



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 19 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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

“As one in faith we learn and grow.”

Inspired by the teachings of Jesus Christ we support our students to live compassionately and justly in the world, in relationship with each other and in harmony with God’s creation.

We embrace the charism of our patron saint St. Francis de Sales, who said,

“Be who you are and be that perfectly well.”

We desire the full flourishing of each child to embrace their giftedness and be the best they can be. In striving for excellence in education we encourage children to take pride in themselves and their achievements. We empower them to participate effectively in a changing world, sharing God’s gift of love to make our world a better place.

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 Catholic Primary School is a welcoming, nurturing, and inclusive community with a strong commitment to student wellbeing and academic achievement.

The year commenced with the theme “Pilgrims of Hope” as we commenced the Jubilee year. As Pope Francis opened the doors of the Vatican we opened the door to a new year full of anticipation and hope. It was a chance to review our Vision and Mission statements and to look at our saint St Francis de Sales who inspires us to embrace a charism of love. To “be who we are and to be that perfectly well.” To go out and be the light of Hope, the light of peace and the light of love in our world. The Catholic Identity of the school continues to be a strength and is authentically lived and embraced by the school community. It is felt the moment you walk through the school doors.

The year 2025 had many opportunities for us to embrace the call to be a beacon of Hope. We were well supported by our Parish Priest Fr Fabian and also Fr Antony who supported our request to share liturgies and prayer opportunities with us. A highlight of the year was combining with St Kevin’s children to celebrate our parish’s feast day with Andrew Chinn from Butterfly Music. The hymns shared and actions learned were incorporated into many gatherings during the year. It is always great to see learning transform to visible acts that make the Catholic social teachings alive and present in our school year. Effective strategies have been established to support the faith development of students and staff.

At St. Francis de Sales, we value high quality teaching and learning practices that are consistent across the school. We are a high performing school and our unique Instructional Framework is at the centre of our learning and teaching approach. In 2025, we participated in a whole school review conducted by Stephen Russell, an independent reviewer. It was an extremely positive process as Stephen affirmed the great pedagogy and consistent practices at our school that continue to lead to high performance and strong learning outcomes for our students.

In his summary to the community, Stephen stated, “ The school leadership team fosters a positive learning culture within a safe, calm, and orderly environment. Well-designed learning programs and a consistent teaching framework have contributed to measurable improvements in student achievement and growth.”

Stephen’s report further affirmed the school’s Learning & Teaching and stated, “The school has made progress toward achieving the intended outcomes of its School Improvement Plan (SIP), particularly in improving teaching and learning. A strong commitment to enhancing teacher pedagogical practice is evident, with investment in professional learning to embed evidence-based strategies.”

In addition, Paul Lewis from National Curriculum Services conducted the Victorian Registration and Qualifications Authority (VRQA) review of our school. St Francis de Sales Catholic Primary School, Lynbrook has demonstrated compliance with the Minimum Standards and Requirements for School Registration and the Child Safe Standards (Ministerial Order 1359).

We want the best learning opportunities for each child. Our pedagogy is personalised in response to the learning needs of each student and is informed by current research and the science of learning. In 2025, as a staff we have maintained a strong focus on explicit teaching with staff meetings that consolidated on strategies from MACS Vision for Instruction and Vision for Engagement. Working in teams our teachers engage in professional dialogue and reflect on their practice. This builds individual and team capacity ensuring consistency across the school. Student learning is supported with small group instruction that allows us to target and re-teach a specific skill or content. Students have greater opportunities to practice and respond. The teacher can check for understanding and provide immediate feedback to support progress. There is time for revision and practice to develop fluency, as well as opportunities for extension.

Our NAPLAN data over the past four years indicated the mean Year 3 and Year 5 Reading, Writing and Spelling data was above similar schools. We are very proud of our 2025 NAPLAN results that are even stronger and continue to improve. We have more students in the strong and exceeding levels in Numeracy and Literacy than similar schools in both Year 3 with even stronger results in Year 5.

