations are designed to stimulate deep thinking and understanding.

Teacher collaboration and dialogue on performance in Integrated Curriculum and Religious Education has been a focus in creating a climate for learning, that promotes ongoing reflection and feedback. The school has continued to work in the area of building leadership capacity and up skilling leaders to promote collaboration and dialogue to strengthen planning using the Agile Leadership tool/s. Pedagogical Leaders are leading teams in Stand-Up Meetings to reflect on; What they are noticing in student learning? What are the challenges? Where to next in their planning of the unit of work. These questions are asked throughout every unit of work, to inform forward planning. Teachers observe, notice, document and analyse during the processes of learning, to enable them to respond appropriately to identified students needs, make connections or take a different path based on students assessments, questions and wonderings.

Provocations have also been continued to be a focus to ensure that thinking commences at a secular level and connections with what students think, what others think, what does the Catholic Church think, and what do we believe as Catholics? Teachers have continued to use and provide provocations that foster creative and critical thinking and inspire curiosity to learn and find out about the world and the connection to their faith. This has also strengthened the planning process and connections made between Integrated Curriculum, Religious Education and life.

The School continues to be part of the Learning and Teaching Southern School Wide Improvement Forum MACS. The area of focus and improvement for 2020-2022 is to enhance the quality of teaching in Mathematics. Added to this goal was the introduction of facilitated planning to further support and enhance quality teaching and learning.

The current goal is:

- to develop teacher Pedagogical Content Knowledge in Mathematics through facilitated planning to improve student engagement and outcomes.

In 2021, teachers took part in DSS Mathematics (Direct School Support in Mathematics) Foundation to Year 6, both on-site and online. Teachers attended eight Professional Development days across the year in their level teams, F-2 and 3-6, which focused on building teacher's capacity around the Mathematics Curriculum, Key Ideas and Numeracy Progressions.

The areas of focus were:

- Fractions
- Mental & Written Strategies for Addition, Subtraction, Multiplication & Division.
- Number Range

Leadership also worked on updating and refining the Mathematics Yearly Overviews with the whole school moving to teaching units of work on the one topic over a two-week period. This allows for concepts to be targeted multiple times throughout the year for deeper understanding and revision.

A yearly overview for the daily 10-minute teaching of mental strategies was also created and a ten lesson teaching sequence introduced to staff to trial, for implementation in Term 1, 2022. The teaching of mental strategies is now embedded and takes place prior to the commencement of the Mathematics lesson each day. This has allowed teachers to really focus on the explicit teaching of mental strategies across the four processes in a systematic and targeted way.

Teacher planning resources were also updated and provided in both hard copy form and online. A Mathematics Folder was created in Google Drive for teachers to access Professional Development Resources, school frameworks, overviews and assessment tools.

The school's Literacy Support program, P.R.I.D.E in Reading, continued both on-site and online in 2021. This was further supported by the introduction of the Tutor Learning Initiative at St Francis de Sales, which was specifically aimed at providing students who struggled during remote and flexible learning in 2020, with extra targeted support in 2021. This enabled Literacy Support staff to target more children in both English and Mathematics.



## STUDENT LEARNING OUTCOMES

**PAT Maths 2021** In 2021, Pat Maths results indicate that the median range for students in Years 1, 2, 3, 4 and 6 was above that of the corresponding national norm reference range for that year level. Year 5 students were tracking below the national norm reference range.

**PAT Reading 2021** In 2021, Pat Reading results indicate that the median range for students in Years 2, 3, 4 and 6 was above that of the corresponding national norm reference range for that year level. Year 1 and 5 students were tracking just below the national norm reference range.

