

# St Francis de Sales Catholic Primary School Lynbrook

2022

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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

04/04/2023

**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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - “Forming lives of faith, hope and love in the light of Jesus Christ” - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, “Every student is inspired and enabled to flourish and enrich the world”, and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne’s north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission



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

### **Mission**

Our mission is inspired by the Saint Francis de Sales

*"As one in faith we learn and grow."*

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.

## 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, was appointed to the role of Principal 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 and agile 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

Finally, in 2022 we were back together for an entire school year! It was beyond brilliant to get back into the normal rhythm of school life without the disruptions of school closures and online learning that we experience in 2020 and 2021. We were keen to connect. The courage, resilience and the brilliance of our school community were once again on show in 2022. In partnership with our parents, staff, students and parish community we can be rightfully proud and celebrate our growth and achievements in so many aspects of the school.

We commenced the year cautiously throwing open doors and tentatively embraced community events and gatherings. Parents required a lot of encouragement to re-enter learning spaces and join in Morning Gatherings. However, as the year progressed numbers gradually increased for outdoor events like our Twilight Sports and by November we were back to normal with our community supporting and enjoying our 2022 Twilight Market and Art Show. We all appreciated the simple joys of being together, relaxing and connecting. We appreciated all the support from our Parents & Friends Association in organising the inaugural Colour Run, our annual junior and senior disco and the many other fun events and special food days. Building connection was a huge priority for our staff and gradually over the year were able to enjoy the many opportunities for face to face events.

Sustaining energy and building stamina for learning was something we did have to work on. Nearly all our junior students had not experienced an entire school year of four whole terms. Adjustments needed to be made for some children. We were thankful for the maintenance of the tutoring program that we put to excellent use. We were well resourced and utilised our well-being coordinator, school chaplain and school based psychologist to provide personalised support that some students and families needed to re-adjust after all they had experienced and endured.

We were pleased that despite the interruptions in the previous two years due to COVID lock downs, our student outcomes were maintained as a result of working in partnership with parents and maintaining our school framework and structure while learning online.

We were particularly excited to get going with our key priorities identified in our 2021 School Review and outlined in our 2022-2025 School Improvement Plan. Our priorities are:

- Priority 1: Enhances the quality of teaching.
- Priority 2: Strengthens the school as a Catholic learning community.
- Priority 3: Maximise student engagement in learning.

After online professional learning the prior year, our staff were focused and engaged to gain the maximum possible from our professional learning days as part of the Intensive Partnership in Mathematics. Our 2022 Mathematics Improvement Goal was to develop teachers pedagogical content knowledge (PCK) in mathematics through facilitated planning, to improve student engagement and outcomes. This required total school support and commitment. To succeed we were all involved and immersed in the intensive partnership, funds were prioritised to make release of teachers possible for professional dialogue and learning. Systematically we worked together and staff enthusiastically embraced the learning that was supported by Melbourne Archdiocese coaches and our school Learning & Teaching onsite coach. The quality of teaching was enhanced as we embraced common language and strategies. Our teachers grew in confidence, data was analysed with enhanced proficiency and targeted teaching had greater effect. Even when the intensive learning concluded at the end of 2022, the processes have been maintained, and we were well on the way to embedding our learning. Our data in this area shows significant growth. We are delighted at the sensational results of our 2022 NAPLAN testing and the positive growth trajectory of the data.

Organisational systems in place to support team planning, communication and development were maintained and enhanced. Our pedagogical leaders were supported to build their capacity to lead. Tools and processes from the Agile Leadership Program were applied in a more consistent way and ensured clarity and improved outcomes. Regular dialogue at leadership, middle leadership, team and staff levels have been embraced and has ensured consistency and improvement of goals and priorities.

The Catholic Identity of the school has strengthened with our strong focus on staff formation and professional learning. We have had a focus on the development of Religious Education units of work using the Pedagogy of Encounter. Learning experiences support our students to integrate their faith with their life and the world they live in a hope-filled environment of trust and inquiry. It was very pleasing to see the strengthening of student agency with students who volunteered to participate in opportunities like being in our lunchtime Mini Vinnies group, take the initiative to organise a cake stall to support Ukraine and engage with enthusiasm in meaningful actions to make a difference. It was wonderful to be together to share prayer times like our Morning Gathering, share class and whole school liturgies, participate in the sacramental programs and even see children take up the opportunity if they chose to participate in Friday lunchtime rosary, We were thankful for the support of our parish priest Fr Desmond and assistant priest Fr Anil.

