



St Francis de Sales School Oak Park

2022 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

27/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 am pleased to share with you the achievements of St Francis de Sales Primary School over the past 12 months. Despite the challenges posed by the COVID19 pandemic, our school community has risen to the occasion and has much to be proud of from the 2022 school year.

In 2022, St Francis de Sales Primary School is proud to have successfully reconnected with its students, families, and school community after two years of COVID forced interruptions. The school has successfully reestablished normal school routines, allowing students to return to full time schooling. The school has supported students in the integration back to school life, supporting the emotional and social needs of a high number of children during this time.

The school has at times battled staffing shortages, with large numbers of staff and students suffering from COVID and other illnesses. Despite this, the school has continued to deliver quality education minimising disruption to the continuity of learning of students.

The school has also made significant progress in various school improvement initiatives. These include the development of whole school approaches in literacy, mathematics, behaviour management. The continued positive academic results achieved by the school in 2022, particularly in literacy, reflect this improvement.

The school has also had several successful community events. These events have been vital in reconnecting with the entire school community. The 2022 Art Show, the 2022 Whole School performance "Come Fly With Me," and other events such as Mother's Day and Father's Day Breakfasts have been fantastic in bringing families together to celebrate the talents and gifts of our children.

In summary, St Francis de Sales Primary School has made significant achievements over the past 12 months. Despite the challenges faced due to the COVID-19 pandemic, the school has successfully reconnected with its students, families, and school community. The school has also made progress in various school improvement initiatives and held several successful community events. The school is proud of its positive academic results and is committed to providing quality education while continuing to support the social and emotional needs of its students into the future.

Catholic Identity and Mission

Goals & 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

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.

Our Sacramental programs provide our students with an extension and development of faith formation through weekend commitment masses, class masses as well as planned experiences for all children where they explore prayer and scripture.

Teachers have continued to develop and plan effectively 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.

Community masses and liturgies were able to resume in the church, led by our Parish Priest, Fr Thien Vo.

VALUE ADDED

Staff Faith Formation and Development and Planning

- Year levels were provided with facilitated planning with the Religious Education Leader using scheduled meetings 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.
- 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.
- The Sacraments of First Eucharist, Confirmation and First Reconciliation was able to take place for 2022 candidates.
- A Family information meeting for Sacraments of Confirmation and Reconciliation was held in preparation for these sacraments.

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.
- Prayer occurred in classrooms at the beginning of the day, lunchtime and to end the day when at school.
- 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 Gospel

Learning and Teaching

Goals & Intended Outcomes

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

Intended Outcome:

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

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

Intended Outcome:

- 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).

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

Intended Outcome:

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

Achievements

For the purpose of this report, and inspired by our ongoing commitment to the work we undertook with Agile Schools, our 2022 achievements have been organised into the following areas:

- Positive student learning behaviours
- Expert teaching practices
- Effective, high-impact leadership practices,
- Adaptive organisational structures and processes, and
- Student achievement (see 'Student Learning Outcomes')

Positive student learning behaviours

We believe that a positive learning climate sets the tone for positive student learning behaviours, where learning is viewed holistically across the domains of health and wellbeing, behaviour, and academic learning. Establishing this climate is at the core of what we do in wellbeing for learning, where our work is underpinned by three key frameworks: Positive Behaviour for Learning, the Berry Street Education Model, and Social and Emotional Learning.

In 2022, we completed Berry Street Education Model professional development for our whole staff, including the revision and completion of non-negotiables for practice linking to our Shared Belief Statement. We utilised School-Wide Information Systems (SWIS) data to inform and track the effectiveness of our interventions linking to positive student learning behaviours, to validate our staff perception of a significant drop in incidences transitioning in off the yard from recess and lunch. Through explicit instruction, we have been able to support students to develop more effective tools for self-management and self-regulation, as well as a heightened understanding of the importance of being actively engaged in their learning.

Expert teaching practices

In 2022, we were once again afforded the opportunity to engage with professional learning in person. For our staff, this meant attending professional learning opportunities on areas including - but not limited to - well-being, data literacy in numeracy, community engagement using digital tools, Indigenous Perspectives, and structured literacy. Regarding the latter, we were able to take our entire junior teaching team offsite to observe practice in action at a fellow Catholic school. We designed deliberate opportunities for collaborative planning and implementation following this learning, working in a timely manner to capitalise on the momentum of these instances. In several cases, we were also able to allocate staff meetings for newly learned staff to share theory and practice, which resulted in a positive flow-on effect, both in terms of positive regard for self and for new information.

In collaboration with our educational consultant, Kerri Simpson, we also worked to restructure professional learning team (PLT) meetings, ensuring that learning specialists worked in a one-to-one capacity with year-level teams. These meetings now take place at the commencement of each planning cycle, beginning with a precise data drill-down, so that planning is highly tailored to the educational needs of the cohort. These weekly opportunities to reflect critically on teaching and learning practices in relation to educational outcomes have improved our shared understanding of data enormously.

