



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Francis de Sales Catholic Primary School

122 Paterson Drive, LYNBROOK 3975

Principal: Christine White

Web: www.sfslynbrook.catholic.edu.au

Registration: 2068, E Number: E1396

Principal's Attestation

I, Christine White, attest that St Francis de Sales Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 04 Jun 2024



About this report

St Francis de Sales Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).



Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd



Vision and Mission

Vision

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 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. The staff are committed to working in partnership with our parents and parish community to ensure all children at the school flourish and receive a quality Catholic Education. 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 and 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 and explicit teaching at the point of student's individual needs.

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 and our new Multiurpose Hall are wonderful spaces for community events. 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.



Principal's Report

The Blessing and opening of our \$4000000 Multipurpose Building was certainly a highlight of the 2023 school year and was a memorable day. We were so honoured to have the Archbishop Peter Comensoli present to bless and open the building. In addition we had the Executive Director of MACS, Dr Edward Simons and Fr Fabian participate in the official ceremony. The hall was full as many special guests, from central and regional MACS staff, Fr Des, Fr Shanthaiah the Parish Priest when the school commenced, architects, builders, principals, teachers and former and present staff, parents, grandparents and students, who attended this historic event. We were delighted to also have Cassandra Fernando, the Federal member for Holt and Gary Maas, the State member for Narre Warren attend. They were all so impressed with our school. It was an extra special day and so wonderful that we had so many people join us for the celebration.

We now have an aesthetically beautiful and highly functional multipurpose community space. A place to gather for liturgy, sport, performing arts and to meet. A place for learning and for entertainment. We are particularly thrilled with a new office in the hub of the school and a music centre that is now part of the main school building. We are indeed grateful to MACS for the funds to make this possible, the brilliant design work of our architects Baldasso Cortesse and to our builders FIMMA constructions for making the dream into a reality.

"Bloom where you are planted." St Francis de Sales

With careful nurturing this school has certainly grown and flourished since it opened in 2010. It took pioneers with strong faith, educational vision, courage and good judgment to create the opportunities and discern the possibilities for our students to excel in this contemporary Catholic school. We have indeed inherited a gem - a place to bloom.

The sculpture beside the yarning circle in our new garden completed in 2023, captures our vision of being a faith community animated by love. The cross is grounded and emanates from a rock, a solid foundation. It stands for all to see. The intertwined connected circles within our St Francis de Sales Cross represent our community past, present and future, our relationship to one another and our story within our Catholic faith community here in Lynbrook. We each are an important part of the fabric of this story. Artist Marty from Juet Sculptures, was able to embody the importance of continuity, connection and community relationships in the artwork. For the child at the foot of the cross to thrive it requires a community working in partnership to inspire and empower our students to be their best selves, filled with hope for their unique capacity to make a difference.

It is not what we are able to accomplish for ourselves in this world that counts, but what we leave behind us, what we do to assist others who will take our places, to enable them to

flourish with greater success because of the foundations we have laid for them. Every day, our staff make a positive difference by creating opportunities for students, empowering the minds of young people and proudly teaching our future leaders, innovators and influencers.

The success of our staff was evident in the reflections of our Year 6 students at the end of the year. Our Year 6 students spoke so eloquently, with great enthusiasm and honesty about their experiences. It was such a pleasure to have this time for a chat and to listen to their reflections of their final year and of their time at St Francis de Sales. Here are a few of their comments to us:

What I like about St Francis de Sales....

I like how the teachers are kind, helpful and support us.

I like how our school is open and there are no walls separating home groups.

I know the teachers in my learning space and they know me.

We can talk to our teachers if we do not understand and they help us.

Teachers have supported me...

by really explaining things well with examples and demonstrations.

by recognising when I am having difficulties with my learning and making time to work with me to help me understand.

by helping me understand things more deeply.

by listening to me, comforting me and helping to build my confidence.

