



St Francis de Sales School Oak Park

2020

Annual Report to the School Community



Registered School Number: 1616

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Our School Vision3
- School Overview.....4
- Principal’s Report5
- Education in Faith6
- Learning & Teaching9
- Student Wellbeing12
- Child Safe Standards.....17
- Leadership & Management19
- School Community.....22

Contact Details

ADDRESS	626 Pascoe Vale Road Oak Park VIC 3046
PRINCIPAL	John Rudd
PARISH PRIEST	Fr Rev Raphael Thien Vo
SCHOOL BOARD CHAIR	Kelly Martlew
TELEPHONE	03 9306 9444
EMAIL	principal@sfoakpark.catholic.edu.au
WEBSITE	www.sfoakpark.catholic.edu.au
E NUMBER	E1227

Minimum Standards Attestation

I, John Rudd, attest that St Francis de Sales School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

15/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Vision

VISION STATEMENT

St Francis de Sales is an inclusive Catholic learning community that strives to build faith, hope and opportunities to bloom.

MISSION STATEMENT

We are a Catholic primary school where the education and wellbeing of our students is central to everything we do. Through a supportive faith filled learning environment we embrace diversity and empower all to be the best they can be. Together we develop hopeful and resilient life-long learners who are able to thrive in a rapidly changing world.

Values

Through the charism of the Sisters of Charity and St. Francis De Sales we uphold the values:

- Courage
- Inclusiveness
- Respect
- Compassion
- Love
- Excellence

Our motto is "Love and Truth".

School Overview

St Francis de Sales is a Catholic primary school in Oak Park approximately 10 km north-west of Melbourne. The school was established in 1961 by the Sisters of Charity. It was named after St Francis de Sales who was dedicated to the church and demonstrated how to live the everyday life in the image of Christ. He was a model of holiness and lived a life that was amiable and friendly which continues to be reflected and modelled in our community today.

Our school achieves its mission by positive attitudes to learning, self motivation, academic excellence, development of leadership skills, and social and cooperative skills. Our school has an outstanding sense of community where students, staff and parents work together to create a fulfilling learning environment where each student has a strong sense of belonging.

The goals we are trying to achieve for our community as identified in our School Improvement Plan are:

- To strengthen the school as an authentically Catholic community that encourages critical thinking and reflection in the context of our contemporary society.
- To enable all students to achieve success in a contemporary and innovative learning community focused on personalised learning.
- To improve student wellbeing and connectedness.
- To engage all members of the school community in aspects of school life.

To strengthen the school's performance and development culture with a focus on improving teaching and learning.

Principal's Report

2020 certainly has been a roller coaster of a year. When school started back on the 1st of February earlier this year, there was no way that anyone could have predicted that the school year would be so dominated by the COVID-19 pandemic. To have 2 terms of learning to occur remotely was a huge challenge to teachers, students and families. I am so proud of how everyone rose to this challenge.

Teachers and families did an outstanding job in supporting student learning and our children were amazing throughout. A positive of remote learning is how it managed to bring everyone together, and I believe has strengthened the relationship between families and school. I hope this partnership continues to grow when we get past this COVID challenge.

Whilst there certainly has been many challenges in 2020, there has also been much to celebrate and be proud of. In Term 2 the school constructed a Covered Outside Learning Area (COLA) which is now being enjoyed by our community. This is providing protection from the elements and allowing outside learning and events to occur in all weather conditions. In October, we also received the excellent news that the school had been successful in acquiring a \$2 Million dollar government Grant for the construction of 4 new classrooms, a multipurpose learning space and new toilet facilities. Building of this project is expected to start in 2021 and this will have massive positive implications for the future of our school.

At the end of each year we are forced to say goodbye to people who have contributed much to the life of the school. I would like to acknowledge our Grade 6 students who are Graduating from Primary school. I would especially like to acknowledge the resilience and positivity that this group of students have displayed. These children have shown themselves to be outstanding leaders, encouraging our younger students throughout remote learning, creating PE videos and lessons, offering encouragement to younger students and always being fantastic role models. I haven't heard one student complain about the things that they missed out on in their senior year. They have all remained positive and shown maturity that is beyond their years. I wish them all the best in their future.

