



# St Francis de Sales School Oak Park

## 2021 Annual Report to the School Community



Registered School Number: 1616

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## 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 2021 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 Schools.

03/03/2022

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

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## 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 well-being 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

## 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 well-being 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

I would like to thank and congratulate the entire SFdS Community on their resilience and positivity throughout a year that challenged us all as we worked through a second year dominated by the COVID-19 pandemic. To have 2 terms of learning having to occur remotely for the second consecutive year was a huge challenge to all. Teachers and families did an amazing job in supporting student learning and our children continued to show enormous resilience and positivity throughout the experience. A continued positive to come out of the experience is how it has brought our community closer together and given families a powerful insight into their children's learning. I hope that this sense of partnership with the school is able to continue as we head into the future.

Following the periods of extended lock down, the school worked hard to ensure that all students were given every opportunity to return to school positively. Our focus became about supporting students to ensure that their emotional and well-being needs were being met whilst transitioning back into the structure of school life. It was great to welcome our students and families back to on-site learning, and I am extremely proud of how our community has supported each other through the challenging times. A major focus in the future will be the continued reconnecting of our families and community as we return to a more normal sense of school life and ensuring that no student has been disadvantaged as a result of their experience over the last two years.

Despite the challenges of the year, there were also many highlights that we as a school are very proud of. Our schools continued focus on improvement in the area of student learning was highlighted by some outstanding NAPLAN results showing some of our highest ever results for Year 5 and Year 3 students. The school continued to focus on developing the capacity of all staff throughout 2021, with whole school professional learning in the areas of Positive Behaviour for Learning (PBL) and Berry Street Education Model (BSEM) being the schools major focus. We were pleased that the majority of major events that our students look forward to such as the Year 5/6 Camp, Inter school sports, Sacramental program and Graduation celebrations were able to go ahead without disruption. Unfortunately we were unable to hold our scheduled whole school 2021 Performance, but we look forward to this in 2022.

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 finished their time at SFdS. 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. They have all remained positive and shown maturity that is beyond their years. We also said goodbye to several staff members who have contributed greatly to our school over the years. I would like to especially thank and acknowledge the contributions of Giulia Zammit, Moira McMahon, Stephanie Stedman and Filomena Falls who have all made significant contributions over many years to our SFdS school community. We wish them well in their future endeavours.

## 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'.

#### 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 resume in the church, led by our Parish Priest, Fr Thien Vo.

Our Sacramental program was able to be implemented, even during Remote Learning. We were able to celebrate the Sacraments of Confirmation and First Eucharist for both the 2020 and 2021 candidates. The Sacrament of Reconciliation was celebrated during Term 3.

Teachers continued to plan in teams to provide the students with current and relevant RE learning opportunities, including Catholic Social Teachings. These opportunities allowed the students to explore and make connections with the world they live in today.

## 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 on-line 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.

The staff engaged in the school's bi-annual retreat, which provided professional development exploring Christian Meditation. This allowed the staff to gain hours towards maintaining their RE Accreditation, as required by the CECV and MACS.

### Sacraments

Students in Years 3, 4 and 6 continued to engage in their Sacramental Preparation programs.

The Sacraments of First Eucharist, Confirmation and First Reconciliation were able to take place for both 2020 and 2021 candidates.

A Family information meeting for Sacraments of Confirmation and Reconciliation was held in preparation for these sacraments. However, due to COVID-19 restrictions, the family meeting for the Sacrament of First Eucharist was unable to take place; although, an information pack was distributed to all families to continue the preparation with their children at home.

### Mini Vinnies Program

The Mini Vinnies group was able to engage in a couple of activities to promote social justice within the community, prior to COVID-19 restrictions being implemented. These activities included collecting Easter Eggs during Lent, and a collection of items for the Winter Appeal; all donated items were distributed to disadvantaged families in the community. The generosity of the school community was very overwhelming, and greatly appreciated by the Oak Park Conference of the St Vincent de Paul Society.

