



Melbourne Archdiocese
Catholic Schools

2024

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 14 May 2025

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.

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 Multipurpose Hall are wonderful spaces for community events. Playing areas are extensive and, along with the covered play equipment provide our students with a wide range of 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 the willingness of all to contribute to the growth of the school.

Principal's Report

St Francis de Sales was developed with strong pedagogy based on the best informed research. We continue to maintain this strong pedagogy to ensure BEST practice. We focus on rigor and consistency across the school with explicit teaching that is personalised to ensure growth and learning. Our consistently strong results fills us with confidence about our current school learning community and our improvement plans that continue to ensure forward thinking and improvement.

Our school continues to trend strongly, with consistently strong results in 2024. It has been a year of outstanding achievements and events that fills us all with pride.

In the majority of areas assessed in Year 3 and in Year 5 NAPLAN we have maintained our strong performance. Across a number of curriculum areas we trend upwards, showing growth and improvement. We have outstanding results particularly in Writing both in Year 3 and in Year 5. In both levels our mean results are significantly higher than the State and National results. In fact, we had almost our entire cohort of children writing above the State and National mean! Our NAPLAN results are verified by other school based and system based assessments such as our MACCSIS data and ECSI Catholic Identity data that are also equally as positive affirming the strong culture of learning within our Catholic school community.

2024 was also an exceptional year with outstanding sporting achievements. Our interschool sports teams represented our school giving their best. In addition, we won the Casey South Division Winter Sports Girls Soccer Final just a year after the Matilda's inspiring World Cup endeavours. It was a year for our girls, with both our Soccer and Basketball teams winning at District and at Divisional competitions. In addition, the entire school community was ecstatic at Andi's achievements at Cross Country. In 2024, Andi won her race in district, divisional, regional, state and then went on to come first in the Nationals. Her efforts in training to achieve her goal and her perseverance were an inspiration to the entire school.

In 2024, we held our Art Show in our new multipurpose school hall. Works of art covered the walls the length and breath of the massive school hall. The art show was of course just one of several memorable community events our staff and Parents & Friends Association organised. Our Twilight Market, Twilight Sports, Fun Lunches and, Discos and Colour Splash are just a few events that are children have loved. These events bring the community together and some also raise funds for special extras we can all enjoy. This year we purchased air-conditioners a BIG expense of \$170000 and a valuable \$30000 was raised and contributed by our P&F to make this occur for all spaces. We all certainly enjoy the cool spaces on hot days and the lovely warmth they also provide.

We are so grateful for the support of our Parents and Friends. The entire school community joins me in thanking our parents for getting involved and working in partnership for the best outcomes for our school. The stronger the community involvement the more we can leverage the benefits for our school. In addition to the P&F we have enjoyed the enthusiastic involvement of our School Advisory Council. The feedback using a QR code for our 2024 Science/STEM night was co-designed with our Advisory Council. This was a night of engagement and learning and the school was a hive of activity with an exciting buzz everywhere. It was great to see the interaction between students with their parents and with teachers. The feedback was extremely positive. A flourishing community is vital for any organisation and essential for a school. We have a great foundation to build upon.

The vibrant learning environment does not happen by chance and would not be possible without the support and dedication of our brilliant staff team. I am so grateful for all the ways they go above and beyond to make our school the great place that it is. Every day, our staff make a positive difference by creating opportunities for students, empowering the minds of our young people. Our staff go above and beyond to ensure the BEST outcomes for our students. We thank them for their passion and commitment to our school and for going the extra mile to make a difference.

In addition, we are very well supported by Fr Fabian and are grateful for his involvement in the mission of our school. His active participation in the school life is valued and appreciated.

This 2024 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 2024 certainly was successful as we worked collaboratively, professionally dialogued, 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: Strengthen the school as a Catholic learning community.**
- **Priority 3: Maximise student engagement in learning.**

We have participated in Agile Leadership networks and School Wide Improvement Forums to unpack the MACS Vision for Learning. We have used Agile tools to sharpen our focus to leverage improvement. We continue to work on supporting implementation through professional dialogue, thoughtful planning, trial and refinement to build on our existing good practice.

We have a high priority on ensuring consistency in our practise focusing on all staff following the plan we have co-created to ensure our students and staff know what is expected, how this looks and what they need to do to be effective teachers and learners. We continue to encourage our students to strive for excellence by making the best possible use of all of their talents and abilities.