I would also like to thank some of our staff members who are leaving the school at the end of the school year and to acknowledge the contribution that these people have made to our school during their time here. We thank Joan Lalor for her huge contribution to SFdS in 15 years of service and teaching. Many students have been lucky enough to benefit from Mrs Lalor's high standards and expectations. We will miss her positive attitude and dry sense of humour in the staff room, and we are grateful for everything she has given to our school. We wish Mrs Lalor all the best in her retirement. Sarah Carland began at SFdS nearly 4 years ago as a Graduate teacher. Sarah has developed excellent relationships with students and staff and her positive, happy persona will be sadly missed. She has proven herself to be an outstanding educator in this time, and we wish her every success in the future and her life on the coast.

I would personally like to thank the School Advisory Board for their support and for working so hard this year to ensure that 2020 was a time of continued growth and development in spite of all the challenges that we faced. The support of this board is much appreciated, and I am confident that this will continue into the future.

Education in Faith

Goals & Intended Outcomes

At St Francis de Sales, Religious Education is central to our curriculum. We continue to provide a learning environment where the experiences and opportunities foster the faith development of staff, students and families. These experiences are based on scripture, tradition, liturgy and life, and reflect the school motto of 'Bloom where you're planted'..

GOALS AND INTENDED OUTCOMES

Goal: Students and staff develop strong connections to their Catholic Faith which is exemplified in their interactions with others.

Intended Outcomes:

- That staff pedagogy in Religious Education at SFdS is developed to include a rigorous Inquiry approach to learning.
- That Parish Community links are further developed to include a school-based children's liturgy group, choir, and increased Mass attendance.
- That all staff have the opportunity to develop in their personal faith formation.

Achievements

- The COVID-19 pandemic forced the school community to engage in many weeks of Home Learning. Despite this, the teachers at St Francis de Sales were able to continue to engage students in many of the traditions and teachings of the Catholic Church. Students were given opportunities to interact with our faith through on-line resources and structured lessons provided by teachers.
- Teachers formally reported on Religious Education in both Semester One and Two. They assessed the students against the achievement standards of the Religious Education Framework on the three strands of learning: Knowledge and Understanding, Reasoning and Responding, and Personal and Community Engagement. The content on which planning and reporting was based included: Jesus and Scripture; Church and Community; God, Religion and Life; Prayer, Liturgy and Sacrament; and, Morality and Justice.
- Students and families were given opportunities to engage in prayer through daily on-line class meetings and through parent communication via newsletters.
- When students and staff returned to on-site teaching and learning under COVID-19 restrictions, liturgies were able to occur within the classroom, led by our Parish Priest, Fr Thien Vo.
- Our Sacramental program continued to be taught during Remote Learning, however, the celebration of the Sacraments of Confirmation and First Eucharist were postponed until 2021. The Sacrament of Reconciliation was celebrated upon the return of students to on-site learning in Term 4.

- Teachers continued to plan in teams to provide the students with current and relevant RE learning opportunities that allow them to explore and make connections with the world they live in today.

VALUE ADDED

VALUE ADDED

- Staff Faith Formation and Development and Planning
 - Year levels were provided with facilitated planning with the Religious Education Leader using scheduled meetings (both on-line and face-to-face) during each term. Teachers were supported to plan rich curriculum units for the following Term. Resources to support the teaching of the curriculum were provided to teachers.
 - In the development and implementation of RE units, the student texts of 'To Know, Worship and Love' were incorporated into lessons. The school was also able to subscribe to the on-line version of 'To Know, Worship and Love' from the Archdiocese of Melbourne in order to assist online learning.
 - Through the use of the 'Religious Education Curriculum Framework' all the teachers were assisted in using various strategies of inquiry to facilitate dialogue and lead the students in their understanding of Gospel values, knowledge of the Catholic traditions and faith, and what being a Catholic means in today's world.
- Sacraments
 - Students in Years 3, 4 and 6 continued to engage in their Sacramental Preparation programs in 2020 in preparation for receiving the Sacrament in 2021.
 - The Sacrament of First Eucharist did not occur in 2020 due to the Pandemic and COVID-19 restrictions. This will take place in 2021.
 - The Sacrament of Reconciliation took place when students returned to on-site learning. This sacrament was celebrated by Fr Thien Vo and took place in the students' classroom.
 - A Family information meeting for Confirmation was held in preparation for the sacrament of Confirmation. However, due to COVID-19 restrictions the students in Year 6 will return to St Francis de Sales Parish in February 2021 to receive the Sacrament of Confirmation.
- Mini Vinnies Program
 - The Mini Vinnies group was unable to engage in activities to promote social justice within the community. COVID-19 proved to be a difficult time financially for families, which meant that asking families to make monetary donations to charitable events was not possible, and the collection of physical donations, such as clothing and food, was not being accepted by St Vincent de Paul Society. Therefore, the continuation of Mini Vinnies will begin again in 2021.
- Liturgy and Prayer
 - Staff and students attended mass to begin the school year, which was also attended by parishioners and families. was a special way to begin and end our school year and connected our staff community.