### Liturgy and Prayer

Staff and students attended mass to begin and end the school year, which was also attended by parishioners and families. This was a special way to begin and end our school year and be connected as a school and parish community.

Due to COVID-19 restrictions, Ash Wednesday Mass could not be held. Instead, a prayer service was created and shared with the staff and families to engage with at home as we began the season of Lent.

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 Gospels.

Year 6 Graduation Liturgy -

Families were able to celebrate Mass for the Grade 6 Graduation with the students and staff of Year 6. This was able to be held in the church with Fr Thien Vo being the celebrant.

**CELEBRATIONS:**

As a staff we celebrated birthdays, engagements and farewells.

With the easing of COVID-19 restrictions, the school was able to have an outdoor gathering with the families to end the year and to celebrate Christmas.

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

St Francis de Sales creates the conditions where teachers can teach and students can learn and grow.

*That SFdS has a clear and consistent approach to supporting student behaviour and additional needs across the school.*

St Francis de Sales is a school that delivers high-quality, evidence-based learning experiences focussed on student learning and growth.

*That SFdS has a clear whole-school plan for curriculum delivery to facilitate access to consistent, coherent and high-quality teaching and learning. (Consistency of Practice).*

That SFdS has a culture of collaboration, feedback-seeking, and professional growth.

*That collective teacher efficacy is high and there is shared responsibility for all students amongst the staff.*

### Achievements

Key to the professional development of our leadership team was engaging with Simon Breakspear's Agile Leadership professional learning. Underpinned by the school impact model Breakspear shared, our achievements can be categorised according to the following 6 areas:

1. Improved student outcomes
2. Positive student learning behaviours
3. Expert teaching practices
4. Effective mid-level leadership practices
5. High impact Principal leadership practices, and
6. Adaptive organisational structures and processes

#### Improved student outcomes

With the benefit of hindsight, we could see how the continuation of the pandemic forced our school community to really drill down on a 'crowded curriculum' and develop lessons with particular clarity and emphasis on key learning areas, namely literacy and numeracy. We noticed the success of these efforts in the consistency of academic growth achieved by students in a range of areas based on a number of assessments completed upon students' return to on-site learning. Preceding their full return, our school scheduled dedicated assessment appointments for us to measure students' learner profiles from a well-being and academic perspective. Based on this re-entry data, we could confidently assert the growth made remotely and use it as a point of comparison towards the end of the year, too.

## Positive student learning behaviours

In 2021, we began Berry Street Education Model professional development for our whole staff. This framework for positive educational practices is chiefly concerned with developing a pro-learning climate underpinned by five modules of learning which are:

- Body: to understand how the body responds to stimulus and how to develop self-regulation
- Relationship: to develop the conditions for healthy, respectful relationships between all stakeholders in a school
- Stamina: to build resilience and perseverance
- Engagement: to cultivate an engaging and joyful learning climate and,
- Character: to build awareness of individual strengths, values, and gratitude

Based on our engagement in the first three modules, we worked collaboratively as a staff to draft a Shared Belief Statement for practice, including the identification of non-negotiable practices and routines to embed in all classrooms and - where applicable - staff meetings. Though we are yet to engage with formal assessments in the area of well-being, staff have so far reported anecdotal evidence of: more positive learning dispositions by students, better self-identification of readiness to learn, barriers to learning, and strategies for overcoming barriers to learning.

## Expert teaching practices

Guided by the Department of Education and Training's (2022) High Impact Teaching Strategies (HITS) document, we make a concerted effort to tighten our response to the demands of remote learning and create clarity for staff, students, and families. As a school, we developed a series of agreed practices for 1-day, 3-5 days, or > 5-day periods of remote learning. This document had a specific emphasis on programming requirements, including specifying the need for consistency in terms of assessment records, focus teaching groups, and adjustments that could be made remotely. Interestingly, it created a neat springboard for developing better cohesion and consistency in teaching practices upon our return. This was something we had struggled to gain traction on, having historically parked the development of such a document for the ideal circumstances, which never seemed to arise. The sense of urgency created by the pandemic forced us to develop a draft document that became a lens through which to reflect upon and strengthen teaching and learning practices more broadly. We noticed a significant improvement in the development of quality learning experience guided by the HITS, with a particular improvement in terms of developing quality: learning goals, worked examples, multiple exposures, feedback, and differentiated learning.