There was so much to celebrate in 2024 at St. Francis de Sales as we continue to strive for excellence and continually redesign and contextualise the way we work ensuring every student can reach their full potential working in partnership with our parents, staff and community in inspiring ways.

We embraced the theme for 2024, “ **In the Light of Christ.**”

Together, we aimed to live our lives the best way possible.

To walk in faith

Rejoice in hope and

Let all that we do be done in love

“Bloom where you are planted” St Francis de Sales

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, we believe that faith is not just taught - it is lived, shared, and nurtured every day. One of our key priorities is supporting the faith formation of staff, so that they can confidently lead and inspire students in a way that strengthens our Catholic identity. Through open dialogue, professional learning, and collaboration, we continue to grow together as a faith-filled school community.

This year, we have continued to work in strong partnership with the Parish Priest, Fr. Fabian Smith. Fr. Fabian provides a rich and vibrant presence to our school, engaging with students, staff, and families. He supports the implementation of our Sacramental program running sessions for students, parents and staff. In 2024 there was a change in the sacramental program with Year 2 students to make their First Reconciliation and Year 3 students to make their First Holy Communion. As part of the transition process this year both Year 2 and Year 3 students participated in the Sacrament of Reconciliation and Year 3 and Year 4 students made their First Holy Communion. Year 6 students received the Sacrament of Confirmation and were confirmed by Bishop Ireland. These important milestones have been supported through strong collaboration between our staff, families, and parish community.

We have made significant strides in Religious Education. Our Enhancing Catholic School Identity (ECSI) data in 2024, reveals we have a staff with a strong Catholic identity. Professional development and formation of staff over the past four years has strengthened our ability to be a dialogue school with consistent learning and teaching practices that have supported the learning and faith formation of our students.

In partnership with MACS Religious Education Consultants, our staff have participated in ongoing professional learning focused on deepening their understanding of the Religious Education Framework. By using tools like Scripture, student questioning, student agency and rich provocations, we support students to make authentic and personal connections between faith and life through the Pedagogy of Encounter. The MACS Religious Education Leader has also been involved in term planning sessions, supporting teams in the reviewing and forward planning to meaningfully embed scripture. Staff have valued this opportunity for both faith formation and to build their capacity to plan in Religious Education.

We have strengthened our ability to plan, assess and moderate Religious Education outcomes with confidence and consistency. We have developed reporting statements for Religious Education content areas and supported staff in assessing students' work in line with the content taught and the achievement standards. This work has been integral to staff building on their knowledge and understanding of the content areas in Religious Education as well as, developing units of work with rich assessment tasks

A key focus continues to be Catholic Social Teaching (CST), where learning leads to action. Students are encouraged to view social issues from multiple perspectives, reflect deeply, and take action for the common good. Our Senior School Action Teams meet weekly, to plan various social justice initiatives both locally and globally keeping in mind the CST. These have included our school's support of the Vinnies Winter Appeal during the Feast of the Sacred Heart, and participation in the Caritas Project Compassion Appeal during the season of Lent.

Students play an important role in leading and preparing prayer within their Home Groups, thoughtfully creating Sacred Spaces that reflect their faith and personal expression. A special highlight in our school is the use of the Yarning Circle - a sacred space where students gather in stillness and respect to listen, pray, reflect, and share. Drawing on both Catholic tradition and Indigenous wisdom, the Yarning Circle has become a meaningful setting for communal prayer, dialogue, and deep reflection. Through these experiences, students are developing confidence in their faith voice, creativity in how they express prayer, and a stronger sense of connection to God, to one another, and to Country.

Faith life at St Francis de Sales is deeply enriched by the involvement of our families. Parents and carers have joined us for daily school prayer and liturgical celebrations, these encounters continue to build our spiritual connection. To enhance community connection, we also provide weekly Gospel Reflections in the school newsletter, offering insights,

encouragement, and ways for families to engage with the parish, personal faith formation, student learning, and Sacramental programs.

Together, we continue to grow in faith, hope, and love - walking alongside one another as we learn, lead, and serve with purpose.