The 2023 Annual Report to the Community highlights some of the key work of our Leadership Team and our staff in ensuring continuous improvement and the growth and flourishing of our school. The Annual Action Plan for 2023 certainly was successful as we worked collaboratively, dialogued professionally, built capacity and developed consistency across the school to address areas identified as key priorities from our 2021 School Review.

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.

Our school organisational systems continue to support communication and collaboration of teams. Each team is supported by a Pedagogical Leader who is part of the Leadership Team. These leaders have played a key role in supporting the initiatives of focus for the year. Participation in Agile Leadership networks and School Wide Improvement Forums ensures we have the tools to sharpen our focus to leverage improvement.

In 2023, as a result of the new award a four hour planning time was initiated for teachers. This time included a facilitated planning time for Mathematics. Professional Learning Team Meetings for Literacy and Mathematics ensured consistency of teaching and time for reflection and moderation of data. In addition, staff meetings provided time for facilitated planning for Religious Education and for the focus Integrated Curriculum subject. The sustained focus allowed for embedding strategies and initiatives with greater effectiveness. I thank Joanna Forbes, our Learning and Teaching coordinator, for taking the lead to maintain staff development and improvement following the conclusion of the Mathematics two year Intensive Learning that the entire staff participated in. We were also well supported by MACS Religious Education Leader who worked with our Deputy Principal Angela Faiola, Religious Education Leader Rozeta Joseph and myself to guide and help enrich the school access to resources to ensure deeper thinking and meaningful connections were being made by staff and students. Our positive MACCSIS data on Catholic Identity and NAPLAN data on Literacy and Numeracy reveals that the work has achieved positive outcomes for our students.

In 2023, we continue to embed Tier 1 Positive Behaviour for Learning strategies with the support from MACS and our Wellbeing Leader Rachel Lenko, DP and Leadership Team. The consistency of expectations has had a positive effect on enhancing the learning environment and a culture of safety and wellbeing. We continue to strengthen this as we also embrace Tier 2 strategies.

In 2023, Fr Fabian joined our Parish and School. We are delighted to not only have Fr Fabian visit us for school Masses but also find time in his busy schedule to regularly visit us and support our staff, parents and students. Fr Fabian visits our school on a regular basis to run teaching sessions with our children participating in sacraments and he also supports the formation of staff and parents.

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 2023 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. From fundraising events to just FUN social events, these events are integral to our school and help build connections between our families. 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. 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. For the child to thrive it requires a community working in partnership to inspire and empower our students to be their best selves, filled with hope for their unique capacity to make a difference. This is certainly a reality at St Francis de Sales and thus we grow, thrive and flourish as a Catholic school community in Lynbrook.



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

At St Francis de Sales faith formation of staff is a priority and we value and prioritise opportunities to engage in dialogue to build the staff capacity and respond to strengthen the Catholic Identity of the school. Our school welcomes creative approaches to fostering a deeper understanding of faith. We continue to foster and build new pathways to strengthen our relationship with the school and Parish Community.

This year, we welcomed Fr. Fabian Smith as our Parish Priest for St. Kevin's. Fr. Fabian has had a vibrant and positive influence in his involvement with our school community, reinforcing our Catholic Values and Identity. A new Sacramental Program initiative has been implemented for our Year 2 students receiving the Sacrament of Reconciliation and the Year 3 students receiving their First Holy Communion. The Sacramental Program at St Francis de Sales continues to be supported by the Staff, families and St Kevin's Parish.

St Francis de Sales has worked to strengthen the Religious Education pedagogy at the school. We have maintained a commitment and priority to engage in professional dialogue and strengthen professional practices in partnership with Melbourne Archdiocese Religious Education consultants. Throughout the year the focus has been to deepen the understanding of the Religious Education Framework to guide and strengthen planning. We have strategically supported teaching teams to embed thinking tools, scripture, provocations,

student questioning and agency to facilitate meaningful authentic connections between faith and life. Teams have engaged in regular fortnightly (stand-up) meetings run by Pedagogical Leaders and supported by leadership to reflect on student progress, challenges faced and what actions that will impact and make a difference in our school, local and global community. In addition, we have continued to develop our capacity to plan and assess Religious Education through professional dialogue led by the Religious Education Learning Consultant from MACS.