## Effective mid-level leadership practices and High impact Principal leadership practices

The development of leadership practices was broadly improved by the role leaders pivoted into due to the pandemic, which was largely that of an instructional coach. This is particularly true of mid-level leaders, whose sense of actively leading alongside teams informed practice significantly. Mid-level leaders were forced by the conditions of the pandemic and the frequently shifting conditions of this climate, to be highly responsive to the needs of students and teachers. This resulted in a shift in the climate of planning upon school return and even in the terminology used

to describe facilitated planning, which has since been referred to as collaborative planning. All leaders engaged in critical dialogue with staff, to discuss the implications of these changes in striving to develop the conditions for relational trust and a positive climate for learning in the school.

#### Adaptive organisational structures and processes

As previously explored, the agreed practice document developed for remote learning created an authentic springboard into a broader conversation about whole-school approaches to team structures, planning processes, whole-school approaches to practice, and assessment. Obviously, the school was forced to be consistently adaptive in response to the challenges of remote learning in the way all schools were. We swapped 'Wellbeing Wednesday' for 'Feel Good Friday' as a result of family feedback, scheduled regular extracurricular opportunities for social engagement as attendance dropped, and developed protocols for flagging students at-risk remotely (i.e. those who weren't already funded or identified by the school by NCCD) and dedicated particular staff to provide additional support for these students and families. Equally, importantly, we used our return to 'the norm' to critically evaluate what successes and areas for improvement arose as a result of these changes. We scheduled 'welcome appointments' for every student upon our return, as a deliberate vehicle for teachers to conduct well-being check-ins and collect reading and basic numeracy data to inform practice. The school made a concerted effort to minimise teacher-burnout by avoiding timetabling additional meetings and simplifying reporting demands.

#### STUDENT LEARNING OUTCOMES

As compared to schools of a similar background, student progress for students in Year 3 in 2019 and Year 5 in 2021 revealed results that were comparable in Reading, Writing, and Maths. Closer analysis shows that these results were in fact, slightly above in the areas of Reading and Numeracy, but not Writing. Given the challenges we encountered preceding the testing period, we chose to celebrate this fact, as well as that comparable growth within the academic year was echoed in the collection of our own internal data. Anecdotally, we have discussed the potential impact of significant periods away from school on the craft of Writing more broadly, as well as the particular emphasis placed on explicit teacher groups in Reading and Numeracy, and how this may be reflected in these results.

Resulting from discussions centred around these data sets collectively, we significantly restructured our intervention opportunities from Prep-Year 6. Over time, we have moved away from intervention programs and towards adaptive intervention approaches, informed by up-to-date studies on best practices, and the varying needs of different cohorts. To begin with, there is a strong emphasis on a match between the language and - to some extent - the pedagogical approach used within classroom practice and intervention, underpinned by the theory of retrieval practices. Furthermore, as we moved towards a structured approach to teaching literacy, there are far greater explicit opportunities for the teaching of phonemic awareness and phonics, which has the potential to address the issue of encoding and thus spelling. We have begun to revise our identification and referral processes as informed by the Response to