Effective, high-impact leadership practices

This year our team worked closely with the aforementioned educational consultant, Kerri Simpson, to up-skill our leaders to renew and improve team practices across the school. Underpinned most notably by the work of Patrick Griffin, we analysed the teams we work in and our ways of working. As part of our annual teaching and learning cycle, every team in the school now begins the year by developing a shared team purpose statement and guiding protocols, which form the backbone of critical dialogue for improvement. This started for us in 2022.

Further to this work, was the restructuring of our PLT cycle, as well as the introduction of our **St Francis de Sales Instructional Playbook**. To support our continued efforts to build a culture of critical dialogue, we became more acutely aware of the need to capture our shared expectations for practice in a highly visible way. The goal of this document is to lay out our instructional practices clearly and succinctly.

It is laid out according to the following areas:

- School Vision, Mission Statement & Values
- Performance Development Cycle

- Instructional Model
- Core Curriculum
- Planning Requirements
- Curriculum Areas: Wellbeing, English, Mathematics, Religious Education, and Inquiry
- Assessment, Reporting & Referral Processes

In contrast to improvement planning documentation (SIFs, AAPs, etc.), this is a living document and one that is only updated resulting from shared learning and/or consultation with staff. While we acknowledge that developing opportunities for school improvement is the core business of our School Improvement Team, we wanted to create a space to clearly document the impacts of our shared efforts in real time. So far, this initiative has proved incredibly useful for its ability to minimise cognitive load for working teachers, effectively creating a point of reference for sustaining improvement efforts.

Adaptive organisational structures and processes

For the first time in some years, we allocated a single Prep-6 learning specialist both in literacy and mathematics for 2022, with a goal of continuously improving consistency of practice through minimised channels. As mentioned multiple times herein, the most notable changes to structure have been the change to the way in which we conduct our professional learning teams (PLTs), which has created a pivotal shift in how we think about and plan, informed by student learning data. In 2022, learning specialists began to participate in collaborative planning in year-level teams during planning, as opposed to with junior and senior collectives after school. Leaders stay working with either the P-2 or 3-6 cohort for a term at a time, the initial instance of which is determined by the greatest area of need according to internal academic data.

This means that learning specialists are able to identify a highly specific area of need alongside year-level teams, and create the conditions to meet those needs. In contrast, according to staff feedback from 2021, junior or senior PLTs were perceived as an opportunity for shared professional learning, or with less relevancy to a particular level. Getting to more people in the same amount of time also meant less of an opportunity to impact practice by our specialists. As an additional bonus, PLTs during planning give teaching teams the freedom to select an hour for after-school planning at their own discretion.

STUDENT LEARNING OUTCOMES

Based on NAPLAN data, student achievement in Year 3 2022 revealed results that were comparable to the national average in Reading, Writing, Spelling, and Grammar & Punctuation, but below in Numeracy. Our Year 5 cohort received above-average results in the areas of Reading, Writing, and Grammar & Punctuation, with comparable-to-state average results in Spelling and Numeracy. In the absence of between-year data for NAPLAN 2020-2022, we can refer to Semester 2 comparison of internal data sets between 2020 and 2022 PAT-Maths and PAT-Reading, which reveal the following:

- Whole school spread 2020-2022: Maintained percentage of students working at or above standard F-6 (Reading and Maths)

- Increase in students working above average - Reading: Foundation, Year 1, Year 3, Year 5, Year 6
- Decrease in students working below average - Reading: Foundation, Year 1, Year 3, Year 5, Year 6
- Increase in students working above average - Maths: Year 4
- Decrease in students working below average - Maths: Year 3, Year 4, Year 5, Year 6

Worth noting in the absence of junior results specifically relating to Maths, is a school-based change to the administration of PAT-Maths Early Years as an assessment tool, with the introduction of Maths Online Interview, which better tracks the progression of learning in junior years, supporting school staff to identify specific opportunities for improvement.