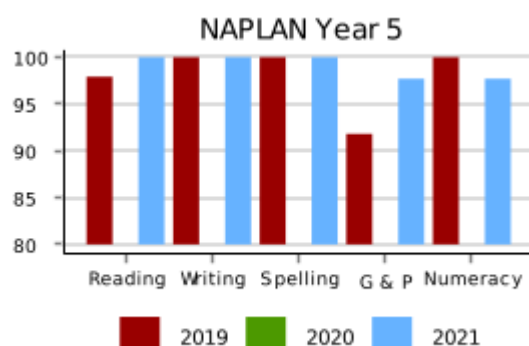
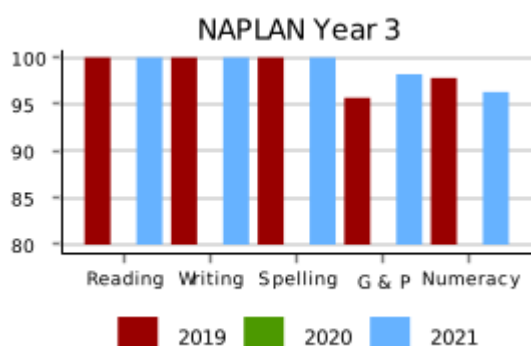
We continue to focus on previous NAPLAN data that indicates the need to improve outcomes in Literacy and Numeracy, particularly in terms of the proportions of high growth students, Years 3-5, in Reading and Numeracy. Encouragingly, improvement in these rates is evident for Years 5-7. Engagement in the regional Direct School Support in Mathematics program is providing on-site professional learning for leaders and teachers and encouraging the refinement of pedagogy in the teaching of mathematics. Improvements in teachers content knowledge, the quality of programming, use of effective feedback and consistency of approaches to classroom management have been identified, within this project, as key areas for improvement.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	95.7	-	-	98.2	-
YR 03 Numeracy	97.8	-	-	96.3	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	91.8	-	-	97.7	-
YR 05 Numeracy	100.0	-	-	97.7	-
YR 05 Reading	97.9	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

\* 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

#### Goal

**To strengthen connectedness and wellbeing.**

#### Intended Outcomes:

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

During 2021, the Student Wellbeing team as part of the review process reviewed and identified strengths and areas of improvement.

The school has continued to embed the Respectful Relationships (RR) curriculum with some members of the RR team attending professional learning online on planning and assessing the RR curriculum. A student action team with a focus on safety identified areas for improvement. Quiet games were introduced for lunch time. Students are empowered as learners, thinkers and co designers of learning.

During remote learning, the school continued to communicate with families with a focus on building resilience and developing the children's social and emotional learning. Extra support was given to children who had difficulty during remote learning through extra Google Meets with teachers.

The School Review identified we have many things to celebrate. "The school is focused on enabling a culture of faith and belonging characterised by inclusion, welcome, safety and where connection with one another is fostered. There is a whole school approach to the teaching of wellbeing. A range of resources, including The Resilience Project (University of Melbourne), the Resilience, Rights and Respectful Relationships and Be You (Beyond Blue) programs, inform planning that is integrated across the curriculum, as well as a specialist Arts (Drama) program. Links are drawn to the school's twelve values." Christine Wakeling

Positive Behaviours for learning (PBL) has been initiated to strengthen our teaching and understanding of social skills. Positive Behaviour Core Team, school based Coach and a MACS consultant has commenced leading the staff professional learning of the PBL as a framework.



Harmony Day was celebrated to raise awareness and show appreciation for our schools rich cultural diversity and respect. The school embeds this message across all curriculum areas across the year.

The Resilient Youth Survey completed by grade 5/6 students, focused on wellbeing and mental health. The data evoked rich dialogue regarding positive actions to support students and also informed curriculum planning. Staff meetings continue to have a well-being lens to ensure key concepts are embedded.

The Wellbeing section of the school newsletter continues to inform the parent community about initiatives in Wellbeing and education to help develop and promote the children's social and emotional learning as well as links to opportunities for Professional learning. e.g. Resilience Project webinar.