We focused on maximising student engagement in learning. We continued to empower student voice, agency and leadership, ensuring the development of social and emotional competencies and enhancing the climate for learning. We have commenced our work on Positive Behaviour for Learning (PBL) to develop consistency of strategies. Students and parents and staff helped decide on our expectations and our logo. We have worked on our behaviour matrix and processes so that there are clear lines of communication and understanding of what is expected.

We have worked to embed Tier 1 strategies and have developed a database to assist in analysis and response to targets and explicitly teach areas that require a focus. There have been many positive outcomes across the school and this will be further enhanced with feedback to reinforce expectations and affirm student engagement in learning.

A huge excitement for the community was the turning of the soil ceremony in March 2022 to mark the commencement of the construction of our multipurpose hall. There was great excitement to see the heavy machinery roll in, concrete poured and steel beams craned into place. Before long our builders FIMMA construction had the building take shape and the plans of our architects Baldasso Cortese and our dreams realised. The building will provide a great gathering space for our community and a wonderful place for sport, concerts and Masses. It also includes a music room, kitchen and offices. The entire building will be a valuable asset for our school community. The construction is due for completion at the end of May 2023.

The school has been well-supported this year by our dynamic school community. We are very fortunate to have the level of support that we do from our parent community. The school could not operate nearly as effectively without the assistance of our parents and on behalf of the staff and students, I thank our parents and families very much for their time, expertise and effort. I would like to thank the 2022 School Advisory Council led by Brooke Mole our chairperson, the Parents and Friends Association led by Courtney Thursfield our president, and the many individuals who volunteer to help, for the work they do in assisting the school. We at St Francis de Sales School are very lucky to have such a committed group of parents who work tirelessly for the school to improve the environments and learning opportunities for our students. 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. 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.

We have had a very successful year and have a lot to celebrate. We look forward to continuing the strong partnership and opportunities that ensure St Francis de Sales is an excellent place of learning. We are committed to school improvement to grow, thrive and flourish as a Catholic school community in Lynbrook.

## School Advisory Council Report

After two years of uncertainty and disruption as a result of COVID, the school has placed importance on reconnecting our students, families, and staff, especially for the newest families that joined us during the past two years. The School Advisory Council and Parents and Friends Association planned events for families to gather and connect. A junior school BBQ and wine and cheese evening for Foundation parents were some of the opportunities provided for families.

It has been such a wonderful year, as the students were able to be onsite and back learning face-to-face with their teachers. We were grateful for the partnership between home and school that ensured learning continued. The students returned to school well-prepared and with resilience.

It has been fantastic for all the students to witness the Turning of the Soil Ceremony to mark the commencement of construction for the multipurpose hall. This will be a wonderful contemporary space for our entire school community to enjoy. The hall is due for completion in 2023.

The School Advisory Council has focused on the updating of the school's website, promoting and advertising our contemporary learning environment. The new website provides easy access for prospective parents to book a tour and apply for enrolment.

The School Advisory Council would like to express its gratitude to the Maintenance Committee and Parents and Friends Association for their unwavering dedication to our community. Funds raised have supported the enhancement of the school grounds with the addition of outdoor games (e.g. Snakes and Ladders, Chess Board, Fitness Track) and the re-marking of courts (basketball, netball, volleyball and four squares). These have been an exciting addition providing opportunities for lunchtime play and interaction. The Parents and Friends Association have also contributed to the funding of a large Sandpit for creative play.

The School Advisory Council and the school continue to put our students at the forefront of everything we do at St Francis de Sales. With the help of the principal, staff, and community, the school has had a very successful year creating a welcoming and positive learning environment. We are grateful for their dedicated and invaluable contribution to the school.

Brooke Mole  
Chairperson

## Catholic Identity and Mission

### 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

During 2022 the staff at St Francis de Sales has worked to further strengthen the school as a Catholic learning community.

### Professional development

We have maintained a commitment and priority to engage in professional dialogue and professional practices in partnership with Melbourne Archdiocese Religious Education consultants. Throughout the year our focus has been to deepen our understanding of the Religious Education Framework to guide and strengthen planning. Our staff have:

- Engaged in regular fortnightly (stand-up) meetings run by Pedagogical Leaders and supported by leadership to reflect the progress we have made in a unit, what challenges are we facing and what concrete actions should we take next.
- Engaged pedagogical leaders in regular fortnightly meetings with the Principal and Deputy Principal to discuss unit progression and build their capacity to lead their teams in the planning, assessment and reporting process.
- Developed our capacity to plan and assess Religious Education through professional dialogue with Amerall Blom Learning Consultant Religious Education from MACS.
- Enhanced our Religious Education report comments.
- Strengthened the use of the Pedagogy of Encounter by improved selection of provocations, student questioning and agency to make authentic connections between faith and life.