In 2022, we refined and maintained adaptive intervention practices for students at risk of not making learning growth either above or below standard. Informed by our ongoing work with the Response to Intervention model (per completion of MACS Intervention Framework professional development modules), we set and checked outcomes against school-based or assessment tool-related benchmarks, and used 'achievement diamonds' to continuously monitor student progress against these. In striving to consistently meet the needs of our learners, we employed a wide range of classroom-based and small-group interventions to enhance student learning outcomes. These included:

- Learning Sprints responsive to student needs (above, at, and below grade level)
- Structured literacy intervention supported by Little Learners Love Literacy and Decodable Readers Australia resources
- Multi-sensory learning strategies in maths and literacy small groups
- Small group Maths interventions based on approaches from the Numeracy Teachers Academy
- ICAS Maths and Reading
- Matific extension and engagement activities
- Small group, project based extension learning for gifted and talented students, facilitated by leadership, and
- Peaceful Kids mindfulness program facilitated by leadership

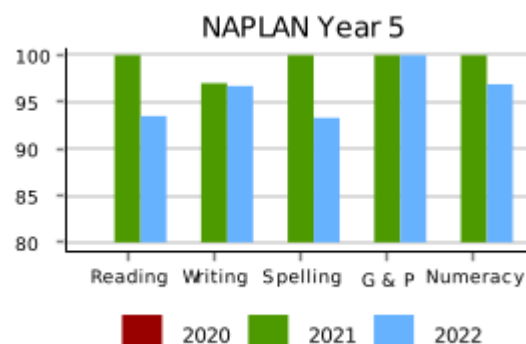
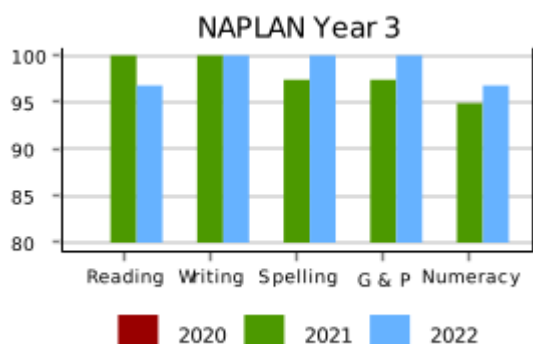
Based on our whole school improvement plan, we continued to engage with professional development opportunities for leaders, intervention, and classroom teachers that complemented and extended upon our shared understanding of best-practice in all areas. This learning enhanced our capacity for contextually appropriate, high-quality curriculum design. Alongside relevant scope and sequence documentation, it supported staff to develop better cumulative learning opportunities and monitor student learning more effectively, evidenced by exceptional learning growth from Semester 1 to Semester 2.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.4	-	100.0	2.6
YR 03 Numeracy	-	94.9	-	96.8	1.9
YR 03 Reading	-	100.0	-	96.8	-3.2
YR 03 Spelling	-	97.4	-	100.0	2.6
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	96.9	-3.1
YR 05 Reading	-	100.0	-	93.5	-6.5
YR 05 Spelling	-	100.0	-	93.3	-6.7
YR 05 Writing	-	97.0	-	96.7	-0.3

* 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 at school.
- That the school community continues to embed the Positive Behaviour for Learning Framework, Berry Street practises and Social Emotional Learning in all aspects of school life.
- To develop learners who are responsible, self-aware, confident, and resilient young people who can reach their full potential.

Achievements

We believe that student wellbeing sits beneath and within everything we do at St Francis de Sales. It encompasses all aspects of a student's experience at school and we believe it to be the cornerstone of their success. Happy, calm and resilient children are children who can learn and children who can succeed.

Our work in wellbeing is underpinned by three key frameworks, Positive Behaviour for Learning (PBL), the Berry Street Education Model and Social and Emotional learning.

We are a PBL school, this is our whole school approach to positive education. Students are explicitly taught positive behaviours, grounded in our school wide expectations of Proud, Safe, Responsible and Kind. We prioritise the teaching, rewarding and reinforcing of the expected, positive behaviours while also supporting students through a tiered intervention model to learn and practise these behaviours.

In 2022 our school staff completed the fourth and final day of the Berry Street Education Model training. Our school has continued to embed consistent, predictable routines across all aspects of our school which has been foundational to creating an environment where all students can thrive. In addition, students have developed their skills of self-regulation and self-awareness to help them to be ready to learn and to respond proactively to challenges and bumps in the road as they arise.

2022 saw St Francis refresh its focus on Social and Emotional Learning. A new scope and sequence was developed that highlighted a weekly whole school focus that is aligned with the five core competencies of:

- Self-awareness
- Social awareness
- Self-management
- Responsible decision-making
- Relationship skills

St Francis de Sales has continued to offer a mindfulness and positive psychology program called Peaceful Kids in 2022. This program aims to lessen anxiety and stress and increase resilience in children. 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.