Our teachers ensure learning leads to action by anchoring the values important to our school community that are embedded in Catholic Social Teaching. Planning ensures a process of reflection to see the needs/concerns from different perspectives, think deeply about the issues and consider action to make a difference as a key response to our Catholic Identity and Mission. The Senior School Action Teams that meet weekly continue to allow students to work towards the common good through acts of social justice both locally and globally. In addition, our school generously supports various social justice actions, including the Vinnies winter appeal during Feast of the Sacred Heart and the Caritas Project Compassion Appeal.

St Francis de Sales prides itself on having an open and welcoming environment where parents are invited to daily and school prayer opportunities with their child/children. Students have been contributing to the preparation and leading prayer with their Home Group allowing them to design their prayer and prayer space. In addition, Gospel Reflections are provided via the school newsletter to inform, communicate and encourage partnerships with the school community in the Education, Faith and Sacramental Program.

Value Added

- Project Compassion for Caritas Australia
- Christmas Tree Appeal for St Vincent's de Paul
- Morning Gathering, meditation and prayer
- Liturgical Celebrations
- Sacramental Commitment Mass
- Parent Faith Formation nights
- Sacramental Retreat Days
- The Winter Appeal for the St Vincent de Paul Society
- Home Group visits Parish Priest to support the Religious Education Program
- Ongoing Staff Professional Learning and Development
- Rosary Prayer group
- St Kevin's Feast Day
- St Francis de Sales Feast Day
- Fr. Fabian's school visits for Space Masses and talks with Home group

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

In 2023, the Principal, Deputy Principal and Learning & Teaching Leader continued to attend the MACS Southern School Wide Improvement Forums, having been part of these forums since their inception.

The area of focus and improvement in 2023 continued to be enhancing the quality of teaching in Mathematics.

In 2023 we focused on:

- Teachers developing their ability to select cognitively demanding tasks that match the learning intention.
- Ensuring that teachers use the two main instructional models throughout their unit of work (explicit instruction and Launch, Explore, Summarise).
- Continuing to embed Written and Mental Strategies and assess student progress through the Implementation of the Mental Strategies Assessment Tracking Tool

2023 was a year to consolidate our learning and implementation of new processes and structures. With the Intensive Partnerships in Mathematics PD ending in 2022, the Maths Leader's role took on greater importance in guiding and supporting staff capacity building around key curriculum content and mathematical ideas. Facilitated planning sessions and Professional Learning Team (PLT) Meetings remained the key drivers of our work in Mathematics, with teachers meeting each week to reflect, plan and critique the tasks selected for units of work and to ensure that all staff have a clear understanding of the unit outcomes. This time has been invaluable to staff and allowed for greater collaboration in the planning of units of work and for peer to peer feedback and discussion.

With the release of the Victorian Curriculum Mathematics V2 in late 2023, the focus in 2024 will shift to staff unpacking V2 and becoming familiar with and adopting key changes to the teaching and learning of Mathematics across F-6.

A key highlight in 2023, was the introduction of a Maths Extension Program for students in Year 6. Eighteen students attended weekly sessions to extend their knowledge and skills beyond the Year 6 curriculum as well as develop their Problem-Solving skills.

In English, Professional Development was centred around key areas of the Six Pillars of Reading – Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency and Oral Language. The focus for 2023 was on Comprehension with a focus on:

- Visual Literacy in F-6.
- Reviewing Key Teaching Strategies for Comprehension through Illustrations of Practice.
- Unpacking Literacy Progressions with a focus on Comprehension.

In 2024, the focus will shift to reviewing the teaching and learning of Phonics and Phonemic Awareness at SFS in line with MACS new vision of instruction.