- Enhance student learning and understanding of scripture through the use of thinking tools.

### **Faith Formation**

At St Francis de Sales faith formation of staff is a priority as we value continuing to build the staff capacity to engage in dialogue, respond to strengthen the Catholic Identity of the school and lead by example. Areas of focus for staff meetings and professional learning days have been:

- Christian meditation with Fr Desmond Moloney.
- Professional dialogue with Fr Elio Capra on Scripture with a focus on the Gospel of John.
- Engaged in Partnering for Learning with St Paul Apostle North Endeavour Hills and the MACS Learning Consultants with a focus on scripture.
- Building staff capacity in the theology of prayer in the Catholic Tradition.
- Use of Provocations within the Catholic Tradition.
- Focus on Scripture selection with careful consideration to depth student connections to the message of the gospel.
- Encouraged questioning to explore to unpack scripture and connect to significant issues in today's world.

### **Pedagogy**

St Francis de Sales has worked closely with MACS and Religious Education Consultants to strengthen the pedagogy of encounter. Through this process we have embedded a rigorous process in planning and ensuring that the Catholic Social Teachings are underpinning all aspects of student learning. Staff have worked hard to ensure that students understand the relevance and application of their faith in contemporary issues and challenges promoting a sense of social responsibility. Staff have:

- Provided opportunities to highlight our diverse and multicultural backgrounds being open and inclusive to all cultural and faith communities.
- Inspired students to open up dialogue considering different perspectives, interpretations and views as we worked to understand the Catholic tradition and strengthen our Catholic Identity.
- Incorporated the Catholic Social Teachings as part of the integrated Curriculum units and considered ways to apply this learning to make a difference in the world around us.

## Sacraments and Liturgy

The Sacramental Program at St Francis de Sales continues to be supported by the Staff, families and St Kevin's Parish. Staff prepare students through the learning at St Francis de Sales. Workshops provided to parents for all three sacraments are valued by our parent community as a partnership in preparing their children. Sacraments are celebrated at St Kevin's Parish.

St Francis de Sales prides itself on an open and welcoming environment where parents are invited into the Learning Space every morning for morning gatherings, to pray and be part of the prayer session with their child. Students have been contributing to the preparation and leading pray with their Home Group allowing them to design their prayer and prayer space. This has allowed students to:

- Build a deeper understanding of scripture, prayer and liturgy to enhance our Catholic Identity and how our rituals and story connects and empowers our lives today.
- Have student voice in morning gathering by choosing prayers and responding to Gospel reading.
- Create personalised prayer mats as ways to reflect the journey of prayer of their own Home Groups.
- Challenge and guide students to connect the events of Holy Week to real life world applications.
- Provide the opportunity for students and families to participate in Liturgies, Family Sacramental workshops and Sacraments.
- Invite parents and caregivers to attend Holy Week Liturgies in each Learning Space.

In addition, Gospel Reflections are provided via the school newsletter to inform and encourage partnerships within the school community in Education, Faith and Sacramental Program.

### VALUE ADDED

- Home Group Morning Gatherings
- 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
- Rosary Prayer Group (Friday)
- Ongoing Staff Professional Learning and Development

## Learning and 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

Teacher collaboration and dialogue on performance in Integrated Curriculum and Religious Education has continued to be 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 to promote collaboration and dialogue to strengthen planning using the Agile Leadership tool/s.

Principal and Deputy Principal listen to Senior and Junior Pedagogical Leaders on a fortnightly basis to engage in a learning conversation (Stand-up meeting) about the Integrated Curriculum and Religious Education Unit. These sessions are followed by feedback and further discussion of where to next in the unit. Input into planning and learning opportunities provided for students are discussed. Ongoing assessment and data is also used to inform progress of students and achievement of teaching outcomes throughout the unit.

Pedagogical Leaders also lead their 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 student's needs, make connections or take a different path based on student's assessments, questions and wonderings.

Principal and Deputy Principal continually are in dialogue with staff about the units of work. Agile Leadership tools are used to continuously reflect on progress using clarifying canvas', rapid action plans, stand-up meets and a retrospective canvas to inform work and progress.

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? Staff have worked on building capacity to layer provocations and depth the thinking throughout the unit. 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.

MACS Learning Consultants in Religious Education have continued to work with St Francis de Sales in building teacher capacity in developing the Religious Education Assessment Statements which match the RE curriculum dimension F-6. This has been successful in allowing teachers to accurately assess student's knowledge for formal reporting purposes. MACS has also supported the Learning and Teaching Team at St Francis de Sales with planning rich units of work and ensuring connections are being made between Religious Education and the Domain Area of Learning.