Value Added

- Project Compassion for Caritas Australia
- Christmas Tree Appeal for St Vincent's de Paul
- Morning Gathering, meditation and prayer
- Prayer at Yarning Circle
- Liturgical Celebrations
- Appointment of Assistant Parish Priest - Fr. Antony Santiyagu
- Home Group visits with the Parish Priest/ Assistant Parish Priest commencing in Term 2 to support the Religious Education Program
- Fr. Fabian's school visits
- Commencement of school visits by
- Sacramental commitment Masses
- Sacramental Retreat Days
- Sacramental Faith Formation Sessions
- Space Masses - focusing on a House Group Saint
- Jubilee Year - combined Mass with Parish School
- Parent information nights
- The Winter Appeal for the St Vincent de Paul Society
- Ongoing Staff Professional Learning and Development
- Rosary Prayer group
- St Kevin's Feast Day
- St Francis de Sales Feast Day
- Partnership with MACS Consultants

Learning and Teaching

Goals & Intended Outcomes

Goal: To enhance the quality of teaching.

Intended Outcomes

- To develop teacher pedagogical content knowledge in mathematics through facilitated planning to improve student engagement and outcomes.
- To introduce the MACS Vision for Instruction and review evidence based instructional practices.
- 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 create conditions and opportunities for learners to have greater agency in curriculum design process and in learning processes.
- To co-design authentic learning experiences that connect to the lives and questions of students.

Achievements

In 2024, attendance at the MACS Southern School Wide Improvement Forums continued to be an opportunity for the Principal, Deputy Principal and Learning & Teaching; Teaching Leader to reflect on and plan for the implementation of both system wide and school-based initiatives and priorities.

With the MACS Vision for Instruction officially launched in February 2024, time was spent on exploring the new vision and the evidence-based instructional practices in the areas of Reading, Writing and Mathematics. Staff engaged in Professional Development on the Science of Learning, focusing on developing their understanding of Cognitive Load Theory, Explicit Instruction and the use of High Impact Participation Strategies across all learning areas.

In Mathematics, the focus was on ensuring that the processes and structures implemented as part of the professional development undertaken from 2022-23 were fully embedded across the school. Facilitated planning sessions and Professional Learning Team (PLT) Meetings remained the key drivers of our work in Mathematics, with staff being led through

the process of unpacking and transitioning to the Victorian Curriculum Mathematics 2.0. The Junior School also commenced their exploration and trial of the OCHRE Education Units in Mathematics, developed in partnership with MACS for Catholic School.

There was once again a need for The Maths Extension Program for Year 6 students, although this will continue to run on a need's basis based on the performance of students in each Year 6 cohort from year to year.

In English, Professional Development for staff was supported by the learning gained from the Teach Well Literacy Masterclass Series. The focus of PLT sessions was on exploring the Science of Reading and how children learn to read and Scarborough's Reading Rope. Junior staff also undertook an audit of the schools Phonics Scope and Sequence and worked towards ensuring that Phonics was being explicitly taught following the I DO, WE DO, YOU DO explicit instruction model. In the Senior School, staff trialled the OCHRE Education English Resources to determine which aspects of the resources provided we would integrate into our Framework in 2025. With the release of the Victorian Curriculum English V2 staff will also begin the process of familiarising themselves with the updates and changes made to the curriculum in 2025.

The SFS Literacy Support Team continued to target the needs of those students at risk in Reading, Writing and Spelling. 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.

In Integrated Curriculum and Religious Education, we are at the expanding and embedding stage of implementation, with an intense focus over the past years. In 2024, the focus has been on assessment and reporting. We have developed reporting statements for Religious Education content areas and supported staff in assessing students' work in line with the content taught and the achievement standards. This work has been integral to staff building on their knowledge and understanding of the content areas in Religious Education as well as, developing units of work with rich assessment tasks. The MACS Religious Education Leader has also been a valuable support in building staff and leadership capacity. Professional dialogue and participation in term planning sessions has supported planning teams in the reviewing and planning to effectively use scripture and embed the Catholic Social Teachings in units of work. Staff have valued this opportunity to build on their faith formation and capacity building in Religious Education.

Teaching teams also continue to evaluate their practice in this area through stand up meetings. These stand up meetings occur fortnightly and are guided by Learning Leaders with the support of school leadership. These sessions give staff time to reflect, discuss, dialogue challenges and plan next steps to ensure student learning remains meaningful and relevant in today's world.