The SFS Literacy Support Team (comprised of the Learning & Teaching Leader, Literacy Specialist and Tutor Learning Initiative Teacher) continued to target the needs of those students at risk in Reading, Writing and Mathematics F-6. Individual and small group support was provided to students throughout the week, with regular monitoring and assessment of student progress communicated to teachers each term.

St Francis de Sales continues to prioritise collaboration and dialogue among teachers to enhance performance and create a conducive learning environment in the area of Integrated curriculum and Religious Education. Through dialogue and pre-planning undertaken by the principal, vice principal and MACS staff, Integrated Curriculum and Religious Education provocations and experiences are chosen and presented to teachers at the planning stage for each unit of work. This pre-planning and deep thought into understanding the Victorian Curriculum content and what the learning could look like for the students, has allowed

teachers to be given the opportunity to be a learner first. This in turn helps students to develop, thrive and gain a deeper understanding of the rich content being covered.

The purposeful use of 'Thinking Routines' has developed and deepened the students' learning and responses. Students' questions continue to remain at the forefront of the planning process. Students' agency is encouraged with opportunities for critical and creative thinking. Our assessment and moderation processes, allow teachers to have a common base to dialogue and compare student outcomes. Stand up meets allows teachers and leadership to engage in rich and meaningful discussion about progress made and ways to challenge thinking.

Student Learning Outcomes

NUMERACY

Year 3:

In Year 3, 69.9% of students are working at or above the state average, with 11.3% exceeding the proficiency.

Year 5:

In Year 5, 80.3% of students are working at or above the state average, with 10.7% exceeding the proficiency.

Our results in both Year 3 & 5 are positive and a strong indication that our results in Mathematics are on an upward trend. This can be directly attributed to our participation in the Intensive Partnerships-Mathematics Program since 2022.

READING

Year 3:

In Year 3, our results are very positive with 73.6% of our students working at or above the state medium with 19% exceeding the proficiency.

Year 5:

In Year 5, 85.9% of our students are working at or above the state medium with 17.5% exceeding the proficiency.

Our Reading results continue to be a strength at SFS. Explicit teaching has formed the foundation of our teaching pedagogy in Reading since the commencement of the school with students learning targeted at their point of need through clinics and focus group sessions.

WRITING, SPELLING & GRAMMAR

Year 3:

In Year 3, 83 % (44 students) of our students are working above the state average, which is an exceptional result. This is supported by very good results in Spelling & Grammar. In Spelling, our median and mean is significantly higher than the state and like schools, which has been a common trend at SFS. 77% of students are working at or above the stage average. Year 3 results in Grammar are in line with the state.

Year 5:

In Year 5, 83.9 % of students are working at or above the state average, with 10.7% exceeding the proficiency. As in Year 3, Writing results in Year 5 are strongly supported by positive results in Spelling & Grammar. 75% of students are working at or above the state average in Spelling with 70.4 % in Grammar.

In both Year 3 & 5, our results in Writing are a strength and are a further indication of the strong foundations we have established in this area which progresses through from F-6.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	407	57%
	Year 5	497	71%
Numeracy	Year 3	410	70%
	Year 5	494	80%
Reading	Year 3	412	74%
	Year 5	504	86%
Spelling	Year 3	426	77%
	Year 5	494	75%
Writing	Year 3	430	89%
	Year 5	496	84%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.



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

The Positive Behaviour for Learning (PBL) framework has been a key focus as we embed Tier 1 strategies and review our Tier 2 strategies across the school. The staff received Professional development each term on improving the universal Tier 1 practices for PBL. The whole school focus has developed a common understanding of expected behaviors resulting in a positive impact on the learning culture at the school.

The Core PBL team (PBL coach, Principal, Deputy) along with a Junior and Senior pedagogical leader, have worked with a consultant from MACS (Melbourne Archdiocese Catholic Schools) to embed PBL practices at Saint Francis de Sales.