Our expected behaviours and routines ensure a calm environment where relationships are valued. Student wellbeing remains a central focus, with multi-tiered support systems in place to address the needs of a diverse student population. Our student behaviours and the development of student self-regulation continue to be a strength. Our students are often praised and acknowledged for the way they interact and learn within the school and when out in the community on excursions and events. A wellbeing team and a child safety team ensure we are responsive to data and act to strengthen and improve our positive school culture.

A focus in 2025, is to enhance our forms of communication to ensure they are effective and meeting current needs. We value the support from both the Advisory Council and the Parents and Friends Association to ensure everyone feels welcomed and there are activities that build connection and community. We have worked on the development of a new website to be released in 2026. Opportunities to message parents have altered with the use of nForma and the use of social media to communicate and showcase student learning and school events.

There was so much to celebrate in 2025 at St. Francis de Sales as we work in partnership with our parents, staff and community to provide the best learning opportunities for our

students. As a result of our 2025 review we have the following goals that will form part of our 2026-2029 School Improvement Plan and will inform our next Annual Action Plan.:

- To improve student achievement in Mathematics, particularly in the area of operations (addition, subtraction, multiplication and division) F-6
- To improve student achievement in Reading, particularly in the area of phonics and fluency F-2
- To strengthen and deepen the Catholic faith and culture in our community (teachers, students and families)
- To strengthen the targeting of individual learning needs (academic, social, emotional and behavioural) F-6.

We look forward to working in partnership with our parents, students and staff to build our capacity and continue to excel.

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 more than something we teach, it is something we live, nurture, and celebrate each day and is embedded in our school culture. Central to this commitment is the ongoing faith formation of our staff, empowering them and building their capacity to confidently lead, accompany, and inspire students while strengthening our Catholic identity. Through meaningful dialogue, professional learning, reflection, prayer, and collaboration, we continue to grow together as a vibrant, Christ centred, and faith filled learning community.

We have made significant progress in strengthening our Catholic identity through Religious Education. The 2025 Enhancing Catholic School Identity (ECSI) data indicates that our staff, students and community demonstrate a strong and deeply rooted Catholic identity. Over the past four years, ongoing professional development and faith formation opportunities have been intentionally embedded to support staff in growing as confident witnesses to the Catholic tradition.

This sustained focus has strengthened our capacity to operate as a dialogue school, fostering open engagement with diverse perspectives while remaining firmly grounded in Catholic teaching. As a result, we have developed more consistent and coherent learning and teaching practices that not only enhance student learning but also deepened the faith formation of our students within a Christ-centred environment.

In partnership with Consultants from MACS, our staff have engaged in ongoing professional learning to deepen their understanding of the Religious Education Framework and strengthen their capacity to lead learning in a Christ-centred context. Through the use of Scripture, purposeful student questioning, student agency, and rich provocations, staff continue to support students to make authentic and personal connections between faith and life, grounded in the Pedagogy of Encounter.

Along with MACS, the Religious Education Leader, Deputy Principal and Principal have worked closely with staff, providing guidance and support in reviewing and planning to meaningfully embed Scripture within learning sequences. Staff have greatly valued these opportunities, which have contributed both to their ongoing faith formation, building their confidence and capacity in planning and delivering high-quality Religious Education. Rich assessment tasks are used to assess student learning. As a result, there is greater consistency in teacher judgement and a clearer alignment between teaching, learning, and assessment in Religious Education.

A key focus continues to be Catholic Social Teachings (CST), where learning leads to meaningful action. Students are encouraged to view social issues from multiple perspectives, reflect deeply, and respond in ways that promote the common good.

This year, we have continued to strengthen our partnership with our Parish Priest, Fr. Fabian Smith and Fr. Antony Santhiyagu, the Assistant Parish Priest. Their rich and vibrant presence continues to nurture the faith life of our school community. Guided by a Christ-centred vision, Fr. Fabian and Fr. Antony actively engage with students, staff, and families, supporting the spiritual growth and Catholic identity of St Francis de Sales. They play an integral role in the implementation of our Sacramental Program, leading formation sessions, liturgical celebrations, homegroup visits, prayer experiences, and sacramental preparation for students, parents, and staff, and helping our community deepen its relationship with Christ.