#### VALUE ADDED

- Imbedding 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

Positive approaches to student wellbeing and engagement is evident in opportunities that empower students to have an authentic voice and to be active agents in their learning and wellbeing. Reflective practices, thinking tools, goal-setting and strategies for self-regulation, are key elements of the teaching of wellbeing and positive behaviour. The students experience learning opportunities where they have voice, choice and the agency to co-design with teachers and students. During the review process (student conversations) the students indicated positive levels of engagement for girls and boys. The 2021, MACSIS survey shows positive growth in student's perception in all areas surveyed. Students surveyed see that the school has rigorous expectations and there is a positive school climate and teacher-student relationships. Student felt that they are valued members of the community.

The students in Years 5 and 6 participated in the Resilient Youth Australia survey, through our partnership with the Resilience Project. 100 percent of our Year 5 students and 97% of our Year 6 students reported that they had love and support from their family. 88% of Year 5 male students and 100% of Year 6 male students, reported that they had a teacher at school who cared about them, which is above the National average. By comparison 77% of our Year 5 female students reported that they had a teacher who cared about them, while 94% of the Year 6 female students reported that they had a teacher who cared about them, above the National average.

Student perception data in 2021 for teacher-student relationships are similar to MACS averages, and discussion with students indicates the value they place on the support, consideration and kindness of their teachers and all staff. Students particularly value the increased opportunities for their voices to be heard and the choices that they have in their learning. The data from the 2021 MACSIS survey indicates that student voice is an area of growth with students feeling they have an impact on their school. Student perception of the Catholic Identity of the school is also an area of strength with a score of 73%, higher than the MACS average.

## 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	95.2%
Y02	94.1%
Y03	96.1%
Y04	95.9%
Y05	94.3%
Y06	95.9%
Overall average attendance	95.3%

## Child Safe Standards

### Goals & Intended Outcomes

**Goal:** To hold 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.

### Intended Outcomes

- To review policies and establish expectations and accountabilities for people working with our students.
- To review the implementation of well-being programs
- To encourage the students to engage in conversations about their welfare and safety.

### Achievements

There has been a continued effort to ensure child safety is at the forefront at all times at SFS, with it being on the agenda for leadership meetings, safety issues then discussed at level planning and meetings and any issues followed up in a timely manner.

The school successfully completed a VRQA Child Safety audit in 2021. The School's Child Safety Policy & Code of Conduct is reviewed annually in consultation with staff and the School Advisory Council. Child Safety Policies were updated to reflect the change in governance to Melbourne Archdiocese Catholic Schools. " St Francis de Sales Primary School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS). " The Child Safety team are work towards informing the staff and school community of the new Child Safety Standards as well as updating policies and practices.

Staff meetings regularly emphasise key policy and expectations to ensure consistency of practice. The staff have access to child safety policies through the Safe Smart Portal. Mandatory Reporting Modules are completed as on-going development, Reportable Conduct Scheme and child safety is brought to the attention of staff. The school ensures that child safety is at the forefront of employment decisions and the ongoing duty of care of students each day.

Enrolment policies have been updated, and child safety information is shared with parents at parent information sessions as part of the enrolment process.

Student Wellbeing Group (SWG) and Student Safety team met regularly to discuss the safety and well-being of students at St Francis de Sales. The Child Safety Standards written by student safety team is shared with all year levels so that they have an understanding of their right to feel safe at school.

Staff were informed about Government mandates regarding vaccination and completed vaccination requirements. Staff certificates of completed training and induction are maintained on a central data base.

The 'PROTECT' protocol is used to identify and Respond to all Forms of Abuse in Victorian Schools. Organisational Duty of Care is regularly discussed at meetings. Risk Assessment is a regular protocol to address safety concerns on-site off-site events. Cyber safety is priority and GoGuardian is new program introduced to support student safety online.



## Leadership & Management

### Goals & Intended Outcomes

**Goal:** To lead a culture of learning.

#### Intended Outcomes

- To enact ways of working and learning that values professional dialogue and reflection and that creates the conditions for challenging conversations.
- To 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.
- To 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.
- 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. The work in these areas was evaluated and discussed as part of our 2021 School Review.