Systems and practices required for PBL implementation are embraced and consistently implemented with improved fidelity. Data from referrals on SWIS (Student Information System) is analysed with reference to our Behavior Matrix. This informs the area of focus for weekly social skills lessons. A focus across the school for weekly lessons have reinforced learning routines, language and processes to ensure a consistent approach. Staff teams have collaborated to develop lessons ensuring that a common understanding of expected behaviours has been developed.

During the year the PBL team, in consultation with the staff, have developed a staff handbook with important PBL artifacts and documents for reference by existing and new staff e.g Minor and Major behaviour flow chart, reinforcement cards. The PBL team attended Professional development around Tier 2 practices and induction for new staff was provided. The team will continue to look at the strategies currently being implemented to support students who need small group intervention, evaluate and further enhance these practices.

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. 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.

A team of students from Year 1 to 6 work with the Student Wellbeing leader once a fortnight as part of a Child safety team. Teachers revisited the 11 Child safe standards and looked at ways to include them throughout the curriculum. Child friendly version of the Child Safety Standards is used with students.

A Student Wellbeing day in Term 2 focused on Child safety. Students completed a safety audit reflecting on the places at school they felt safe. Senior students completed the BeYou wellbeing survey which gave us some insight into their wellbeing and future areas for improvement.

Students participated in Walk safely to school day and there was a performance by Brainstorm Production "Zanna and the Lost code" that looked at the themes of Cyber safety and Resilience. Specialist Wellbeing lessons continue to build the capacity and skills of students.

Value Added

- Positive Behaviours for Learning (PBL)
- Mental Health in Primary schools (MHiPs)
- Embedding social and emotional learning within the units of work.
- Wellbeing specialist program (SWAP)
- Be you
- Social skills groups
- Circle time
- Play is the Way
- Rights, Responsibilities and Respectful Relationships program.
- Focus on child safety with wellbeing day
- Special events/ extracurricular activities (e.g. Harmony day), National day of Action against Bullying, Walk safely to school day
- SWELL Week and STOMP dance incursion at Welcome picnic
- Be You wellbeing survey for students in Years 4 to 6.
- Child safety team of students to develop student voice and action
- School Chaplain
- Seasons for Growth program.

- School Choir

We continued to emphasise the importance of attendance at school events. The events that we continue to value and encourage attendance at are:

Mother's Day Morning Tea
 Father's Day Breakfast
 Twilight Sports
 Opening School Picnic
 Junior Religious Prayer Evening
 Grandparents Day
 Foundation Meet and Greet
 Parent Information Nights
 Whole School Assemblies
 Parent Teacher Interviews
 Twilight Market
 Junior School and Senior School Production
 Sacramental Program

Additionally, our Parents and Friends association play an active role in cultivating community connections and fundraising to support the school. These take place through the following events:

School Disco
 Whole school Fun lunches
 Twilight sports sausage sizzle
 Raffle draws
 Colour Fun Run
 Mother's Day and Father's Day stalls.

Student Satisfaction

Catholic identity - 74% above the MACS average

Our students are very positive about the Catholic Identity of the school. They feel that prayer, social justice, sacraments and Mass are important traditions, actions and celebrations at the school. That teachers help them understand and they feel comfortable talking about their beliefs. Their understanding helps to guide them.

Rigorous Expectations - 76% equal to the MACS average

Students feel that teachers hold them to high expectations of their effort, understanding, persistence and performance. That teachers encourage them to do their best and take the time to explain and check their understanding.

School Climate - 57% equal to the MACS average

There is a positive energy at the school. There are expected behaviors of all students that are consistently monitored by teachers.

Student Safety - 54% equal to the MACS average.

Students feel teachers give them opportunity to talk about their concerns and they feel physically and psychologically safe.

Learning Disposition - 70% equal to the MACS average

Doing well at school is very important to students. They try their best, persevere to overcome challenges to ensure they succeed. Students have a very positive mindset about themselves as learners.