In 2025, as we celebrated the Jubilee Year, our Year 6 students received the Sacrament of Confirmation at St Patrick's Cathedral alongside students from St Kevin's School. These significant faith milestones were made possible through the strong collaboration and shared commitment of our staff, families, and parish community, working together to support our students in their faith journey.

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. Drawing on both Catholic tradition and Indigenous wisdom, the Yarning Circle - a sacred outdoor space, has become a meaningful setting for communal prayer, dialogue, and deep reflection. 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.

Together, we continue to grow in faith, hope, and love - walking beside one another as we learn, lead, and serve with purpose in the light of Christ.

Value Added

Senior students participate in the Mission Mass at St. Patrick's Cathedral
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
Fr. Fabian & Fr. Antony school visits
Sacramental commitment Masses and retreat days
Sacramental Faith Formation Sessions
Space Masses - focusing on a Saint
Whole school Masses
Votive celebration of patron saint - 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
Staff Planning Session
RE Accreditation of graduate and new staff members

Seville Mercy Centre - Sister of Mercy Rainforest retreat

Australian Catholic Education Conference (ACEC) Conference - Cairns

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 2025, we completed our School Review. The feedback and outcomes of this process were extremely positive and testament to the hard work and strong relationships of staff, students and the school community which confirmed our standing as a high performing school.

With the MACS Vision for Instruction now in the expanding phase of implementation within our Learning & Teaching Framework, 2025 saw staff undertake a deep dive into the specific stages of the explicit instruction sequence. The key focus was on the I DO and YOU DO stage, with staff participating in professional development around live modelling and guided practice techniques. This learning was supported by the resources and learning opportunities provided at the MACS Southern School Wide Improvement Forum and Literacy/Numeracy Leader Networks. High participation strategies and checks for understanding continue to be a key feature of our school's retrieval and engagement practices as outlined in the Vision for Instruction. Leadership also began the process of introducing the new MACS Vision for Engagement to staff and exploring how this is being enacted at St Francis de Sales.

In English, staff transitioned to the Victorian Curriculum English 2.0, exploring and familiarising themselves with changes to the organisational structure and key curriculum revisions. We continued our work in improving student outcomes in grammar and

punctuation across years 3-6, with skills at each year level being identified and explicitly taught. This was further supported by the grammar resources provided by OCHRE.

In Mathematics, the OCHRE Education Units are now being utilised by all staff as a resource F-6. Together with the Learning and Teaching Leader, staff worked on revising and re-writing units of work across F-6 so that the content introduced and learning outlines in lessons are sequential and reflects the explicit instruction sequence. There was also a focus on improving student achievement in counting and place value F-2, with teachers analysing student data from the Mathematics Interview Online to identify specific skills to be targeted.

The school's Literacy Support Team continued to target the needs of those students at risk in English, particularly in Reading. One to one and small group support is provided to students, with monitoring and assessment of student progress communicated to teachers each term. The Mathematics Extension Program for Year 6 students was run once again in 2025 based on the number of high performing students in Year 6 who were eligible for extension.

Assessment and Reporting changes also occurred in 2025. Changes were made to the reporting of Mathematics with schools asked to provide an overarching teacher judgement as a single, aggregate score rather than separate marks for each strand. This was reflected in both the Semester 1 & 2 reports for 2025. The Junior School assessment schedule was revised, with the introduction of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) testing F-2, to screen for reading risks and monitor early literacy development. The testing of students in Year 3-6 will follow in 2026.

Integrated Curriculum and Religious Education has continued to be a focus and staff take pride in the planning of units, embedding these two areas to ensure content and learning is meaningful to students through an inquiry approach model. Staff pride themselves on the continuous planning, teaching, assessing and reviewing of learning throughout the teaching cycle allowing for student questions, and co-designing of learning experiences.