1. Family Partnerships Priority
2. Catholic Identity Priority
3. Student Agency Priority
4. Designing for Learning Priority
5. Creating a Culture of Learning

The leadership team and staff have engaged in a critical reflection on data as part of our 2021 Whole School Review. Our School Review was conducted by Christine Wakeling from Valad Solutions. A Preliminary visit was conducted on-line due to COVID restrictions. Compliance aspect of review, verification of evidence of school's compliance with VRQA Minimum Standards and Requirements for School Registration, and other Commonwealth Requirements and the Victorian Child Safe Standards were part of the initial review. The school provided the reviewer with information and evidence, which included the schools self-assessment against the School Improvement Framework Rubric 2.0 and accompanying evidence. This was followed by a qualitative research that was also conducted on-line.

The two-day program in August consisted of:

- Interviews between staff, leadership and reviewer
- Observations of learning in classes or groups
- Facilitated planning



- Professional learning team and focus group meetings with leaders, teachers, learning support officers and administrative staff, student and parent representatives based on perception data and the school's self-assessment against the SIF Rubric 2.0

A dialogue and engagement session was also conducted in September. This dialogue facilitated the identification and articulation of school priorities for the next four years and the development of the school's next School Improvement Plan.

A final Report was received in Term 4. The review positively commended the school on the work and improvement from the last review in 2017 and provided the key priorities that will be the focus for our next improvement plan.



Christine Wakeling in the 2021 School Review Report writes,

- "Staff input into the review and staff perception data were generally well above CEM averages indicate high levels of satisfaction with the social and learning climate of the school."*
- "A key enabler of the school's progress is the diversification and strengthening of leadership. Mid-level leadership now includes pedagogical leaders who are successfully developing the collective efficacy of teaching teams known as triads. The triad is a team of three teachers including a classroom-based pedagogical leader. These triads focus on data analysis, planning and improving professional practice."*
- Christine Wakeling states, *"A shared language for learning and for professional dialogue facilitates communication between leaders, teachers and students. This has been exemplified in the school's significant cultural shift as a result of a school-based four year research project, to create a culture for learning and to develop learner agency."*
- "There is a clear sense of the school growing as a learning community where the trialling and modelling of evidence-based practice and the embrace of risk-taking in learning underpin approaches to change management."*

- *"Priority is given to appropriate induction and mentoring to support leaders and teachers and to promote consistency, which is vital to the effectiveness of the teaching and learning programs of the school which are so interdependent."*
- *"The organisational framework of the school is focused on ensuring clear expectations, protocols, resources and guidelines support staff alignment with the renewed school vision and a shared approach to quality teaching and professional growth."*

Engagement with the MACS Agile School Leadership Program continues to build leaders' capacity to lead meaningful change. The focus on targeted professional dialogue at Leadership Meetings, pedagogical leaders' meetings and triad meetings assists leaders to clarify and refine strategies for progress, using precision tools for impact. This professional learning is impacting positively on planning for strategic improvement and the development of trust between leaders and teachers. The dialogue that has resulted has been beneficial in the strategic planning for school improvement within teams and across the school.

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 has been supported by the structure. 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.

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 they've done
- What 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.

Differentiated professional learning is tailored to support the achievement of both individual, team and whole school goals.

We have been provided with a \$4 000 000 grant to build a multi-purpose hall. Our new hall will provide a flexible space for many activities from music lesson, drama, in-door sport to concerts, assemblies and celebrations. At last, we will have a designated gathering space for our community. The design for the building was finalised by architects Baldasso Cortese and the project went to tender. FIMMA constructions were awarded the building contract. The ground has

been blessed by Fr Desmond Moloney and constructions has begun. The building is planned to be completed by 2022.