Teachers reflect on 3 key questions:

- What progress have we made?
- What challenges are we facing?
- What concrete actions should we take next?

The learning going forward is influenced by the students' questions and rich assessment tasks. Planning is informed by the curriculum as well as what has been noticed throughout the teaching cycle.

Student Learning Outcomes

English

Our Reading results continue to be a strength at SFS. Our strong pedagogy based on explicit instructions and personalised learning ensures students are challenged and supported to achieve their potential. The school results show continued growth between Year 3 and year 5. In Year 5, 88% are proficient with 32% exceeding the proficiency.

Our Writing results are exceptional. 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. In Year 3, 92 % of our students are working at or above the state average, with 15% exceeding the expected level. In Year 5, 91% of students are working at or above the state average, with 11% exceeding the expected level.

Our Spelling results continue to be a strength. In Year 5, 82% of students are working at or above the State average while in Year 3, 73% of students are working at a proficient level. At Year 5 and Year 3, Grammar and Punctuation is just below the state mean and this is an area for improvement.

Mathematics

Our results in Year 5 are excellent. In Year 5, 84% of students are working at or above the state average, with 16% exceeding the proficiency. While at Year 3, 60% of student are at the proficient level. Student growth from Year 3 to Year 5 remains a strength. This can be directly

attributed to the professional development that teachers have participated in over the past three years, which has focussed on building teacher capacity to improve student outcomes.

Our MACSSIS data and school based data also confirms the upward trajectory that we continue to see across the school. This affirms the strategic goals set and actions taken in our School Improvement Plan. The school continues to achieve excellent results and works cohesively as a school community to excel.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	401	54%
	Year 5	500	63%
Numeracy	Year 3	394	60%
	Year 5	508	84%
Reading	Year 3	412	67%
	Year 5	518	88%
Spelling	Year 3	409	73%
	Year 5	510	82%
Writing	Year 3	444	92%
	Year 5	518	91%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.
- To build teacher capacity in the consistent implementation of a multi-tiered systems of support that enhance the climate of learning.

Achievements

The Positive Behaviour for Learning (PBL) framework has continued to be a key focus. Staff have received professional development in the Tier 1 practices of Positive Feedback and Active supervision and we have focussed on embedding these practices. With strong implementation on Tier 1 universal practices, we have commenced working on developing our knowledge and understanding of tier 2 practices suitable for some students who require extra support.

The Core PBL team (PBL coach, Principal, Deputy) were trained in Tier 2 practices and also attended Professional Development with Terry Scott, a leading PBL expert, on essential practices. The PBL team continued to work with staff from Melbourne Archdiocese Catholic Schools (MACS) to embed and improve their practice. The PBL core team worked with Pedagogical/Learning Leaders to discuss School Wide Information System data (SWISS) and to identify any behaviour patterns. PBL weekly lessons were planned for the explicit teaching of social skills on focus strategies to ensure consistent expectations across the school. The building of staff capacity to interpret data and plan lessons as well as the mentoring of new staff have been essential for progress and sustainability. Some Tier 2 practices (Check in Check out and Student Risk Screening scale (SRSS)) were introduced to support students identified as Tier 2 in the SWIS data.

At the end of 2024, a Mental Health and Wellbeing Leader (MHaWL) was appointed as part of the Mental Health in Primary Schools (MHIPs). This role is funded 2 days a week in partnership with Melbourne University and The Murdoch Children's Institute. The MHaWL role was combined with the Wellbeing leader role and Wellbeing booster funding was used in 2024 to allow a staff member to work in Mental Health and Wellbeing 4 days a week. Along with the Principal and Deputy, the team began the training components to learn more about Mental Health Literacy and the goal of the program. Community of Practice days are held twice a term for MHaWLs from the local area. The key purpose of the MHaWL is to build the staff's capacity to support student mental health, to strengthen links between school and other support services, to help create clear referral pathways for students who may need assistance, to advocate and promote student voice and to promote a whole school approach to mental health and wellbeing.

The Respectful Relationships program continues to be implemented promoting healthy, equal, and respectful relationships among students and staff. Our school has successfully applied to become a lead school in the Respect Relationships program in 2025. The purpose of a lead school is to demonstrate and model effective practices for implementing Respectful Relationships, serving as a benchmark for other schools. The School Advisory Council attended a meeting in Term 1 2025 around how to involve school councils in getting the important message of the Respectful Relationships curriculum to all members of the school community.