Staff Meetings have continued to unpack the concept and domain area of Integrated Curriculum with the Religious Education Content Area through provocations and building staff capacity across the two subjects. Staff meetings have focused on the scriptures that will be used in the unit of work. The Principal, Deputy Principal and Religious Education Leader provided opportunities during staff meetings to read, unpack and discuss the scripture. This helped all staff to build their knowledge and the insights needed to ensure the text in Religious Education lessons is meaningful for students. Professional dialogue and participation in term planning sessions has supported teaching teams to effectively use scripture and embed the Catholic Social Teachings in units of work.

Staff continue to use Stand Up Meets (Agile tool) to review progress and learning before planning the next sequence. Staff use rich assessment tasks to inform planning of each cycle and moderate assessment for the unit of work. Staff are encouraged to work collaboratively to provide quality teaching and learning experiences for all students.

Student Learning Outcomes

In 2025, our Year 3 and Year 5 students performed very well across all NAPLAN areas (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy), with overall achievement trending either well above or just above both the state and national average.

The majority of students in both year levels were working at the strong or exceeding proficiency level, particularly in Reading and Writing and Numeracy (Year5). Students also continued to make strong growth between Year 3 and Year 5.

Student Learning outcomes in NAPLAN do show an upward trend in student performance over the last 3 years, which has been pleasing to see. These results have been a direct result of the rigour and consistency that is a key strength of our school in terms of teaching and learning.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	430	67%	416	61%
	Year 5	528	80%	514	72%
Numeracy	Year 3	413	72%	404	66%
	Year 5	511	87%	510	86%
Reading	Year 3	432	86%	422	77%
	Year 5	513	87%	516	88%
Spelling	Year 3	423	74%	416	74%
	Year 5	521	84%	516	83%
Writing	Year 3	432	88%	438	90%
	Year 5	516	91%	517	91%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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

St Francis de Sales has a positive, calm and respectful school culture which was confirmed through our 2025 school review process.

Child Safety remains a key priority at St Francis de Sales and we continue to meet the child safety standards. Our policies and Code of Conduct are reviewed annually in consultation with the School Advisory Council. Education around the child safety standards is an on-going focus for students, staff and the community.

The Mental Health and Wellbeing Leader (MHAWL) supports students and families in our community. The school continues to communicate with families via the newsletter, providing health information as well as online information sessions. These have been positively received by the parent community.

Staff engaged in professional development around the Victorian Curriculum (V2.0) Personal and Social Capabilities and the new MACS Vision for Engagement. The Vision for Engagement is a faith-inspired, evidence-based framework which promotes the explicit teaching of behavioral norms to help every student flourish academically, socially, and emotionally.

Positive Behaviour for Learning (PBL) is strongly embedded in the school culture with weekly social skills lessons taking place. A dedicated team consisting of the Principal, Deputy Principal, Student Wellbeing & Mental Health Leader meet weekly to analyse whole school behaviour data and implement strategies at a whole school or individual level as

required. School data has been positive and reflects that the school has strong universal practices in school wide expectations, routines and behaviour management.

The Respectful Relationships (RR) program reached a significant milestone in 2025 as our school became a Lead School. In this role, we modeled effective practices for other schools and presented our community engagement strategies to local schools in the City of Casey. Key achievements included: the Women's Health in the South East (WHISE) raising awareness of the importance of RR with the School Advisory Council; parent and child online workshops focusing on gender stereotypes and stress management.

Student Voice was further strengthened through the Student Representative Council (SRC) specifically focusing on Child Safety. The SRC edited Child Safety standards into child-friendly language for the student body and implemented a prayer roster for the new Yarning Circle. Senior members also attended a leadership conference at Bunjil Place, inspiring passion projects to improve the school environment.

Student wellbeing and Child Safety is a high priority at our school and we continue to ensure an inclusive, culturally safe environment for all our community.