# St Francis de Sales

Stage 4 - Multipurpose Hall



Planned for completion in 2022

**BALDASSO CORTESE**

**FIMMA**

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

• Finance Cluster Meeting Term One
• Southern Regional Religious Education Network Term 1
• Southern Regional Religious Education Network Term 2
• Southern Regional Religious Education Network Term 3
• Southern Graduate Network Term 1 x 2
• Southern Region Online Training (OLT) Course - Understanding Autism Spectrum Disorder X 3
• Southern Graduate Network Term 2 X 2
• Student Wellbeing Leaders Primary Network - Southern Region Term Two
• Southern Region Spirituality Formation
• Southern Graduate Network Term 3 X 2
• SWIF 2021 Session Three X 5
• Student Wellbeing Leaders Primary Network - Southern Region Term Three

<ul style="list-style-type: none"> <li>• SWIF 2021 Session 4 X 5</li> </ul>	
<ul style="list-style-type: none"> <li>• BRIEFING: The Intervention Framework-Southern Region</li> </ul>	
<ul style="list-style-type: none"> <li>• Supporting students with diverse learning needs in the return to the onsite school</li> </ul>	
<ul style="list-style-type: none"> <li>• BRIEFING: The Intervention Framework-Southern Region</li> </ul>	
<ul style="list-style-type: none"> <li>• School Review PL day and Staff meetings</li> <li>• Direct Support in Mathematics Junior Teachers</li> <li>• Direct Support in Mathematics Senior Teachers</li> <li>• Direct support in Mathematics Leadership</li> <li>• Religious Education Partnering to Learn: RE Collective Operoo online webinar</li> <li>• Dynamiq safety training</li> <li>• Resilience Program</li> <li>• Student Agency Jayne-Louise from Ed Partners</li> <li>• ELLA F-2</li> <li>• Agile School Leadership Program</li> <li>• Respectful Relationships</li> <li>• Southern Region Principals</li> <li>• Student Wellbeing Leaders Primary Network</li> </ul>	
Number of teachers who participated in PL in 2021	45
Average expenditure per teacher for PL	\$1500

## TEACHER SATISFACTION

Teacher feedback from teachers during COVID 2021 indicated that teachers were more confident with the Google Classroom Platform and Google Meets. They felt that more face-to-face teaching of Clinics on Google Meets and Focus Groups were more beneficial than videoing of lessons. Recording of live Clinics also allowed students and parents to listen to lessons again or if they couldn't attend had opportunity to listen to the lesson at another time. Feedback to students during Clinics and Focus Groups was valued as students felt they were being heard and attended to, and they were also able to get clarification if they didn't understand concepts or the learning. Staff felt more confident and comfortable on the Google Classroom Platform and interacting daily with all students. The 2021 MACSIS survey of staff confirms that the school climate and staff leadership relationships is a positive with scores that have improved over the past two years and similar to the MACS average. Student Safety is an area that was significantly higher than the MACS average.

Teachers were also feeling more confident with leadership structures where mid-level instructional leadership leads teaching teams to work collaboratively to improve practice, focusing on data analysis, lesson planning and delivery. Shared ownership and responsibility for the progress of every student is reflected in dialogue about teacher practice and the

determination of appropriate interventions for students. Teachers have more clarity of change and the strategic management and transparency, modelling and trialling of alternative approaches. The consistency and regular processes of feedback through team dialogue is creating a safe professional learning culture and community. The 2021 MACSIS survey of staff also highlighted a strength around the collaboration around an improvement strategy. 84% of staff higher than the MACS average perceive that there is coherence around the school's improvement strategy.

Staff moral is positive, teachers feel they have agency through engagement in the Agile School Leadership Program which is building capacity to lead meaningful change. The focus on targeted professional dialogue at Leadership Meetings, pedagogical leaders' meetings and triad meetings assist leaders to clarify and define strategies for progress, using precision tools for impact. The professional learning has a positive impact on planning for strategic improvement and the development of trust between leaders and teachers. The MACSIS survey of staff confirmed this with 82% significantly higher than the MACS average stating that the quality and coherence of Professional learning was a strength. In addition, 94% of staff again significantly higher than the MACS average feel that our staff have collective efficacy and what it takes to improve instruction.