A Student Representative Council (SRC) was established at SFS. Twelve students were chosen each term to be the SRC and to champion student voice at school and be active in decision making to improve the school. They have focused on promoting the importance of Child safety at SFS and have worked on editing the Child safety standards in child friendly language to be used with all students. The SRC have also put in place other actions such as a prayer roster to encourage the use of our new Yarning Circle, scheduled buddy lunch days and decide on new rewards menus to be used for PBL weekly raffles.

The school has also partnered with "BeYou", a national mental health and wellbeing initiative in Australia, delivered by Beyond Blue. Staff participated in a BeYou workshop on identifying students who may be struggling to build a mentally healthy community. Students in Years 4 to 6 completed a survey to give us some recent data about their mental health and wellbeing and future areas for improvement. Students participated in important awareness days in 2024 including "Walk safely to school", "R U OK" day, "National Child Protection Week", "NAIDOC and Reconciliation" weeks, "National week of Action against Bullying and Violence" and "Harmony Day" in 2024.

Specialist Wellbeing lessons (SWAP) continue to build the capacity and skills of students. There was a Specialist day in 2024 with a focus on Child safety standard 1, creating a culturally safe environment where the unique and diverse identities of Aboriginal people and children are respected and valued. The day included a whole school incursion with Didgeridoo Australia where the children listened and participated in Aboriginal dance, singing, music and culture. The students worked on an Acknowledgement of Country written in child friendly language.

Child Safety is always a key priority at St Francis de Sales. The school's child safety policy & Code of Conduct is renewed annually in consultation with the staff and the School Advisory Council. The Child Safety Team as part of the Student Engagement Group (SEG) 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 is discussed at level meetings. Staff complete annual online training and induction. All policies and documents related to Child safety practices are regularly updated and are available on the school website

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 and successful application to be a lead school.
- Focus on child safety standard 1 on Specialist day and incursion
- Special events/ extracurricular activities, Harmony day, National day of Action
- against Bullying, Walk safely to school day, R U OK day, Reconciliation week and Naidoc week
- SWELL Week and Welcome picnic with tabloid sports incursion with Kaboom Kids
- Be You wellbeing survey for students in Years 4 to 6.
- Student Representative Council (S.R.C) to develop student voice and action
- School Chaplain from Catholic care
- Seasons for Growth program

- Updated Child safe standards in child friendly language
- Casey Youth services “AMP” and “Y girls” for Year 5 and 6 students.

Student Satisfaction

Catholic identity - 75% above the MACS average 65%

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 - 75% is similar to the MACS average 77%

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 engagement- 52% is similar to the MACS average 51%

Students are excited about their learning and are motivated to do their best.

School Climate - 58% similar to the MACS average 59%

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

School Belonging - 72% is slightly above the MACS average of 69%

Students enjoy mixing with other students and they feel accepted. Teachers are kind and supportive of student needs. There is a sense of belonging to the home group, learning space and school.

Learning Disposition - 75% similar to the MACS average 73%

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 Safety - 59% similar to the MACS average 57%

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

Teacher-Student Relationships - 70% is similar to the MACS average 71%

Students feel teachers are interested in them, they listen, respect them and enjoy teaching them.

Enabling Safety - 58% is similar to the MACS average 57%

Students feel they can go to a teacher about their concerns and the teacher will help them.

Student Voice - 57% is similar to the MACS average of 56%

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.

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 Student Engagement Group (SEG) 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	90.4
Y02	91.9
Y03	91.1
Y04	90.4
Y05	91.1
Y06	90.8
Overall average attendance	91.0

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 and Management have worked on the completion and consolidation of the goals of our 2022-2025 School Improvement plan as we approach the end of this improvement plan. We have continuously evaluated and reviewed our progress using the Agile Leadership tools to sharpen our focus. We have ensured staff are always informed and part of the decision making process of moving forward in our school goals and actions.

There has been a change in the structure of the Leadership team with a focus more on building curriculum and pedagogy knowledge and capacity. The structure has been changed to three Learning Leaders who with the Principal, Deputy Principal, Learning and Teaching, Religious Education Leader and Student Wellbeing & Mental Health Leader focus on ensuring the goal and intended outcomes from the school improvement plan and annual action plan are visible and continually and strategically mapped and implemented. The three Learning Leaders attend SWIF - School Wide Improvement Framework Professional Learning where the focus is on School Improvement and ensuring the school goals are enacted and achieved.