Value Added

- Embedding social and emotional learning within the units of work.
- Wellbeing specialist program (SWAP)
- Tier 2 intervention practices (Check in Check Out)
- Social skills groups
- Circle time
- Brainstorm Productions :Be Brave which focused on what students can do if they were being bullied or witnessed someone being bullied and participation in the "Kid's Helpline" largest anti-bullying lesson. Rights, Responsibilities and Respectful Relationships program and successful
- "Come dressed as Your Dream Job" and involvement of the School Advisory Board.
- 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, Largest Bullying Online lesson Brainstorm Productions performance
- SWELL Week and Welcome picnic with "Bollywood Bling" incursion
- Resepectful Relationships survey for staff and students
- Student Representative Council (S.R.C) to develop student voice and action
- School Chaplain from Catholic care
- Seasons for Growth program
- Introduction of Peaceful Kids with training of staff

Student Satisfaction

Catholic identity - 81% well above the MACS average of 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.

Rigorous Expectations - 82% above the MACS average of 76%

Students feel that teachers hold them to high expectations, encourage them to do their best and take the time to check their understanding.

School engagement - 63% above the MACS average of 50%

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

School Climate - 66% above the MACS average of 59%

There is positive energy at our school which impacts on the students success, safety and wellbeing.

School Belonging - 77% above the MACS average of 69%

Students feel positively about our school environment. They have a strong sense of belonging to their home groups, learning spaces and school.

Learning Disposition - 80% above the MACS average of 73%

Doing well at school is important to students. Students have a positive mindset about themselves as learners.

Student Safety - 64% above the MACS average of 57%

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

Teacher-student relationships - 78% above the MACS average of 71%

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

Enabling safety - 67% above the MACS average of 57%

Students feel they can go to a teacher about their concerns, and the teacher will help them. Students feel safe, connected and supported by staff when they encounter problems.

Student Voice - 66% above the MACS average of 57%

Students feel they have a voice in what happens at school and that there are opportunities for them to contribute to school life.

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 Nforma/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	90.44
Y02	91.86
Y03	91.13
Y04	90.41
Y05	91.07
Y06	90.79
Overall average attendance	90.95

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 Principal, Deputy Principal and Leadership Team have continued to strengthen and lead a culture of learning. The new structure introduced at the commencement of 2025 with three Learning Leaders has been a positive change in the leadership structure. In 2025 the Principal, Deputy Principal and Learning Leaders attended the SIN (School Improvement Network: Elevate and Innovate) which focused on the Vision for Instruction: Cognitive Science and Explicit Instruction and Effective Checking for Understanding Practices. The School Improvement Plan and the Annual Action Plan was reviewed and refined using Agile Leadership tools to sharpen the goals. The School Improvement Plan and Annual Action Plan are visible and continually and strategically mapped and implemented.

The leadership team and staff continued to focus on the AITSL Classroom Practice Continuum. Teachers focused on full participation and checks for understanding” to improve teaching practices. Teachers used videos to capture their teaching practice and they reflected on strengths and steps to work on. This model of peer to peer feedback has been invaluable in strengthening dialogue around elevating their teaching practice and improving student engagement and feedback. This also provides a catalyst for discussion on personal improvement goals and support required at Annual Review Meetings.

In 2025 St Francis de Sales was in a review year. Staff worked together to reflect on the 2022-2025 School Improvement Plan and provided evidence to demonstrate progress in school based goals over the last four years. Staff Meetings led by MACS staff, the Principal

and Deputy Principal and Leadership team members reviewed the 5 areas of improvement (Religious Education Dimension, Learning and Teaching, Student Wellbeing, Leadership and Management and Community Dimension). The review process was a very engaging and rewarding experience for all stakeholders. The feedback was very positive and recommendations for forward planning were outlined. Investment in building leadership capacity and professional learning was a key strength with continued support for middle leaders to engage in leadership training and instructional coaching.

In presenting his report to the community, Stephen Russell our school reviewer stated,

"The school leadership team fosters a positive learning culture within a safe, calm, and orderly environment. Well-designed learning programs and a consistent teaching framework have contributed to measurable improvements in student achievement and growth."