Staff input and staff perception data is well above CEM averages and indicate high levels of satisfaction with the social and learning climate of the school.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.8%
--------------------------------	-------

#### ALL STAFF RETENTION RATE

Staff Retention Rate	79.6%
----------------------	-------

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	31.8%
Graduate	13.6%
Graduate Certificate	4.5%
Bachelor Degree	59.1%
Advanced Diploma	13.6%
No Qualifications Listed	27.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	29.9
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	11.4
Indigenous Teaching Staff (Headcount)	0.0



## School Community

### Goals & Intended Outcomes

**Goal:** To strengthen family partnerships.

#### Intended Outcomes

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

### Achievements

Parent support and engagement continues to be a highly valued strength of our community allowing partnership between school and home. Parents have had a window into learning through the sharing of various platforms in 2021. This insight has supported student learning and engagement. We have also enjoyed opportunities to gather together in person to maintain communication and connection through Prep Meet and Greet and Parent Teacher Interviews.

Our Parents & Friends continued to support our school in countless ways and still managed to fund raise for our school, despite the challenges of 2021. Parents & Friends meetings were held remotely to maintain community contact and plan. On return to school they were ready to go with Coffee and Chats, raffles, Bunnings Sausage Sizzle and support school events such as our Twilight Sports and our inaugural Colour Run in 2021. There were many social events organised where the children and families were able to celebrate and connect, such as School Virtual Disco, Crazy Hat Day, Grand Final Day, Pyjama Day, Share your Favourite Toy and many more.



We are very grateful for all the support of our Parents & Friends, parents who help maintain the school grounds and parents who get involved in the school community in every possible way. An extra special thanks to our School Advisory Council for their commitment to meet online during this year and collaborate on matters important to the school.

Communication between home and school remained an important focus at St Francis de Sales. During online learning, all home groups had the opportunity to meet with their students via Google Meet to touch base with them about their week. Operoo and the school app continued to be a main source of parent communication for school news and events. The newsletter could be accessed easily via our school app, on our website and also sent via Operoo. The newsletter continued to provide a window into learning and achievements, as well as to various community links to support families. Our school website has continued to receive positive feedback from the community. It is utilised to share information and connect with the school community. The school Facebook page has continued to be a way for our school to share information and learning with the school community. Level 3 to 6 teachers continued to communicate through 'SeeSaw' allowing parents to see students' learning and achievements. This strengthened the home school relationship allowing diverse ways of communicating.



Engaging our school community in Physical Education was an integral part of daily family life whilst in lockdown and provided an opportunity to come together. During online learning, a virtual choir was organised and weekly sessions were shared with the school community, to celebrate the talent of SFS students. When we returned to learning at school, the children continued with the choir and coming together weekly to prepare for events such as assemblies. Our community was grateful for the opportunities to come together even in restricted ways. Twilight Sports demonstrated the importance of coming together, to actively participating and celebrate as a school community.





A highlight of 2021 was the preparation for our 2021 school production. Our biannual production showcases our students' many talents. We held two shows, the Junior Production of 'Jesse in the Jungle' and the Senior Production of 'Global Groove'. These productions highlighted the student's singing, dancing and acting skills that they had practiced and rehearsed over Terms 1, 2 and 3 at school and at home! This was a wonderful opportunity for students to work together at this time. Whilst the Production could not be performed to a live audience due to restrictions on community gatherings in 2021, a professional video was made available to all members of our community. Many members of the community contributed and supported in countless ways to make 2021 a memorable learning experience for our children.