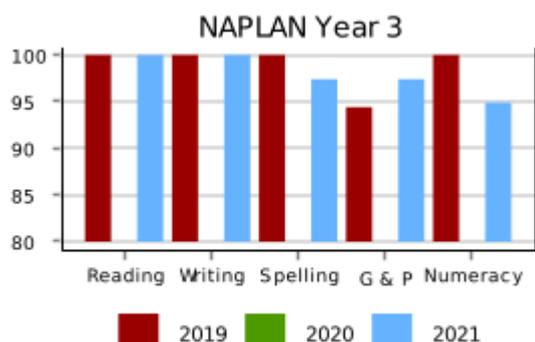
Intervention (RTi) model through our work in the Intervention Framework professional development modules. The most notable impact this is having on practice is in the work of tightening quality differentiated teaching practices and recording evidence once we begin the process of imputing. In both instances, we are better able to support the pedagogical development of classroom teachers to meet student needs, rather than over-relying on the support of leadership and intervention teachers - whose scope is comparably limited - for academic and behavioural support.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	94.4	-	-	97.4	-
YR 03 Numeracy	100.0	-	-	94.9	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	97.4	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	97.1	-	-	100.0	-
YR 05 Numeracy	97.0	-	-	100.0	-
YR 05 Reading	94.1	-	-	100.0	-
YR 05 Spelling	94.3	-	-	100.0	-
YR 05 Writing	97.1	-	-	97.0	-

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

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 that is inclusive of Berry Street practices.

In 2021, The Berry Street Education Model was adopted at St Francis de Sales with every staff member receiving professional development. Strategies implemented in the classroom were developmentally appropriate and provided rigour. Additionally, students had the opportunity to understand themselves and how they learn. Safe and predictable structures were embedded into practice so that students could develop a growth mindset for academic maturation.

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.

### 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. In 2021 saw the school continued 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.

With the support of an external Behaviour Coach from Melbourne Archdiocese for Catholic Schools (MACS), a team of teachers were identified as the PBL members. Together, they met

each fortnight to consult with one another and develop this intervention framework to support all learners.

In 2021, it was intended that all staff had a consistent approach to supporting student behaviour and any additional needs across the school. Teachers placed emphasis around positive recognition and rewarding students when they met the school expectations.

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.

## VALUE ADDED

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. In 2021, the school moved forward with the following achievements:

- 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 Morcombe Child Safety Program and Australia's Biggest Child Safety Lesson
- 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.
- Continued implementation of Positive Behaviour for Learning whilst onsite
- Peaceful Kids Program to support worry and anxiety
- 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 Coronavirus
  - 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 homeschooling their children
- Feel Good Friday with an emphasis on specialist classes

#### 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 2 only)
- Quiet indoor play
- Transition programs from Grade 6 to Year 7
- Transition programs from Kinder to Prep

## STUDENT SATISFACTION

### **Student Satisfaction**

For the second year in a row, the students at St Francis de Sales plunged into remote learning. They once again quickly adapted to the remote learning environment 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.

Once again, the sudden shift from traditional classrooms into a virtual learning environment saw the transition back to 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. 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 allowed them to see their classmates and interact with one another. Small focus group Google Meets as well as open meets supported learning, allowing time for questions and teacher feedback. Families acknowledged that they once again 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	94.3%
Y02	95.5%
Y03	96.4%
Y04	94.3%
Y05	94.9%
Y06	94.0%
Overall average attendance	94.9%

## 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 with regard 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 check-lists 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

That collective teacher efficacy is high and there is shared responsibility for all students amongst the staff.

To continue to develop the skills of middle level leadership at SFdS

### Achievements

Leadership Team participation in Simon Breakspeare Agile Leadership professional development.

Leadership Participation in coaching sessions with Pauline Zappulla

Middle level leaders to participate in Professional Learning sessions with Pauline Zappulla

Introduction of a "School Innovation Team" comprising a mix of staff set with the goal of overseeing innovation school improvement projects each Term. This is working from the Agile Leadership Professional Learning that the leadership team is part of.

Whole school Retreat - Overnight, mixture of Professional learning and team building.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2021

The school participated in several professional development and learning initiatives throughout the 2021 school year. Our main focus was our whole school participation in the Berry Street Education Model (BSEM) which is regarded as best practice in supporting the well-being needs of students and of trauma informed practice. This whole school professional learning was held over 4 whole days.

Day 1: Body - how to help your students to regulate their stress response, de-escalate in school and classroom contexts, and provide strategies for increased focus.

Day 2: Relationship - positive relational classroom management strategies that promote on-task learning.