Student Voice - 51% is slightly below the MACS average of 57%

While students Action Teams enable all seniors to have a voice in social action further avenues need to be explored for teachers to seek student views on what matters to them.

This will be a focus for 2024.

Student Attendance

Nforma reporting package is used to track the attendance of students. Parents are required 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 re-engage 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	90.9%
Y02	90.6%
Y03	90.2%
Y04	91.8%
Y05	91.1%
Y06	92.6%
Overall average attendance	91.2%



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

The Leadership team have focused on improving the quality of teaching and learning, by strengthening instructional leadership and improving pedagogical content knowledge. A focus on understanding the role of feedback and evaluating the impact of teaching practice on student learning has commenced. The Principal and Deputy Principal worked collaboratively with the MACS Principal consultant to introduce the Feedback Model for learning from the AITSL (Australian institute for Teaching and School Leadership) Certified Assessor Training.

The introduction by the MACS consultant set the platform for staff to understand the impact of feedback for teachers and students. Staff Meetings led by the Principal and Deputy Principal working with pedagogical leaders continued to build capacity in the understanding and use of the Classroom Practice Continuum from AITSL. The principal becoming a Certified AITSL Assessor added value to the process. Over several staff meetings videos of practice were viewed and teachers used the Teacher Assessment Tool to reflect on: What is the teacher saying and doing? and What are the students saying and doing? The observation tool encourages teachers to focus on what is seen and heard, not on beliefs, assumptions and judgements of what the teacher should be doing or could be doing differently thus minimising bias. The focus was on feedback dialogue and on the language of the CPC.

The staff practiced using the CPC to determine a focus for personal reflection and improvement and to set team goals and actions. Teams have been encouraged to video their personal practice and engage in personal reflection on their goal. Staff have been encouraged to share their videos with their peers in their triads and receive constructive feedback and consider where to next. This will be an ongoing process and focus for 2024.

The Leadership team has continued to work on the goals in the School Improvement Plan. Annual Action Plans have strategically focussed on these goals. Data and evidence has determined the action required to ensure progress and continuous improvement against the School Improvement Framework Rubric 2.0 targets set at our last review. A key focus in 2023 was building teacher Pedagogical Content Knowledge (PCK) in Mathematics. The Learning and Teaching Leader has worked systematically with teaching teams and leaders to establish and embed the protocols for facilitated planning. These sessions continue to enhance opportunities for collaborative professional dialogue around data to inform efficient and effective use of strategies and consistency of planning learning sequences.

Ongoing Professional Development in Agile Leadership professional learning by the Principal and Deputy Principal has established a process for strategic review and the use of effective tools to ensure clarity with processes for change implementation. There is on-going use of strategies such as Stand Up Meets to dialogue with teaching triads and gauge progress towards school goals and adjustments required to support teams. Participation in regional MACS School Wide Improvement Forums has also supported and refined our strategic intent. Leadership team meetings and regular meetings with Pedagogical leaders support capacity building and the collaborative dialogue enables communication, adjustments and consistency that drive school improvement.