"Leadership promotes collaborative approaches, providing targeted, whole-school professional learning to strengthen teaching, learning, and wellbeing."

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
2025 TERM 1 REL Network Day Analysing, Interpreting and Using MOI Data – Place Value Graduate Teacher Mentoring Program Graduate to Proficient Program 2025 Jubilee Year: Appeals For Hope Faith Formation Day Literacy Leaders Term 4 Network - all regions MACS OCHRE Introduction to F-6 Humanities Resources Mathematics Webinar Series - Worded Problems Years 2 - 6 Mathematics Webinar Series – Division Years 2 - 4. Mathematics Webinar Series – Mathematics Modelling Years 3 - 6. PBL@MACS Tier 2 Training Religious Education Curriculum: Facilitator Training Day for Trial-based Learning Teams Religious Education Curriculum: Trial-based Learning Teams Introduction DaySchool School Improvement Network - South - Term 1 School Improvement Network - South - Term 2 School Improvement Network - South - Term 3 School Improvement Network - South - Term 4 Southern Deputy Principals' Network - Term 1 Southern Deputy Principals' Network - Term 2 Southern Deputy Principals' Network - Term 3 Southern Literacy Leader's Webinar Southern Primary Schools Administration Network - Term 3, 2025 Southern Primary Schools Administration Network - Term 4, 2025 Southern Primary Schools Administration Network - Term 4, 2025 Southern Region Combined Primary Mathematics and Literacy Network - Term 1 Southern Region Primary Mathematics Network - Term 2 Southern Region Primary Mathematics Network - Term 4 Southern Region REL Network Term 2 2025 Southern Region REL Network Term 3 Southern Region REL Network Term 4 Southern Region Spirituality Workshop Student Engagement in Action – Professional Learning for School Leaders (SRO) Term 2 Primary Literacy Network - Southern Region Gospel of Matthew - Fr Elio Eucharist - Fr Fabian School Review

Expenditure And Teacher Participation in Professional Learning	
Seville Mercy Centre - Sister of Mercy Rainforest retreat Australian Catholic Education Conference (ACEC) Conference - Cairns	
Number of teachers who participated in PL in 2025	40
Average expenditure per teacher for PL	\$600.00

Teacher Satisfaction

School Safety - 77% above the MACS average of 69%

Staff have positive perceptions of students' physical and psychological safety while at school.

School Climate - 86% above the MACS average of 75%

Staff have a positive impression of the school environment. Leaders clearly communicate goals and are knowledgeable about the learning and teaching that is happening in the learning spaces across the school.

Instructional Leadership - 60% similar to the MACS average of 59%

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

Feedback - 54% above the MACS average of 43%

Overall, staff feel positive about the amount and quality of feedback they receive. This is still an area of focus as we continue to develop effective strategies to enhance this.

Professional Learning - 77% above the MACS average of 64%

Staff understand that the quality of professional learning opportunities received is in line with the school goals.

Collaboration around an improvement strategy - 80% above the MACS average of 71%

Teachers have clarity around the key focuses for the school improvement plan. There is teacher support aligned to the key focus areas.

Collaboration in teams - 83% above the MACS average of 73%

Teachers see this as a positive aspect of the school's culture. Teachers effectively work together in teams to improve teaching and learning.

Support for Teams - 72% similar to the MACS average 70%

There are clear expectations for teams and staff are provided with the time to meet and collaborate, and this time is considered essential and is valued.

Collective efficacy - 90% well above the MACS average of 77%

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

Catholic Identity - 87% above the MACS average of 77%

Staff are positive about how the 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	8
Graduate	5
Graduate Certificate	0
Bachelor Degree	15
Advanced Diploma	5
No Qualifications Listed	15

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	40
Teaching Staff (FTE)	28.92
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	7.13
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

In 2025, St Francis de Sales Catholic Primary School continued to flourish as a welcoming, nurturing, and inclusive community, deeply committed to our mission: "As one in faith we learn and grow". This year, our school community has further strengthened the vital links between learning, faith, culture and diversity through a variety of events. As stated in our 2025 school review, families consistently highlight the value of our supportive environment, where approachable relationships between leadership, staff, and families form the cornerstone of our school climate.