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. The current goal is:

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

In 2022, teachers continued the second and final year of onsite school support in Mathematics provided by MACS which was re-named Intensive Partnerships - Maths (previously known as Direct School Support in Mathematics).

A key component of the new Intensive Partnership-Maths was the introduction by MACS of the Diagnostic Heat Map Tool and Evidence Tables in Mathematics. This tool allowed school leaders to reflect on and evaluate the teaching of Mathematics at St Francis de Sales in line with key spheres in the School Improvement Framework (Learning & Teaching, Leadership & Management and Wellbeing). It enabled leaders to drill down and identify current and future goals for school based improvement and determine what this looks like in a highly effective school.

Teachers once again attended eight Professional Development days across the year in their level teams, F-2 and 3-6, as well 2 after school PLM (Professional Learning Meetings) on Statistics & Probability and a whole school closure day as part of the 2022 School Conference.

The focus for the year was on:

- building teacher capacity in key areas of Mathematics through Professional Development sessions and Facilitated Planning
- refining and embedding the Facilitated Planning process with a focus on the sequencing of tasks within the unit that matched the Key Ideas and Learning Intentions

- embedding the Mental Strategies Teaching Sequence F-6 within the school Framework

A yearly overview for the teaching of Mental Strategies F-6, developed in line with the Mathematics Yearly Overviews for each Teaching Clinic, was refined, based on the feedback of staff at the end of 2021. All three Mental Strategy Areas (Addition & Subtraction, Multiplication & Division and Number, Word Sequence) are now included in the yearly overview with strategies sequenced developmentally and in a way which supports the current unit of work being taught. This allows for links to be made between the mental strategies and the teaching of key concept knowledge as well as with the written strategies being taught.

In the second half of 2022 there was a shift in the structure of our onsite Professional Development Days, with staff meeting with MACS Learning Consultants Jan and Mark in their Clinic team, rather than their F-2 and 3-6 Level Teams. This allowed Clinic teams to really focus on Part B of the Facilitated Planning process which centred around the selection, matching and sequencing of chosen tasks within a unit of work.

Teachers were able to reflect on and develop their skills in selecting and planning appropriate tasks which not only met the Learning Intention but were more cognitively demanding for students. Teachers shared and critiqued each others selected tasks in a safe and supportive environment which led to a richer dialogue and understanding of the key features of a 'rich' Maths task that allows for differentiation amongst students.

The Intensive Partnerships - Maths Professional Development has been one of the most rewarding and rich professional development experiences for staff. The feedback provided by staff on the effectiveness and impact the partnership has made in building their capacity in Mathematics has been extremely positive. It has brought about both professional and school based changes in practice which will continue to add to the future success of the teaching and learning of Mathematics at St Francis de Sales.

The school's Literacy Support program, P.R.I.D.E in Reading, continued in 2022 and was once again supported by the Tutor Learning Initiative. Once again the focus of the Literacy Support Team was on targeting those students at risk in Reading, Writing and Mathematics F-6, through the provision of regular individual and small group support throughout the week. 2022 saw our largest intake of students, which is a testament to the flexibility and success of the Literacy Support program at St Francis de Sales and our ability to target as many students as possible and provide them with support.

Professional Development for staff in English focused on the Writing Domain and developing teachers familiarity and use of the VCAA English Learning Progressions. Teachers' work in this area led to the development of a new Writing Skills Analysis for F-2 and 3-6 which will be used in 2023 to assess student progress in line with curriculum standards and expectations as well as guide teachers in determining students' next point of learning.

## STUDENT LEARNING OUTCOMES

In 2022, The NAPLAN mean and median results for Year 3 students were higher than that of

State schools, Melbourne Archdiocese Catholic Schools (MACS) and similar Catholic schools in Reading, Writing, Spelling and Numeracy. While Grammar and Punctuation was at the same level. These result was repeated with the Year 5 2022 NAPLAN results! Both median and mean results for Year 5 2022 were higher than that of State schools, MACS Schools and similar Catholic schools in Writing, Spelling, Grammar and Punctuation and Numeracy. In Reading the mean was similarly higher and the median (middle score) was just below the State, Our trend results over the past five years shows we continue to improve in all areas tested in NAPLAN in both Year 3 and Year 5. Our results from 2021 to 2022 shows positive growth and improved results in all areas tested. When comparing results from 2019, 2021 and 2022, the percentage of children in the top two bands in both reading and writing was above the average for similar MACS schools. Additionally, the percentage of students in the bottom two bands was significantly lower compared to similar MACS schools. Ther school positively trending results are much better than the MACS average and also better when compared to similar schools.