In 2024, a particular improvement priority was on enhancing the quality of teaching by building a culture of using effective feedback strategies and evaluating the impact of teachers' practice on students' learning. Throughout the process teachers have unpacked the Australian Professional Standards for Teachers AITSL, Classroom Practice Continuum and have worked on the goal: "teachers provide feedback that aligns to the success criteria." Teachers worked on creating opportunities for greater student dialogue, thinking and active participation. Staff were involved in a series of staff meetings where they viewed AITSL videos of good models of teaching and learning that demonstrated this goal. Teachers then used personal videos reflecting on feedback strategies and tactics being used in their own lessons. They shared these videos with peers and Principal/Deputy Principal supporting each other while reflecting on their professional practice. This goal is continuing as a focus for improvement.

The release of the MACS Vision for Instruction also required a rethink and sharpening of our priority to enhance the quality of teaching in our Annual Action for 2024. The Vision for Instruction led to staff professional dialogue that focused on the intentions of the document with a specific focus on the Catholic Principles for Education in MACS schools. As a staff we audited our framework and learning and teaching and discussed how our pedagogy at St Francis de Sales complimented and supported the MACS vision for instruction. An explicit instruction model has always been central to a strong learning environment at St Francis de Sales. As a leadership team we engaged in rich professional dialogue and reflection. We planned strategically to review evidence-based practices already implemented in our Literacy and Numeracy instruction, considered refinements to be made and commenced the trial or implementation of other high impact practices recommended.

During 2024 we had a key focus in Mathematics and we unpacked the vision for mathematics instruction and provided professional development in the evidence-based practices for mathematics. We had a focus on developing number sense, building fluency, teaching mathematics concepts, the use of concrete materials, problem-solving strategies, using precise mathematics language as well as explicit instruction. We have supported the learning of staff by the use of a structured implementation approach incorporating the principles of effective implementation. At St Francis de Sales we have been exploring and experimenting in Mathematics and also in English ensuring staff are supported and professional dialogue is rich and effective as we focus and progress on incorporating the Vision for instruction.

The enhanced school facilities with the introduction of the new Multipurpose hall and music rooms has been a huge asset and has been widely used by the school community. During the year all learning spaces have enjoyed the addition of air conditioners. Seven ceiling

cassette Daikin units in each learning space have enhanced the learning environment providing both heating and cooling now enjoyed by the school community.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>2024 SRO Term 1 Primary REL Network Day: Strengthening REL leadership</p> <p>2024 SRO Term 2 Primary REL Network Day: Prayer & Sacrament</p> <p>2024 SRO Term 4 REL Network: Witness for Mission</p> <p>2024 Term 3 SRO REL Network - Leaders of Teaching & Learning</p> <p>Considering and Implementing Key Features of Schoolwide PBL: A Training for Schoolwide Teams (Invitation Only for MACS Supported PBL Schools)</p> <p>GenAI Forum</p> <p>Graduate to Proficient Program - Central Network Learning Day (1st and 2nd year graduates)</p> <p>Graduate to Proficient Program - Regional Network Learning - Southern (Term 2)</p> <p>Graduate to Proficient Program - Regional Network Learning - Southern (Term 4)</p> <p>ICON eHR - Shared Service refresher digital onboarding forms (9.30 - 11.30am)</p> <p>MACS Primary Literacy Leader Network 2024 Day 1 B Eastern & Southern Regions</p> <p>MACS Primary Literacy Leader Network 2024 Day 2 B Eastern & Southern Regions</p> <p>MACS Primary Literacy Leader Network 2024 Day 3 B Eastern & Southern Regions</p> <p>MACS Primary Literacy Leader Network 2024 Day 4 B Eastern & Southern Regions</p> <p>MACS Primary Literacy Leader Network 2024 Day 5 B Eastern & Southern Regions</p> <p>MACS Southern Region Mathematics Network</p> <p>MACS Southern Region Mathematics Network Term 3</p> <p>Mandatory Reporting Training</p> <p>Mathematics Webinar Series - Decimals Years 4-6</p> <p>Mathematics Webinar Series Addition & Subtraction of Fractions Years 5 & 6</p> <p>Mathematics Webinar Series Angles Years 3-6</p> <p>Mathematics Webinar Series Equivalence Years 3-6</p> <p>Mathematics Webinar Series Symmetry and Transformation Years 4-6</p> <p>Pro rata School Holiday Pay</p> <p>Southern Deputy Principals' Network - Term 2</p> <p>Southern Deputy Principals' Network - Term 3</p> <p>Southern Deputy Principals' Network - Term 4</p> <p>Southern Diversity Leaders Seminar: Assessing and Intervening with Impact : Problem Solving for Planning and Powerful Instruction Day 1</p>