- The attendance by Student Leaders to St Patrick's Cathedral for Catholic Education Week Mass and celebrations was organised, but cancelled due to the commencement of COVID-19 restrictions.
- St Francis de Sales students and staff attended Ash Wednesday Mass with the parishioners.
- Due to COVID-19, Mass in the Church could not be resumed for the rest of the year.
- Prayer occurred in classrooms at the beginning of the day, lunchtime and to end the day when at school.
- During Remote Learning, prayer was scheduled in the work programs of students and teachers facilitated prayer and reflections with students when meeting with them online.
- All classrooms had a prayer table, prayer cloths (reflecting church seasonal colours), bibles, candles and symbols to assist in providing meaningful and reflective prayer time.
- Through the circulation of the school newsletter, families were kept informed and guided in their faith through the provision of prayers, special liturgical events, such as feast days, and readings from the Sunday Gospels.
- Year 6 Graduation Liturgy -
 - Families were invited to celebrate the Grade 6 Graduation Mass with the students and staff of Year 6 through an on-line Liturgy.
 - As the restrictions of COVID-19 began to ease in December, a Graduation Mass was able to be held in the church with Fr Thien Vo being the celebrant. Parents of the Grade 6 Graduates were able to attend this celebration.
- CELEBRATIONS:
 - As a staff we celebrated birthdays, engagements and farewells.
 - Unfortunately, participation in other whole school celebrations, such as Mother's and Father's Day breakfasts and stalls, attendance by Student Representative Council at the St Patrick's Mass for Schools to celebrate Catholic Education Week, attendance by the Mini Vinnies group at the Annual Children's Mission Mass at St Patrick's Cathedral, and attendance by the school choir at aged care facilities to spread Christmas cheer by singing Christmas carols, all needed to be cancelled.

Learning & Teaching

Goals & Intended Outcomes

- To develop consistent learning and teaching expectations and pedagogy that are embedded across the school.
- That SFdS's approach to learning and teaching in each Curriculum area is documented and used across the school (Pedagogical strategies, scope and sequences, unit planning templates and planners, Learning Targets, Assessment Schedule, Vision for each Curriculum Area).
- To monitor and assess the SFdS teaching expectations and pedagogy and ensure they are effective (know thy impact).
- That data literacy and expectations are continued to be monitored and assessed.

Achievements

2020 proved to be a most challenging time due to the declaration of COVID-19 pandemic. Every student, family, staff member and all areas of the school's operations were affected by this virus.

Term 1 2020 was an opportunity to develop consistent learning and teaching expectations and pedagogy through the introduction of The Intervention Framework. The Intervention Framework promotes academic and behaviour success for all learners through the systematic implementation of early identification, strategic support and scaffold learning. It is premised on the belief that this can be best realised when teachers work collaboratively in a team-based approach. The Intervention Framework consists of a series of seven Professional Learning Modules. These aim to support leaders and teachers to work collaboratively with their school community and develop a shared focus for optimizing student learning. Each module explores a key component of the Intervention Framework. These are: Culture of Inclusive Practices, Underpinning methodologies, Identification, Targeted Assessment, Data Analysis, Learning and Teaching.

The CECV Intervention Framework describes the five essential components of an intervention process:

- Number One Identification where teachers collect quality assessment information from a range of sources.
- Number Two Targeted Assessment where teachers are asked to consider additional, individualised assessment and observational data, when further student information is required.
- Number Three Analysis and Interpretation where the analysis of the broad range of assessment and observational data collected assists teachers in developing a detailed student profile and identifies learning goals.
- Number Four Learning and Teaching where best matched research validated, or evidence based interventions, are implemented with integrity and fidelity to meet the identified learning needs of students.