A highlight of the 2023 year was the completion of the \$4 million School Multipurpose Hall. The Multipurpose Building was Blessed and Officially Opened on Friday, October 6th 2023 by Most Reverend Peter Comensoli Archbishop of Melbourne. We thank the Melbourne Archdiocese of Catholic Schools, Archdiocesan Infrastructure Services and Capital Delivery, the architects Baldasso Cortese and FIMMA for the exceptional building delivered. We thank parents and staff involved in school committees for supporting the decision making process and for their continuous support in ensuring that this space is a place of welcome, inclusion, collaboration, learning and celebration. May this space continue to be a place of blessing and community building for our students and families.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2023
<ul style="list-style-type: none"> • 2023 SRO Term 1 Primary REL Network Day: Strengthening REL leadership • 2023 SRO Term 2 Primary REL Network Day: Leaders of Praying & Celebrating • 2023 SRO Term 3 REL Primary Network Day: Leaders of Learning in RE • 2023 SRO Term 4 Primary REL Network Day: Leaders as Witness for Mission • ACER PAT-M Southern Region Workshop • Dan Petro -Introduction to Student Safety/Escalation Cycle Management Plans • Developing Vocabulary • Effective Leadership in Mathematics - Eastern Region and Southern Region • F-6 Mathematics Webinar Series - 3D Objects • Positive Behavior for Learning • Gospel of Matthew - Dr Elio Capra • F-6 Mathematics Webinar Series â 2D Shapes • F-6 Mathematics Webinar Series â Data Representation • F-6 Mathematics Webinar Series â Length and Area • Fanning the Flames Workshops 2023 • Information Sharing Training November 27 • Introduction to PBL Tier 2 • National Teacher Certification - Assessor Training Program • National Teacher Certification - Assessor Training Program • National Teacher Certification - Assessor Training Program • Southern Deputy Principals' Network • Southern Deputy Principals' Network - Term 4 • Southern Diversity Seminar Series: Assessing and Intervening in Mathematics & Behaviour • Southern Graduate Network 2023: TERM 1 • Southern Graduate Network 2023: TERM 2 • Southern Graduate Network 2023: TERM 2 • Southern Graduate Network 2023: TERM 3 • Southern Graduate Network 2023: TERM 4 • Southern Primary Schools Administration Network • Southern Primary Schools Administration Network Term 4 • Southern Region Seminar Series- Assessing and Intervening at Tier 2 and Tier 3- Speech Pathology and Psychology • Student Wellbeing Leaders Primary Network - Southern Region - Term 1 2023 • Student Wellbeing Leaders Primary Network - Southern Region - Term 2 2023 • Student Wellbeing Leaders Primary Network - Southern Region - Term 4 2023 • SWIF 1, 2023 • SWIF 2, 2023 • SWIF 3, 2023

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • SWIF 4, 2023 • Engaging in the Season of Lent • Forming Lives of Faith, Hope and Love in the Light of Christ 	
Number of teachers who participated in PL in 2023	43
Average expenditure per teacher for PL	\$1000.00

Teacher Satisfaction

School Climate - 79% above the MACS average

Overall staff have a positive impression of the school's social and learning environment. The staff are confident that the school leaders work in the best interests of the school. Staff believe the leaders at the school have a positive influence on their work. Leaders clearly communicate goals and are knowledgeable about the learning and teaching that is happening in the learning spaces across the school.

Catholic identity - 78% above the MACS average

The staff are positive about the clear manner that leaders of the school communicate the Catholic beliefs and practices underpinning the policies and practices of the school. Staff are positive about dimensions of Catholic Identity in school life.

School Safety - 71% above the MACS average

Overall staff have a positive perceptions of student physical and psychological safety while at school

Collaboration in teams - 75% well above the MACS average

Teachers see this as a positive aspect of the school organisation and culture. Our teachers are effectively work together in teams to improve teaching and learning.

Professional Learning - 61% is equal to the MACS average

The staff understand that the quality and coherence of professional learning opportunities received are in line with the school goals as stated in the Annual Actin Plan and School Improvement Plan.

Instructional leadership - 53% is similar to the MACS average

Staff are positive about the extent to which the school leaders set the conditions for improving teaching and learning at the school.

Feedback - 50% well above the MACS average

There is a very positive overall perception of the amount and quality of feedback staff receive. This is still an area of focus as we continue to develop effective strategies to enhance our collective and individual efficacy and capacity.

Collective efficacy - 84% well above the MACS average

Teachers are very positive and satisfied that collectively they have what it takes to improve instruction.