Expenditure And Teacher Participation in Professional Learning	
Southern Diversity Leaders Seminar: Assessing and Intervening with Impact : Problem Solving for Planning and Powerful Instruction Day 2 Southern Primary Schools Administration Network - Term 1 Southern Primary Schools Administration Network - Term 2 Southern Primary Schools Administration Network - Term 3 Southern Primary Schools Administration Network - Term 4 Student Wellbeing Leaders Conference Student Wellbeing Leaders Primary Forum - Southern Region - Term 1 2024 Student Wellbeing Leaders Primary Forum - Southern Region - Term 4 2024 SWIF 1, 2024 SWIF 2, 2024 SWIF 3, 2024 SWIF 4, 2024	
Number of teachers who participated in PL in 2024	40
Average expenditure per teacher for PL	\$600.00

Teacher Satisfaction

School Safety - 79% well above the MACS average of 68%

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

School Climate - 86% well above the MACS average of 73%

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.

Staff Leadership Relationships - 82% similar to MACS average of 81%

Staff leadership relationships are seen as positive and staff are comfortable approaching school leaders for support. Staff believe school leaders working the best interests of the school are are respectful and fair.

Instructional leadership - 67% Well above 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 - 63% well above the MACS average 41%

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.

Staff Safety - 66% is similar to the MACS average of 68%

Staff see themselves as successful in their role and feel that their achievement are celebrated. OH&S issues are attended to when raised. The school continues to improve these processes.

Professional Learning - 67% is similar to the MACS average 63%

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.

Collaboration around an Improvement strategy - 81% well above the MACS average of 67%

Teachers have clarity around the key focus for the school improvement and the plan is achievable. There is teacher support with resources, processes and professional development aligned to the key focus areas.

Collaboration in teams - 87% well above the MACS average 70%

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.

Support for Teams - 82% well above the MACS average of 68%

There are clear expectations for team meetings and the staff are provided with the time to meet and collaborate together. This time is considered essential and is valued and maintained.

Collective efficacy - 88% well above the MACS average 75%

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

Catholic identity - 85% above the MACS average 76%

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.

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	5
Graduate Certificate	0
Bachelor Degree	15
Advanced Diploma	5
No Qualifications Listed	12

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	42
Teaching Staff (FTE)	29.28
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	7.154
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

At St Francis de Sales, we place great importance on building strong, positive relationships between school and home. In 2024, we continued to strengthen these connections by bringing our community together, united in supporting the success of every student. We began the year by warmly welcoming our newest families with a special Foundation Parent Meet and Greet evening, designed to help families connect and begin their child's learning journey in a supportive environment. A highlight of the beginning of the year was our whole-school Welcome Picnic, which provided a wonderful opportunity for new families to meet existing families and staff, fostering a sense of belonging and partnership within our community. In addition, we hosted Information Nights and parent-teacher interviews for both Junior and Senior families, offering valuable insights into their child's learning journey at St Francis de Sales. This provided the opportunity for parents to ask questions and engage directly with their child's teachers. At St Francis de Sales, we value the connection with parents and foster open communication throughout the year.

St Francis de Sales values strong communication between home and school. We use several tools to keep parents connected and informed. The St Francis de Sales website continues to be a vital showcase of the vibrant and welcoming community we are so proud of. For prospective families, our website now features a simple and flexible online booking system for school tours, making it easier than ever to arrange a visit and experience the spirit of St Francis de Sales firsthand. It offers our school families a glimpse into the dynamic learning and experiences that makes our school unique. Current families can easily stay connected through access to newsletters and learning platforms that support learning beyond

the learning space. The St Francis de Sales School App is the central place for all school-related information, including access to our weekly newsletter and other important links.