- Number Five Evaluation where student progress, as a response to an intervention, is evaluated. In addition, the integrity and fidelity of the implementation of the intervention is also evaluated.

As a school we had the opportunity to work together to ensure there was a thorough understanding of how school culture impacts the capacity of the school as a whole to develop and sustain change in practice. We were also able to develop an understanding of the underpinning methodologies of 'Universal Design for Learning' and 'Response to Intervention' as critical in designing appropriate adjustments/interventions to promote growth and progress for all students. Unfortunately, due to moving to remote learning, the unpacking of further Modules was abandoned for the remainder of 2020.

Had someone said at the start of 2020 that by mid-April the students would be engaged in full-time online learning from home, and that our teaching staff would also be working from home, they would have been dismissed as absurd!

I am incredibly proud of the way our staff worked tirelessly to prepare our community for the move to remote learning. This was a massive challenge - one which normally would be enacted over a period of years, was done in mere days and weeks.

The school was prepared to continue to provide for every student's learning during the lockdown period. Learning and teaching activities were planned for with much of the learning requiring the use of Digital Technology devices. The school did not want any students to be disadvantaged due to lack of access to these devices. Families were offered the opportunity to loan Chromebooks and iPads for children to use.

Teachers continued to provide weekly programs via a 'Remote Learning' Portal. Teachers' main focus was to provide a consistent and explicit program in Literacy and Numeracy but also included Religion and Inquiry.

Learning packs, devices, take-home readers, Google classrooms, Google meets, assemblies, focus groups, PSG's and Parent/Teacher meetings were either introduced or continued smoothly throughout the lock-down.

STUDENT LEARNING OUTCOMES

Upon our return to onsite learning, the staff made a commitment to developing a data snapshot. The purpose behind this snapshot was to increase transparency with families about the data and information gathered on their child/children. It was felt that this was particularly important given the challenges that families and students faced as a result of COVID 19.

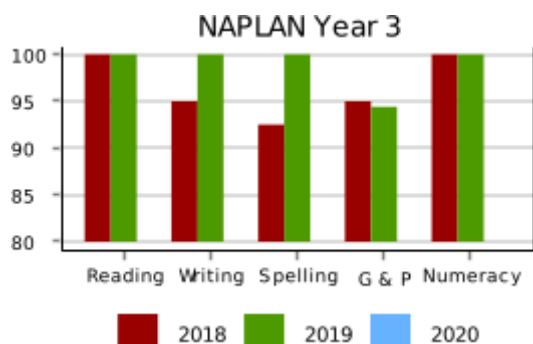
Staff worked collaboratively to identify key assessments and explanations about the purpose for each assessment tool used. As a staff we also worked together to devise an effective 'handover' tool so that teachers have a clear picture of students they will have in their class. Below is an example of a Year 6 Data snapshot and a Handover document.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	95.0	94.4	-0.6		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	92.5	100.0	7.5		
YR 03 Writing	95.0	100.0	5.0		
YR 05 Grammar & Punctuation	94.1	97.1	3.0		
YR 05 Numeracy	97.4	97.0	-0.4		
YR 05 Reading	97.4	94.1	-3.3		
YR 05 Spelling	100.0	94.3	-5.7		
YR 05 Writing	97.2	97.1	-0.1		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

That all students feel safe, valued and comfortable both inside and outside the classroom.

That the school community continues to be actively involved in the next phase of implementation of Positive Behaviour Support across all school contexts.

To develop learners who are responsible, self-reliant, and resilient in order for them to succeed in today's world.

Achievements

At St Francis de Sales we play a critical role in developing and maintaining the wellbeing of all students. We provide a happy and safe environment for all. We strongly believe that every child must feel safe, have a sense of self-worth and be comfortable in their school environment. The wellbeing of our school community is the foundation to all that we do.

At St Francis de Sales the children are part of a positive school environment where the dignity of the individual, self-esteem, respect and resilience are fostered. Positive behaviour is explicitly taught alongside a social and emotional curriculum. Reinforcement and prevention approaches are emphasised.