**The 2022 NAPLAN results were very positive, placing St Francis de Sales, Lynbrook among the top performing Victorian schools.**

In 2022, we explored moving from PAT Maths 4th Edition and PAT Reading 5th edition to the new PAT Maths and Reading Adaptive tests in 2023 - with MACS providing access for all Catholic Schools. This testing style will be in line with NAPLAN testing (which also follows the adaptive testing format). Norm References for PAT standard testing were also updated for 2022 which impacted on direct comparisons of student results from previous years and trend data.

Engagement in the regional Intensive Partnerships Mathematics program has provided on-site professional learning for leaders and teachers. As we continue to embed strategies consistently across the school such as facilitated planning and an ongoing professional dialogue we continue to enhance 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 as key areas for improvement. We have a consistent practice across the school in English and Mathematics. Our school framework ensures targeted teaching in response to data. Clinics and focus groups provide differentiated teaching in response to identified student needs. The sustained school improvement focus and consistency is supporting improved student outcomes and increased teacher confidence.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 03 Grammar & Punctuation	-	98.2	-	100.0	1.8
YR 03 Numeracy	-	96.3	-	100.0	3.7
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	97.7	-	100.0	2.3
YR 05 Numeracy	-	97.7	-	100.0	2.3
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

\* 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

After completing the School Review in 2021, the Wellbeing Team reflected on the outcomes and Recommendations. The Leadership prioritised the focus for 2022 for Student Wellbeing based on these recommendations.

A big focus in 2022, has been on the implementation of tier 1 of the Positive Behaviours for Learning Framework.

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

The PBL Core team continues to learn about the framework and have completed their Tier 1 training. This deals with the implementation strategies that we are using with all students and staff, to improve student behaviour. The school worked in consultation with students and parents to develop schoolwide expectations of RESPECT, RESPONSIBILITY and KINDNESS. Staff have also collaborated to develop a PBL logo of a rainbow lorikeet that reflects fauna from the local area.

Teachers helped with planning weekly PBL lessons, with a focus on an area of student behaviour that was identified as needing improvement. The team was trained reading data using a program called SWIS, which identifies the needs of students. A SWIS referral form was developed to record the behaviour observed. The staff worked on developing a list of minor and major behaviours and the PBL team, together with MACS staff developed a Flow Chart and an Expectation Matrix. This allows for consistency in our approach to PBL. A reinforcement system was introduced for the students to be acknowledged for showing school PBL expectations. The staff will continue to work on embedding PBL throughout 2023.

The school has continued to embed the Respectful Relationships (RR) curriculum. The RR team continued to deepen their understanding with some professional development throughout the year. The team was also able to assist teachers in their planning of the RR curriculum and finding ways to embed this throughout the day. A team of students worked in the Respectful Relationships Action Team with an RR team member to unpack the new 11 child safe standards and rewrite them in child-friendly language.

#### VALUE ADDED

- Positive Behaviours for Learning (PBL)
- Imbedding social and emotional learning within the units of work.
- Wellbeing specialist program.
- 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.
- Community market and Art show
- Partnership with St. John

#### STUDENT SATISFACTION

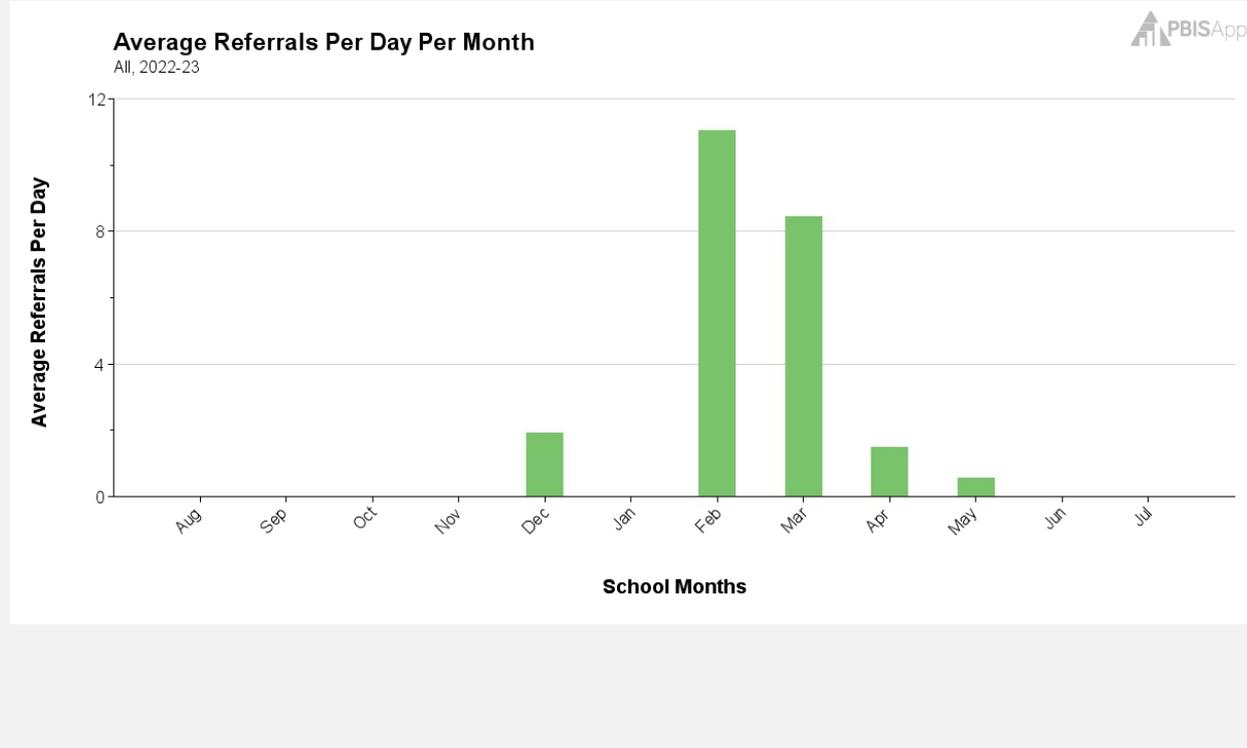
Student perception of our school climate was slightly higher than the MACSIS average which involves their perception of the social and learning climate of the school.