Our tradition of welcoming families at our whole school Welcome Picnic and Foundation Meet and Greet, provided a friendly environment for new and existing families to connect and begin their child's school year with confidence.

In response to the diverse needs of our community, we now run some parent information sessions that can be attended online and some in person, which provides support for families. These sessions are well attended and provide opportunities for families to gain valuable insights into their child's learning, ask questions, and engage in meaningful conversations with teachers.

Throughout 2025, we transitioned from Operoo and Seesaw to the Nforma portal. This shift has streamlined communication and brought all key information into one central platform. The Nforma Portal is now used to update and manage students' medical information, receive notifications about upcoming events and excursions, and communicate directly with teachers through its chat feature. This has enhanced our ability to share timely updates, reminders, and important information, while strengthening the partnership between home and school.

The St Francis de Sales website continues to showcase our school. In 2025, we commenced the process of updating our website with the focus being on communicating the pedagogy of the school and to inform new and prospective parents about our teaching and learning framework. The addition of Enquiry Tracker has improved and streamlined our enrolment processes, with easy access for prospective parents to book a tour of our school and submit their enrolment application. Alongside the website, our school Facebook page continues to celebrate and share the many exciting moments across our school, helping to keep our community connected. The St Francis de Sales School App and school newsletter provide families with access to important information, notifications, and a window into learning.

Opportunities exist for parents to be involved in decision making and to help connect our school community through participation in the School Advisory Council, The Parents and Friends Association and Working Bees. These groups all continue to play a vital role in sharing ideas, planning events and maintaining our grounds for the benefit of our school and students. Our community celebrations help foster a deep sense of belonging and connectedness. Our School Review and the feedback from families identified this as a core strength of our school, as it allows for parents, families and friends within our diverse community to be recognised as valued partners and co-educators in their children's journey. A particular highlight of the year was our bi-annual school production, 'The Wizard of Oz'.

Empowering our students to make a positive impact remains a top priority. Our Senior School Action Teams meet weekly to plan and implement a range of social justice initiatives, both locally and globally, guided by the principles of Catholic Social Teachings. Our Senior Students led the way through Action Teams focused on:

- **Social Justice:** Participating in local and global initiatives like Project Compassion.
- **Environmental Stewardship:** Caring for our common home and local surroundings.
- **Pastoral Care:** Building empathy and supporting the wellbeing of their peers

This year we have had the opportunity to further strengthen our valued global partnerships. Our students helped raise funds to support the mission of the Salesian Sisters, from Solomon Islands and Samoa whose presence and charism continue to inspire a spirit of joy, service, and care for the education of children who are less privileged.

Additionally, our Mini Vinnies group continue to support the Winter Appeal during the Feast of the Sacred Heart, as well as participate in the Caritas Australia Project Compassion Appeal during the season of Lent and the Giving Tree during Christmas with their Christmas Hamper drive.

Our children are committed to immersing themselves in how they can be of service through positive action. These experiences allow students to recognise their ability to lead with compassion and develop essential life skills like teamwork and problem-solving.

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 2025 MACCSIS survey reflected a positive response to the school.

Family Engagement - 51% above the MACS average of 47%

Overall, parents are positive about their participation with the school. There is an increasing positive response to opportunities that arise during the year.

School fit - 76%, the same as the MACS average of 76%

Families are satisfied with how the school personalises the curriculum and differentiates to match their child's developmental needs.

School Climate - 86% similar to the MACS average of 84%

Our families have a positive perception of the social and learning climate of the school.

Student Safety - 75% above the MACS average of 70%

Parents are positive about their child's physical and psychological safety while at school.

Communication - 76% similar to the MACS average of 73%

Parents are satisfied with the forms of communication between the school and families.

Catholic identity - 72% above the MACS average of 66%

Families are satisfied with the overall Catholic Identity of the school and the 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