At St Francis de Sales we offer a mindfulness and positive psychology program called Peaceful Kids. This program aims to lessen anxiety and stress and increase resilience in children from Prep to Year Six. The program gives children the skills, practice and support to utilise coping strategies that lessen the symptoms of anxiety and stress. It builds their emotional resilience so they are better equipped to deal with the day-to-day stresses that life brings them. We also support our students wellbeing with an onsite school counsellor.

Promoting Positive Behaviour

The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. The beginning of 2020 saw the school continuing the implementation of Positive Behaviour for Learning (PBL) with structured weekly lessons in the classroom and students offered rewards and praise when meeting the four key school expectations of Safe, Kind, Responsible and Proud.

As the world shut down due to the Covid19 pandemic and students moved into Remote Learning, PBL took a slightly different approach. During this extraordinary time, we encouraged families to continue to promote the Positive Behaviour

Approach in the family home. We called this Positive Behaviour for Remote Learning (PBRL). Under the PBRL approach, parents were encouraged to explicitly teach children appropriate behaviours and to set explicit behaviour expectations in the family home. This system of positive reinforcement acknowledged when

Students displayed appropriate behaviour choices and met the family expectations.

Families were encouraged to:

- Teach and refer to the four key expectations frequently during the course of the remote learning program
- Provide their child with opportunities to succeed by correcting and rewarding, offering praise for achievements, following rules and meeting the expectations
- Actively engage the whole family during PBRL instruction
- Use prompting, positive reinforcement and redirection to teach their child
- Always focus on the positive first and provide immediate, consistent and positive feedback.

Student behaviour data is collected and loaded onto the School Wide Information System (SWIS). This is used for discussion and planning by the PBL Team on how to best support student needs. .

Achievements

We have a happy and healthy atmosphere for everyone at St Francis de Sales. A strong commitment to the school's overall well-being has resulted in an inclusive, and secure learning atmosphere that reflects the school's values and beliefs.

- Ensuring that all students are safe and supported with all members of staff trained in Asthma, Anaphylaxis, First Aid, Epilepsy, Diabetes and Emergency Management
- Student Wellbeing team that meets weekly to address wellbeing issues and needs of students
- Parent involvement was encouraged, especially during Remote Learning, to emphasize the importance of parents as partners in their children's learning and growth.
- Student Leadership and the Student Representative Council
- Participation in the Daniel Morecombe Child Safety Program
- Planned lessons and participation in the National Day Against Bullying and Violence
- Continued awareness of Cyber Safety, particularly during distant and remote learning, building an awareness of the importance of being cyber smart. Cyber safety practices were communicated to students and parents.
- Implementation of Positive Behaviour for Remote Learning
- Continued implementation of Positive Behaviour for Learning whilst onsite
- Peaceful Kids Program to support worry and anxiety (onsite Term 1 and 4)
- Personal Learning Plans
- Parent meetings, working in partnership to support academic and emotional learning
- Specific support for vulnerable students to return to school after remote learning
- School Assemblies and awards, both onsite and remotely

Wellbeing Support and Engaging Families During Covid19 at SFdS

- Wellbeing Google Meetings for families in each year level to raise areas of concern, sharing the strengths and challenges of remote learning and to offer a support network for students and families who required it.
- Parent meetings to discuss the wellbeing of students during remote and online learning

- Weekly Peaceful Kids Mindfulness activities to support wellbeing in the family home
- Sharing of Wellbeing storybooks to support the mental health of students from P-6 during the Covid19 pandemic
- Sharing of Social Stories with an aim to:
 - provide support for students across all year levels, assisting the transition back to onsite learning
 - Inform students what the school environment would look like once they return, and the importance of social distancing
 - Inform students of the importance of hygiene (hand sanitizing) and mask wearing
- Sharing of information with families with an emphasis on
 - Mindfulness
 - Supporting young people during the COVID 19 Pandemic home schooling period
 - A guide to self care in times of uncertainty
 - Staying socially connected
 - Mental health services and support available
 - Wellbeing activities and conversations
- Liaising with families and acknowledging and supporting the stresses of working from home as well as home schooling their children
- Creating a family Time Capsule
- Wellbeing Wednesday and Feel Good Friday
- Teacher messages and videos to students and families

VALUE ADDED

Value Added

- Harmony Day celebration and activities in Term 1
- Day for Daniel - Day against bullying and violence Term 4
- Student Leadership
- Social and Emotional classroom lessons
- School Counselor (onsite Term 1 and 4)
- Quiet indoor play
- Transition programs from Grade 6 to Year 7

- Transition programs from Kinder to Prep
- Kindergarten to Prep Transition story time and activities

STUDENT SATISFACTION

As they plunged into uncharted waters, the students at St Francis de Sales Primary school adapted to a new learning environment, known as Remote Learning, with ease and enthusiasm. In time, it became evident that some students missed the social aspect of traditional education, while others thrived from learning at home, at their own pace.