Students reported a strong sense of belonging with results higher than the MACSIS average data where our students felt that they are valued members of our school community.

The students also reported higher than MACSIS average responses around Student Voice. The students reported feeling that they have opportunities to have an impact on the school.

The perception of physical and psychological safety of students has been further

strengthened by the school focus of Positive Behaviour for Learning (PBL). This is supported in our SWIS (School Wide Information System) data. Since beginning to implement PBL in 2021, we have begun to see a steady decline of reports of behaviour incidents. We began to collect data consistently in February 2023. This is used to collect the number of Major and Minor behaviour incidents we see in a week.



### 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. The SWG (Student Wellbeing Group) meet weekly to discuss well-being issues including children with low attendance or school refusal. The team has regular dialogue on how to reengage students who may not be attending school. Home group teachers follow up with phone calls to families if children have not been attending school and will raise the issue with the Wellbeing team.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	87.4%
Y02	88.0%
Y03	88.6%
Y04	89.9%
Y05	89.7%
Y06	85.9%
Overall average attendance	88.2%

## 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

Child safety is always at the forefront of all we do at St Francis de Sales.

The School's Child Safety Policy & Code of Conduct is reviewed annually in consultation with staff and the School Advisory Council. The Child safety team, as part of the Student Wellbeing Group (SWG) regularly meet to discuss Child safety matters. Policies have been updated to reflect the new 11 Child Safety Standards. Any safety concerns are dealt with in a timely manner.

Child safety is an agenda item at Leadership meetings and regular discussions at level planning meetings. All policies and documents relating to Child Safety practices are available on the Safe Smart Portal and staff are asked to complete online training and induction annually. All certificates are saved on a central database.

A child safety Action team was established, and they worked through the new 11 child safe standards and re-wrote them in child-friendly language. Staff received professional development on the new standards and Leadership discussed ways these standards can be embedded in our daily practice and through the curriculum. The 11 child safe standards were shared with the school community through weekly descriptions, unpacking what they mean in the school newsletter. A particular emphasis has been on addressing the new standard 1 that looks at identifying experiences of Aboriginal children and young people. Students were given the opportunity to be a part of the FIRE (Friends Igniting Recognition through Education) carrier program in 2022. Teachers have been regularly including an Acknowledgment to country in our school gatherings and have access to resources to deepen their understanding of Aboriginal people and culture.

The school ensures that child safety is at the forefront of employment decisions and the ongoing duty of care of students each day. Child safety information is shared with parents at parent information sessions as part of the enrolment process.

Staff continue to use The 'PROTECT' protocol to identify and respond to all Forms of Abuse in Victorian Schools and ensure their training around Mandatory reporting is up-to-date. The Child

Safety officer attended professional development around building capacity to respond to family violence. Organisational Duty of Care is regularly discussed at meetings and Risk Assessment is an expected protocol to address safety concerns for on-site and off-site events. The school has continued to use Go Guardian to flag concerns around Cyber safety and the students have learned how to be responsible digital citizens in Digital Technology specialist classes. The staff have had up to date training on how to use Go Guardian effectively in the classroom.