Senior students continued to be part of their school Action team with the mission to make local contributions. Action Teams has allowed student voice to share their perspectives on current local and global issues. Students were able to make connections with others, show inclusion and empower others with the mission to make a local and global contribution. Through the students' interests at local, national and global levels, action teams are developed. The action teams are building Respectful Relationships, Mini Vinnies, Supporting Animal Rescue Centres, Building Community Spirit, Community Garden and Inspiring Artists. The global focusses were: building awareness of environmental concerns of climate change and global warming and actions connected to the war in Ukraine. The Mini-Vinnies collectors were so impressed by the number of gifts and hampers families provided for the needy. Despite the struggles of remote learning, our families and school community went to unprecedented levels to provide for others in need at Christmas.

Students were able to connect with their local community by participating in outreach activities such as, 'Standing Side By Side with Ukraine'. This amazing initiative was created and led by one of our students. Ukraine is very close to this student's heart and she wanted to act and do something. With the support of our teachers, they committed to baking and selling cakes to the school community every morning. The school community gathered and supported the initiative ensuring all money raised went to Ukrainian Crisis Appeal.





Sisters Mia and Larisa Figurek proudly displaying their heritage. 274924



Isaiah is happy with his purchase. 274924

# Sweet gesture for Ukraine

Our 2021 School Review Report written by Christine Wakeling stated:

*"The school's design and culture place a deliberate focus on promoting connections and relationships that are inclusive, value diversity and are welcoming. Various structures for staff and student learning and organisations that enable parent involvement are designed to encourage a sense of belonging, where each member of the school community can flourish."*

*The school is strategic in developing community partnerships. It partners with organisations, the parish and other educational institutions that have the potential to enhance student learning, enable students to take action that reflects Catholic social teachings and deepen their understanding of their place and responsibilities in the local and global community. Student-led action teams create authentic opportunities for student learning, directly linked to Victorian Curriculum subject areas such as Civics and Citizenship."*

## PARENT SATISFACTION

Parents reported positive feedback of online Google Classroom practices by the school. They were appreciative of the changes of face-to-face teaching in clinics, focus groups and goal conferencing. They were also grateful of all the work the teachers were doing to ensure all students and parents had access to learning in real time, as well as to be able to watch recordings of each lesson. Parents were very appreciative of all the staff preparation, ongoing differentiated teaching and intervention support. The remote learning accelerated the progress towards building learning partnerships with parents that provided a window into learning. The



school is proud of its responsiveness to the challenges of continuing its targeted learning programs in the online environments, welcoming and responding to parent feedback and engagement. In the 2021 MACSIS parent data communication was seen as a positive with a score of 79% higher than the MACS average and an area of improvement.

Perception data and focus group discussion during the Review endorses parents' appreciation of the school's capacity to develop community connectedness between staff, students and families.

The school is developing community partnerships. It continues to partner with organisations, the parish and other educational institutions that have the potential to enhance student learning, enable students to take action that reflect Catholic social teachings and deepen their understanding of their place and responsibilities in the local and global community. Student led action teams create authentic opportunities for student learning, directly linked to the Victorian Curriculum. Parent perceptions of the school's Catholic Identity and school fit were positive.

## Future Directions

In 2022 we will begin implement School Improvement Plan priorities as a result of our 2021 Whole School Review

Priority areas are:

### **To enhance the quality of teaching.**

- Mathematics - Participation in the Mathematics Intensive Program.
- STEM and Inquiry Learning to enhance agency and engagement.
- 1 to 1 chromebook program for Yr 3, Yr 4 and Yr 5 phased in.
- Strengthen sustainable living practices

### **To strengthen the school as a Catholic learning community.**

- Scripture and Sacramental formation
- Parents as Partners in the learning process
- Community Partnerships local and global and authentic learning opportunities

### **To maximise student engagement in learning.**

- To participate in the Positive Behaviour for Learning
- Quality of Feedback
- Student Leadership
- Implementation of the ICON parent and student portal

### **To continue to build leadership capacity**

- Embed Agile Leadership Strategies

### **Completion of our Multi-purpose Hall**