The sudden shift from traditional classrooms into a virtual learning environment saw the development of the Remote Learning Portal. The delivery of the curriculum via the portal provided students with rigour and structure and played an important role in the quality of remote learning. Student feedback indicated that timetabled Google Meets and a daily curriculum timetable played a key role in structuring their learning. There was strong access to learning as each child was provided with a personal learning device. Students communicated that daily whole class Google Meets enhanced their wellbeing as they were still able to see their classmates and interact with one another. Students also communicated that the small focus group Google Meets supported learning, allowing time for questions and teacher feedback. In adapting to this 'new learning,' families acknowledged that they now had a more 'hands-on' approach to their child's education. Students experienced and shared the success of self-management, independent learning and organisation. They also expressed their gratitude for family support and connectivity. A weekly photo montage and remote assembly was enjoyed and celebrated by all.

Students had opportunities to put forward any concerns with their teachers regarding the transition back to onsite learning. Opportunities for question time with teachers alongside informative resources, enhanced students' understanding of what the 'new normal' for school would be. Students conveyed their satisfaction and understanding of the new learning protocols and hygiene protocols, and adapted to these with courage and resilience.

STUDENT ATTENDANCE

At St Francis de Sales student attendance is recorded twice daily on the electronic roll by the classroom teachers and then followed up by the office staff. Parents can notify the school of their child's absence via the phone, skoolbag app, email or a written note.

Families are asked to provide reasons for a child's absence. It is the teacher's responsibility to file all absentee notes. These notes will be collected at the end of each year and archived for possible future reference. If the student has an unexplained absence for an extended period

of time, then the parent is contacted with a follow up phone call. The teacher informs the student wellbeing leader and then consults with the Principal.

Together the next step is decided. Further meetings with parents and guardians are usually arranged to discuss the frequent absenteeism. Strategies are implemented to ensure school attendance. If further action is required it will be decided upon in consultation with the principal.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	98.1%
Y02	98.0%
Y03	98.5%
Y04	98.2%
Y05	97.7%
Y06	97.3%
Overall average attendance	98.0%

Child Safe Standards

Goals & Intended Outcomes

From 1st August 2016, all registered schools in Victoria were expected to show that they have strategies, procedures, policies and systems in place that comply with the seven Victorian Child Safe Standards in accordance with Ministerial Order 870. The staff have worked extremely hard to make sure that St Francis De Sales School is compliant in the area of Child Safety.

Posters around the school in regards to child safety have been displayed and new safety procedures were set in place. A St Francis De Sales Commitment Statement to Child Safety and Code of Conduct was devised, school policies were updated and vigorous checklists were completed in line with the 7 standards and principles to Child Safety.

Goals:

- To have strategies, procedures, policies and systems in place that comply with the seven Victorian Child Safe Standards in accordance with Ministerial Order 870.
- To establish clear expectations for appropriate behaviour by adults towards children and young people.
- To protect children and reduce any opportunity of abuse or harm to children.
- To provide anyone engaged by St Francis De Sales Catholic Primary School with guidance on how best to support students and young people and how to avoid or better manage difficult situations.

Outcomes:

- That students in our care will feel safe and protected from harm.
- That students will be able to identify safe and unsafe situations.
- That students will feel free to express any concerns, threat or fear that they may be experiencing to any school personnel.
- That parents, caregivers and the community are aware that there are Child Safe Standards and procedures in place at our school, of which they need to be familiar with.
- That parents, caregivers and the community are aware of where they can access information regarding child safety at our school.

Achievements

The school has developed a Commitment Statement to Child Safety. This Commitment Statement was given to all families and staff members to read and sign.

The school has a Code of Conduct set in place which has a specific focus on safeguarding children and young people at St Francis De Sales Catholic Primary School against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes and legislation. This Code of Conduct has been issued

and signed by all staff (teaching and non-teaching), clergy, casual relief staff, volunteers, and contractors engaged by the school.