## Leadership

### 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

[LMAchievements]

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

- Lent with Rev Dr Elio Capra SDB
- Christina Meditation
- Southern Primary REL Network Term 1 2022
- Southern Primary REL Network Term 2 2022
- Southern Primary REL Network Term 3 2022
- Southern Primary REL Network Term 4 2022
- Cognitively Demanding Tasks Workshop
- An Introduction to Pearson Diagnostic Years 5 - 8 Mathematics Webinar
- Medical Management Policy and Authority to Administer Medication
- NDIS Information Session
- Developing Mathematical Understanding F-2 Pattern & Algebra (Southern Region)
- Mathematics Intensive Term 1 Session 1
- Mathematics Intensive Term 1 Session 2
- Mathematics Intensive Term 2 Session 1
- Mathematics Intensive Term 2 Session 2
- Mathematics Intensive Term 3 Session 1
- Mathematics Intensive Term 3 session 1
- Mathematics Intensive Term 4 Session 1
- Mathematics Intensive Term 4 Session 2

- Positive Behaviour for Learning (PBL) Online Briefing
- New Positive Behaviour for Learning (PBL) Coaches - Professional Learning Support
- Positive Behaviour for Learning (PBL) Tier 1 Term 1
- Positive Behaviour for Learning (PBL) Tier 1 Term 2
- Positive Behaviour for Learning (PBL) Tier 1 Term 3
- Positive Behaviour for Learning (PBL) Tier 1 Term 4
- Student Wellbeing Leaders Primary Network - Southern Region - Term 1
- Student Wellbeing Leaders Primary Network - Southern Region - Term 2
- Student Wellbeing Leaders Primary Network - Southern Region - Term 3
- Student Wellbeing Leaders Primary Network - Southern Region - Term 4
- (NRO) Dyslexia and Significant Difficulties in Reading
- (NRO) Understanding Significant Reading Difficulties and Dyslexia
- Parental Leave and returning to work after parental leave
- 2022 OLT - Understanding Autism Spectrum Disorders (ASD)
- Advent in the Year of Matthew
- Southern Graduate Network, Term 1
- Southern Graduate Network, Term 2
- Southern Graduate Network, Term 3
- Southern Graduate Network, Term 4
- Southern Region Assessment in RE workshop Term 4 2022
- SRO Using Provocations in the Design for Learning in RE workshop Term 4
- Finance Cluster Meeting Term One

- Southern Region Spirituality Formation
- SWIF 2022 Term 1
- SWIF Term 2
- SWIF Term 3
- SWIF Term 4

Religious Education Partnering to Learn: RE Collective Operoo online webinar

- Dynamiq safety training

- Resilience Program
- ELLA F-2
- Agile School Leadership Momentum Program Term 1
- Agile School Leadership Momentum Program Term 2
- Agile School Leadership Momentum Program Term 3
- Agile School Leadership Momentum Program Term 4
- Respectful Relationships
- Southern Region Principals

Number of teachers who participated in PL in 2022	45
Average expenditure per teacher for PL	\$1500

**TEACHER SATISFACTION**

MACSIS data is showing that staff are very positive in their work at St Francis de Sales and value the support and feedback from the leadership team. They feel teams work collaboratively and all have a collective efficacy in improving instruction and student outcomes. They engage in school improvement strategies and value the coherence that results from quality professional development.

Teachers value the leadership structures where mid-level instructional leadership leads teaching teams to work collaboratively to improve practice, focusing on data analysis, lesson planning and delivery. The consistency and regular processes of feedback through team dialogue is building a safe professional learning culture and community.

Teachers feel they have agency through engagement in the use of the Agile Leadership processes and tools which have helped build capacity to lead meaningful change. The professional learning has a positive impact on planning for strategic improvement and the development of trust between leaders and teachers.

Staff data indicates high levels of teacher satisfaction and a positive school climate. The staff value the strong faith leadership and Catholic Identity in school life.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	88.7%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	84.1%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	38.9%
Graduate	5.6%
Graduate Certificate	0.0%
Bachelor Degree	55.6%
Advanced Diploma	11.1%
No Qualifications Listed	27.8%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	40.0
Teaching Staff (FTE)	28.4
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	9.4
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### 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

The connection between school and home is made possible by the support and involvement of parents, which continues to be a highly valued strength of our community. Through Foundation Meet and Greet, Parent Information Nights, Whole School Assemblies and Parent Teacher Interviews, we have strengthened our connection and have cherished these opportunities to come together to maintain communication.