The Seesaw app is a meaningful bridge between home and school, allowing parents to stay closely connected to their child's learning journey. It is used throughout the school to share updates, reminders, and open communication with teachers. It helps build a strong partnership rooted in support, understanding, and involvement. Additionally, our Facebook and Instagram pages play a key role in highlighting the many exciting moments across our school, attracting the attention of both current and future families within our community and beyond.

The Parents and Friends Association (P&F) is a clear reflection of the values of connection, community, and partnership. Our P&F have been instrumental in organising engaging events that involve the whole school community. These opportunities create a strong sense of belonging and continues to build meaningful connections between students, parents and staff. We are so grateful for the time and energy so generously given by our P&F to support the various fundraising and FUN events held at the school. We certainly have enjoyed many special lunches, movie nights, disco, and a highlight would be the colour run and sliming of a few brave teachers and the principal!! The efforts by this mighty group raised \$30000 that contributed to getting our three Learning Spaces fully air-conditioned. They also helped to fund a long jump track and pit and supported the purchase of a high jump thick mat for our new hall.

Monthly School Advisory Council meetings provide a platform for parents to share their ideas and insights, contributing to decisions that benefit the entire school. In 2024, we had three members join our team. We really value the engaging dialogue and collaboration by this committee to deliberate, provide feedback and actively support our school plans. We appreciated the use of QR codes to obtain parent feedback, involvement in new initiatives like our Respectful Relationships online activity night and general support for the directions of our school safety and improvement plans.

In 2024, St Francis de Sales proudly hosted a range of exciting events that brought our whole school community together in meaningful and memorable ways. There were many community highlights and celebrations throughout the year, from our Twilight Sports Night, Twilight Market and Art Show, to a highly successful STEM Night. These events provided wonderful opportunities for families, students, staff, and members of the broader community to form strong relationships and share in the life of the school. Our STEM Night was a fantastic success, offering hands-on activities and showcasing the creativity, curiosity and collaboration that drives learning at St Francis de Sales. The Art Show transformed our school hall into a stunning gallery space, highlighting the talents of our students and celebrating the arts in a vibrant community setting. Our Twilight Market was another highlight,

bringing together current families, past families, and local community members for an evening of food, stalls, and entertainment, further strengthening the connections between our school and the wider community. There are many favourite annual events that everyone looks forward to from the Mother's and Father's Day breakfasts and stall to celebrating Grandparents, enjoying yummy pancakes on Shrove Tuesday and performances by our school choir during these events..

Our Senior Students actively participate in a variety of Action Teams throughout the year, designed to empower them to take meaningful action within our school, local community, and beyond. Action Teams are centred around key concepts including Pastoral Care, Social Justice (both local and global), Environmental Stewardship, and Understanding Others. The purpose of Action Teams is to promote leadership, collaboration, and a strong sense of social responsibility, enabling students to recognise their ability to make a positive impact. Through their involvement, students develop important life skills such as empathy, teamwork, problem-solving, and a commitment to community service.

In addition to Action Teams, we are proud to have more than 50 grade 5 and 6 students who volunteer their time to be part of our Mini Vinnies group, generously offering their lunch breaks to support local initiatives. Our students engage in a range of activities, including Project Compassion, the Winter Appeal, and the Christmas Hamper drive. Through participation in these action teams, students deepen their understanding of community needs, strengthen their compassion for others, and experience the rewards of making a difference through service. Our relatively new Yarning Circle has also provide a great place to gather and pray or enjoy a treat in the garden like a refreshing spider or ice-cream.

Overall, St Francis de Sales has fostered a thriving, engaging, and supportive community atmosphere that not only enhances student learning but also consolidates strong, lasting partnerships that contribute to the holistic development of our children and the broader community.

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 2024 MACCSIS survey reflected a positive response to the school.

Family engagement - 48% equivalent to the MACS average 48%

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.

Barriers to Engagement - 63% is similar to the MACS average 64%

Parents see the outreach and communication of the school is excellent however their own time pressure and work commitments as well as child care care at times be barriers to accessing all that the school opportunities offered.

School fit - 77% is similar to the MACS average 76%

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

School climate - 87% is above the MACS average 84%

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 - 79% is above the MACS average 70%

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

Communication - 79% is above the MACS average 73%

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 - 70% is well above the MACS average 66%

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