Staff ensured that the policies comply with the seven new standards and three principles that underpin the Ministerial Order.

A summary of the School's Commitment Statement was added to all policies. Evidence of our Commitment to Child Safety in relation to each policy had also been included.

Our Commitment Statement to Child Safety, Code of Conduct, and updated policies are accessible on our website.

Staff attended Professional Learning regarding Ministerial Order 870 and the 7 standards and three principles that underpin the Ministerial Order.

The community received regular updates regarding the Child Safety through our weekly newsletter and website.

Volunteers and Contractors are now interviewed and Working with Children Checks were photocopied and kept by the school.

New Guidelines were in place in relation to the employment of Staff in Catholic Schools

All staff members were required to submit a photocopy of their VIT registration as well as their driver's licence.

Posters regarding child safety and our commitment statement are displayed around the school

Leadership & Management

Goals & Intended Outcomes

To strengthen the school's performance and development culture with a focus on improving teaching and learning.

- That two-way communication and relationships between school leadership and other staff will improve.
- To develop middle level leadership opportunities and professional growth
- Development of managing and implementing change projects in the school to enhance school improvement initiatives.

Achievements

Middle Level Leaders (Learning Leaders) have participated in a series of Leadership Professional Learning with Pauline Zappulla .

Leadership Team have participated in coaching sessions focussed on developing leadership. These sessions have occurred regularly and involve checking in on personal developmental goals.

Strengthening of online communication and collaboration for students, staff and parents to connect within and beyond the school to support learning has been a major focus in order that our community consolidates easy to use, two-way communications from school to home and from home to school. This was a major success to come out of the remote learning programs with a very high level of transparency relating to the learning occurring. The partnership between families and the school has never been stronger in the regard.

Created new structures and procedures for weekly Leadership meetings, Student Well-being meetings and Curriculum team meetings to better meet the different needs to support teachers and the school community.

Established a new way of implementing school improvement based on "Simon Breakespear" agile leadership approach. This has resulted in improved methods of implementing and managing change.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2020
<ul style="list-style-type: none">• Positive Behaviour for Learning (PBL) Closure days• Intervention Framework• Google Apps for Education (GAPE)• Reporting and Assessment - Data Snapshots• Information and Communications Technology - Using Data to inform teaching practice• Literacy Teaching and Learning and Literacy Intervention• Numeracy Teaching and Learning and Numeracy Intervention

- D.M.U. Mathematical Understanding
- Religious Education Teaching and Learning and Sacramentality
- Agile Leadership - School improvement and change management practices
- Coaching for school leaders.

Number of teachers who participated in PL in 2020

27

Average expenditure per teacher for PL

\$2057

TEACHER SATISFACTION

Teachers and staff at St Francis de Sales were certainly challenged and tested throughout the 2020 school year. The COVID 19 pandemic presented unprecedented demands and workloads onto the entire staff at St Francis de Sales. The response was nothing short of extraordinary as teachers and support staff worked together to flip the way they work and embrace a new virtual way of teaching so that learning could take place in these circumstances. In short some of the achievements that occurred during 2020 were;

- Lessons and planning were created so that students and families could work together on learning tasks each day using technology as the vehicle for this to happen.
- Morning google meets occurred across each class, teachers checking in on the wellbeing of each student as well as setting up the learning that was occurring each day
- Small group work occurred online in teacher focus groups, teachers ensuring that individual needs were met via these sessions.
- Education Support staff worked tirelessly with our vulnerable students running focus groups and check in sessions to support children each day.
- Teachers supported the onsite program which was occurring at school for children of essential workers and vulnerable students.
- Teachers continued to innovate and be creative with curriculum each and everyday to ensure that our students would not be disadvantaged by not being able to physically be onsite.
- Assessment methods were refined and changed so that teachers were able to gauge learning that occurred during the year.
- Teachers supported students and families unconditionally as they returned to school and our traditional way of learning.