Teacher Qualifications	
Doctorate	0.0%
Masters	25.0%
Graduate	3.6%
Graduate Certificate	0.0%
Bachelor Degree	39.3%
Advanced Diploma	10.7%
No Qualifications Listed	21.4%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	41
Teaching Staff (FTE)	29.1
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	11.0
Indigenous Teaching Staff (Headcount)	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

St Francis de Sales strongly values the importance of building relationships between school and home. We have continued to build on our ability to do this by innovating new ideas that further draw in our community to understand that we are a team, united in achieving the best for all. St Francis de Sales commenced the year with welcoming in the newest families and bridging the connection with our school community through a Foundation Parent meet and mingle evening. This event gave the opportunity for parents to interact and connect with one another as they commenced or continued their child's learning journey.

Parents at St Francis de Sales understand that communication between home and school is imperative and are aware of the different means of communication between their child's teacher/s. At St Francis de Sales we have continued to use the platform See-Saw as a way that parents can easily communicate with their child's teacher/s as well as gain further upcoming reminders. Operoo is used as a way that parents can update their child/s medical information as well as receive notifications for upcoming events and excursions.

The 'School App' is a central location for parents to access information such as the weekly newsletter. The school newsletter provides the community with a window into the learning and achievements that take place at St Francis de Sales, as well as links to further services and support within the community for parents and carers.

The school website continues to be the driving force that aids in the advertising of the school and encapsulates a small window into what life at St Francis de Sales entails. The school website enables current families to access the newsletter and learning platforms for the continuation of learning at home. It also enables new families to create appointments to have

a tour of the school. Alongside the school website, Facebook and Instagram Pages have continued to draw the attention of current and new prospective families.

The Parents and Friends Association is a clear reflection of the values of connection, community and creativity. They have been instrumental in organising engaging events for the whole community to be involved. These opportunities foster a sense of community voice and continue to foster a strong connection between parents and staff. Monthly Parents and Friends and School Advisory Council meetings serve as a platform for parents to express their ideas, and insights and ultimately contribute to discussions which benefit the whole school community. Additionally, the Parents and Friends Association play an active role in cultivating community connections and fundraising to support the school.

The Colour Run that included 'Slime the Teacher' event was the biggest success yet. Students and families rallied together to raise money for Air Conditioning throughout the school. As a school community we were able to raise the amount needed and the greatest reward of all was the students' pure joy, excitement and energy when their teachers were doused with slime from head to toe.

Our Senior Students participated in various Action Teams during the year. The aim of action teams is to empower and support students in taking action within their community and beyond, enabling them to make a difference. Alongside Action Teams, we continued our Mini Vinnies, where more than 50 students generously volunteered their lunch breaks to support our local community. Some of the activities they participated in were Project Compassion, the Winter Appeal and Christmas Hampers.

Parent Satisfaction

Parent engagement is highly valued in our school community and parents actively participated in a variety of ways during the school year. The feedback from the 2023 MACCSIS survey reflected a positive response to the school.

Family engagement - 47% equivalent to the MACS average

Overall parents are positive about their partnership with the school. There is an increasing positive response to opportunities that arise during the year. Parents indicated that there were few barriers to participation. While work commitments can be a barrier at times, parents were able to take up opportunities to participate when feasible.

School fit - 79% above the MACS average

Families' are very satisfied at how well the school personalised curriculum, differentiates to match their child's developmental needs.

School climate - 83% equivalent to the MACS average

Our families' have a positive perception of the social and learning climate of the school. Data show that parent satisfaction of school climate has been consistently positive over a number of years.

Student safety - 71% equivalent to the MACS average

Parents are positive about student physical and psychological safety while at school.

Communication - 79% is well above the MACS average

Parents are very satisfied with the forms of communication, timeliness, frequency, and quality of communication between the school and families. As a school we are committed to continue to improve in this area and to update and embrace effective and efficient forms of communication. Parents are encouraged to meet and chat directly with staff and members of the leadership team before and after school and by appointment.

Catholic identity - 71% is well above the MACS average

Families' are very satisfied with the overall Catholic identity of the school and their opportunities for engagement in the faith life of their child.



Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.sfslynbrook.catholic.edu.au