Communication between home and school has remained a strength of St Francis de Sales. Parents understand and value the importance of communication and organise times to meet to discuss any concerns in relation to their child. Operoo and the school app has continued to be the main source of parent communication for school news and events. The newsletter is easily accessed via our school app, on our website and also sent via Operoo. Our school website has had a re-launch which has received positive feedback from our school community as well as increased interest within the surrounding community. Through the use of various platforms such as our school's Facebook Page, Instagram and Newsletter, parents have had a glimpse into what their children are learning. We have also continued to branch out and reach a larger target audience through the platform of Facebook and Instagram, this form of advertising has enhanced the interaction between vast communities and interest in our school. The newsletter has continued to provide a snapshot into the learning and achievements, as well as to various community links to further support parents. Foundation to Year 6 teachers use the platform 'See Saw' to communicate with parents and carers. This provides a simple platform for parents to express any concerns or queries and for teachers to check in with parents as well as an added layer of reminders

Our Parents and Friends have continued to assist our school with engaging activities to involve the community. It provides the agency and voice from a parent's perspective to find a mutual bridge between parents and staff to continue to build on our catholic community spirit. The Parents and Friends School Advisory Council meetings are held once a month and this provides an opportunity for parents to gather and share ideas to benefit the school. The School Advisory Council meetings provide an opportunity to gain parents' perspective about initiatives and provide opportunities to reflect on the progress of our school improvement and annual action plans. Our Parents and Friends committee actively contribute to build community connections and raise funds to support the school. They have successfully held a number of events, including a Junior and Senior Disco, Soccer Fun Day Lunch, Footy Fun Day Lunch, Twilight Sports Sausage Sizzle, endless raffle draws, special lunches and big fundraising annual events

like the Cross Country/Colour Fun Run. As a reward for raising a set target of money, students were recently able to slime some staff members and even slime our principal! Funds raised are used for agreed targeted purposes and have been used to improve our school environment with the addition of play areas, a sandpit and will also include new play areas and gathering spaces beside our new multipurpose hall.

Our school choir is an integral part of our school community. Students volunteer to join the choir and attend lunchtime practices to learn a range of songs with our music teacher Kristy. Our school choir performs at whole school masses and sacraments. In addition, the choir performs at community events like Christmas Carols at Lynbrook Shopping Centre.

A highlight of our school year was our 2022 Twilight Market and Art Show. This provided an opportunity for students, parents and teachers to showcase their artistic abilities. The artwork was displayed around the school hallways and within the Learning Spaces, transforming our learning spaces into an interactive art gallery. While this was happening inside the Twilight Market was held outside where local businesses and vendors contributed their skills and crafts to our school community. This assisted in broadening the school's connections to our local community. The night was a huge success for our school!

Senior students participated in various Action Teams during the year. Action Teams have given students an opportunity to express their interests and passions on current events in the local or global community. The aim of Action Teams is to empower and guide students to take action within their community and the wider world to make a difference. The 2022 action teams were Respectful Relationships, Community Garden, Animal Rescue, Clean up Warriors, Community Spirit, Inspiring Artists, Community Connections, Global Causes and Environmental. Alongside Action Teams the Mini Vinnies were run on a Wednesday during lunchtime, and students volunteered to be part of the Mini Vinnies. Over 70 Students volunteered their lunchtimes to give back to our local community, some of the actions they participated in were Project Compassion, the Winter Appeal and Christmas Hampers.

## PARENT SATISFACTION

MACSIS parent data shows there is a positive perception in the parent community. In all areas surveyed the school is at or above MACS average. The data shows that communication continues to be seen as a strength and the school is providing timeless, frequent and quality communication between the school and families. School climate is also an area the school can celebrate, as families value the social, and learning connections and relationships. Our parents value how the school's Catholic identity is a strength, and we uphold the Catholic Teachings.

The school continues to build community partnerships with organisations, the parish and other educational institutions that have the potential to enhance student learning.

## Future Directions

In 2023-2024, we will consolidate the School Improvement Plan priorities as a result of our 2021 Whole School Review

These priority areas are:

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

- Mathematics - Embed our learning from Mathematics Intensive Program.
- STEM and Inquiry Learning to enhance agency and engagement.
- 1 to 1 Chromebook device program from Yr 3-6
- Strengthen sustainable living practices

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

- Embed Facilitated RE planning and assessment linking faith and life.
- Formation of Staff - Scripture
- Parents as Partners in the learning process
- Community Partnerships local and global and authentic learning opportunities

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

- To embed Tier 1 and commence Tier 2 and 3 Positive Behaviour for Learning
- Feedback of Classroom Practice using the AITSL Continuum of Classroom Practice
- Student Leadership
- Fire Carriers - Friends igniting reconciliation through education.
- Implementation of the ICON parent and student portal

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

- Embed Agile Leadership Strategies