Unsurprisingly, teachers returned from remote learning exhausted. The stresses and demands had taken a large emotional toll on many of our teachers and support staff. Feedback from teachers highlighted a great sense of achievement to have navigated successfully through a difficult time but also reflected fatigue from having worked in a way that is so different and consuming from what we are used to in Primary school education.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.4%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	92.3%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	4.8%
Graduate	19.0%
Graduate Certificate	0.0%
Bachelor Degree	33.3%
Advanced Diploma	28.6%
No Qualifications Listed	42.9%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	23.5
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	13.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

That the school will continue to build and foster partnerships that enrich learning and support the wellbeing of all.

That the students connect with the community in meaningful ways that benefit their learning and wellbeing.

Achievements

St Francis de Sales is a supportive and committed community group made up of families, staff, future families and partners. We recognise and celebrate diversity and embrace the community as it plays a key role in developing the whole child.

In response to the Covid19 pandemic, it was intended that the school community become actively involved in the implementation and delivery of Remote Learning, working in partnership with families across all school contexts. As 2020 delivered unprecedented change, our main strategy to keep the community connected involved effective communication. This enabled us to maintain our partnerships with families in the hope that learning and wellbeing outcomes were achieved. Our nurturing approach created opportunities to celebrate achievements and for these to be shared via a number of platforms.

- Parents turned into educators as they assisted in the delivery and teaching of the curriculum during the period of remote learning
- We were successful in communicating with parents through the development of the Remote Home Learning Portal. Curriculum and wellbeing initiatives were communicated weekly and important updates release as required
- Motivational videos delivered by staff in support of family wellbeing
- Our Shared Story - All students and families were invited to participate in a project known as 'Our Shared Story' which was based on a Global Community Project. Students were encouraged to share their individual stories about their experience of the COVID-19 Pandemic, remote home learning and lockdown. Through the sharing of stories, we connected, communicated, and inspired. It developed a sense of belonging.
- The School Advisory Board continued to liaise with the School Principal and the Parish Priest regarding matters of school operation.
- Newsletters were sent our fortnightly via Skoolbag and email for all staff and families
- Fortnightly assemblies were delivered remotely in digital format with a focus on sharing of learning, family celebrations, recreational achievements, birthdays and awards.
- Engagement of Families in the Positive Behaviour for Remote Learning program
- Transition support for families when moving back to onsite learning

Value Added

- Celebrating 100 days of Learning - Prep Drive through
- Celebrating Mothers Day and Fathers Day remotely via photo compilations
- Acknowledging and sharing children's birthdays via newsletter communication
- Establishment of the Spoonville Community
- Community and Family Wellbeing Google Meets during lockdown and remote learning
- Wellbeing Wednesday where families practiced wellbeing strategies and physical activity to keep minds and bodies healthy
- Feel Good Friday - this was used as a day for parent and students to catch-up with learning and wind down each week
- Student led weekly assemblies in digital format
- Mid-year parent/teacher Google Meets
- Graduation recorded and shared with families and significant others

PARENT SATISFACTION

It is challenging to reflect on the Parent satisfaction component of this report considering that the CEMISIS survey was not offered to families due to the COVID 19 pandemic. The school received much positive feedback around the way it responded to the challenges of 2020. This feedback was well captured in the formal letter that the School Advisory Board sent to all staff;

To all the dedicated staff at St Francis de Sales,

In the opening few lines of his prayer, St Francis de Sales encourages us to "not look forward in fear to the changes of life, rather look to them with full hope as they arise". In penning those thoughts the Saint could not have realised how his words would so aptly apply in our own time and circumstances. Full hope is something instilled in us by the act of watching how others react in times of fear and change. The act of watching can often be unnoticed by the observed and those hope-developing actions pass by without acknowledgment or recognition.

As the school's Student Advisory Board and as parents, we have resolved to pause and notice the often missed and take the unusual step of writing to you directly to acknowledge and name your extraordinary acts of professionalism, commitment and support for our students and families over this time. The way you have managed over these trying times with integrity are an excellent example of St Francis aspirations.

We would also like to thank you for all your hard work and sacrifices, as you not only managed the children, but your own families as well.

As this pandemic is far from over, we also acknowledge and thank you for the sacrifices you continue to make to put our children's welfare a priority.

We also acknowledge and thank all the staff at St Francis De Sales, as no matter what your role is, you are all important and play a vital role at the school making it run as smoothly as possible and supporting our community in these difficult times.

Your actions have built hope in our children for which we are truly and sincerely grateful.

With sincere thanks and gratitude

School Advisory Board