Day 3: Stamina - how to create a culture of academic persistence in your classroom by nurturing student resilience, emotional intelligence and a growth mindset. Engagement - motivating students with strategies that increase their willingness to learn.

Day 4: Character - how to harness our values and character strengths approach for effective learning and for future pathways.

In Term 1 we were fortunate to participate in a whole staff retreat which had a focus on personal spirituality and Christian meditation.

The school has also continued its journey in embedding Positive Behaviour for Learning (PBL) as our whole school approach to supporting student behaviour.

In 2021, we also began the process of working with MACS to use the Intervention Framework - A Multi-tiered System of Support for learning needs within our school.

Other professional Learning undertaken included;

- Agile Leadership - with Simon Breakspeare.
- Essential Assessment student data analysis.
- SeeSaw digital platform for sharing learning with families.

Number of teachers who participated in PL in 2021	24
Average expenditure per teacher for PL	\$1270

**TEACHER SATISFACTION**

Given the challenges of the last two years of schooling throughout the COVID-19 Pandemic the school was pleased with the positive nature of the St Francis de Sales Staff "MACSIS" data for 2021. The positives themes to come out of this were in the following areas which were all above MACS average and have shown considerable improvement from 2019;

- Collective efficacy
- School Climate
- Staff / Leadership relationships
- Professional learning
- Psychological safety

This feedback is pleasing given the challenges teachers and school staff have faced over the past two years.

From the same data set the school has also identified the following areas for improvement; Collaboration around an improvement strategy, support for teams and Catholic Identity.

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	76.6%

<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	80.5%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	10.5%
Graduate	15.8%
Graduate Certificate	0.0%
Bachelor Degree	47.4%
Advanced Diploma	31.6%
No Qualifications Listed	31.6%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	22.9
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	10.0
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

#### Goal

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

#### Intended Outcomes

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

### Achievements

#### 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.

For the second year in a row, 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 2021 saw the state locked down again, we recognised the need for social connection now more than ever. Partnerships with families were critical in the hope that learning and wellbeing outcomes were achieved. In responding to parent feedback, we embraced opportunities to connect families socially. Our nurturing approach created opportunities to interact socially via a number of platforms.

Opportunities to connect socially included:

- Cooking for Connection - weekly cooking sessions led by the wellbeing leader where families came together and cooked online.
- Dolly's Disco
- A Magic Show led by Tim the Magician
- Online Trivia led by Soundstorm Trivia

In addition, parents turned into educators as they assisted in the delivery and teaching of the curriculum during the period of remote learning. The Remote learning Portal was once again used successfully in communicating with parents. Curriculum and wellbeing initiatives were communicated weekly and important updates released as required. The School Advisory Board continued to liaise with the School Principal and the Parish Priest regarding matters of school operation. Our families continued to be updated via newsletters and emails for all families.

Assemblies were delivered remotely in digital format with a focus on sharing of learning, family celebrations, recreational achievements, birthdays and awards. Transition support for families was offered when we were moving back to onsite learning

### Value Added

- **Celebrating Mothers Day and Fathers Day remotely via photo compilations**
- Acknowledging and sharing children's birthdays via newsletter communication
- Community and Family Wellbeing Google Meets during lockdown and remote learning
- Cooking for Connection
- Feel Good and Specialist Friday - this was used as a day for parents and students to catch-up with learning and wind down each week
- Student led weekly assemblies in digital format

### PARENT SATISFACTION

Families were given the opportunity to participate in MACSIS surveys in July. We are grateful for the 33 families who took the opportunity to provide this feedback to the school. The data reflected that our Parent satisfaction in a number of key areas had fallen from the last time this survey was undertaken in 2019. This shift is understandable given the challenges of two years of COVID restrictions and home learning. This data has provided the school with important points to reflect upon. Whilst a major focus for 2022 will be on the reconnection of families following COVID restrictions, the school is reflecting on the areas of Communication and Catholic Identity as key areas of focus following the data collected in this year's survey. We are hopeful that the 2022 survey will provide an opportunity for significant improvement on the data collected last year.