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 Well being team that meets weekly to address well-being issues and needs of students
- Parent involvement was encouraged, especially during Remote Learning, to emphasise the importance of parents as partners in their children's learning and growth.
- Student Leadership and the Student Representative Council
- Planned lessons and participation in the National Day Against Bullying and Violence
- Continued awareness of online Safety, building an awareness of the importance of being "cyber smart". Online 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
- Harmony Day celebration and activities in Term 1
- Day for Daniel - Day against bullying and violence Term 4
- Student Leadership
- Social and Emotional classroom lesson
- Quiet indoor play
- Transition programs from Grade 6 to Year 7
- Transition programs from Kinder to Prep

STUDENT SATISFACTION

It has been pleasing to see the resilience and ability of our students to bounce back following the third year of disruptions and complications born from the COVID-19 pandemic. The transition back to full-time onsite learning presented a number of challenges and many

students required additional social and emotional support to support the transition back. There is no doubt that this transition back to school and the associated ongoing challenges have no doubt impacted our student perception data. I am please that in spite of these ongoing challenges our students perception data was closely aligned with that of all MACS schools and was similar to our data from 2021. One area of slight difference was a drop in perception relating to school climate and this is something that the school is confident of addressing.

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 well-being 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	85.8%
Y02	89.4%
Y03	88.3%
Y04	91.8%
Y05	89.1%
Y06	88.6%
Overall average attendance	88.9%

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

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 leaders at SFdS

Achievements

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.

School Leadership Team participation in shared Professional Learning on Agile Leadership with a focus on change implementation and management.

Introduction of a “School Improvement Team” comprised of sphere leaders, focused on driving improvement within the school.

School Improvement Team worked with external consultant - Kerri Simpson (Simpson Education) on building our capacity as educational leaders and how to support school improvement and change implementation.

School Improvement Team implemented a number of improvement initiatives including a re-imagining of our Evidence Based Team Planning cycle resulting in an increased use of evidence and data at the initial phase of planning for learning and the introduction of Learning Sprints focusing learning goals relating to particular groups within each class

School Improvement Team participated in professional reading relating to the change management theory of Viviane Robinson which supported developing our capacity as educational leaders.

Opportunities for further study offered to leaders resulting in some leaders participating in sponsored further University study.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

The school completed the professional development 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 with the final day of the 4 being completed in Term 1. An overview of the 4 days can be found here.

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.

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

In 2022, we also continued the process of working with MACS to use the Intervention Framework - A Multi-tiered System of Support for learning needs within our school.

The school participated in a full day of professional learning relating to the Pedagogy of Encounter. This was facilitated by the Education in Faith Team from the Northern Region.

The school held another professional learning day focusing on the development of data literacy and how to use this evidence to support learning in the classroom.

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 2022	24
Average expenditure per teacher for PL	\$1270

TEACHER SATISFACTION

Given the challenges in education throughout the COVID-19 pandemic the school was overall pleased with the level of teacher satisfaction which was reflected in the 2022 MACSSIS Survey perception data. Teacher data was above the MACS average on most of the indicators. Areas that were particularly pleasing were relating to collaboration, support for teams, psychological safety and staff-leadership relationships.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.1%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	79.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.0%
Graduate	15.0%
Graduate Certificate	0.0%
Bachelor Degree	45.0%
Advanced Diploma	30.0%
No Qualifications Listed	35.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	23.7
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	10.0
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal

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

Intended Outcomes

That the students connect with the community in meaningful ways that benefit their learning and well-being.

Achievements

St Francis de Sales School is a supportive and dedicated community of students, teachers, families (past, present and future), partners and friends. We acknowledge the importance of fostering a supportive and inclusive culture as we embrace diversity and acknowledge our community's essential responsibility in the growth of each individual child. Our key approaches to strengthening relationships within our SFdS community involve effective communication with all partners as well as giving back to the community by building partnerships through Mini Vinnies initiatives and social justice actions. Each of the established relationships aims to enhance learning and wellbeing for students, developing and celebrating community.

- Transition from Kinder to Prep
- Orientation Days and Parent Information Sessions
- Story Time in the library
- Open Days and Tours
- Whole Community Events - Mother's Day and Father's Day breakfasts, The Colour Run, Footy Day
- Prep Information Enrolment Sessions
- Classroom displays and learning displays around the school
- School Advisory Council
- Parents and Friends
- Excursion Helpers
- Whole School Mass and weekly class Masses where parents are invited.
- Graduation celebration groups - parents preparing the end of year graduation.
- Sacramental Commitment Masses
- Skoolbag app and fortnightly newsletters
- Screens located in the administration area showcasing student action and achievement
- Whole School ART Show - Term 2

- 2022 School Performance - "Come Fly With Me"
- As a Mini Vinnies Team, we continued to strengthen partnerships engaging through Social Justice Initiatives with Glenroy West Kinder and Monterey Aged Care Facility. Students
- School Choir visiting Monterey Aged Care Facility to sing Christmas carols
- Christmas Carols/Twilight BBQ Evening

PARENT SATISFACTION

Families were given the opportunity to participate in MACSSIS surveys in July. We are grateful that numerous families (69) took the opportunity to provide this feedback to the school. This is the largest response that the school has had in completion of these surveys in a number of years.

The data reflected that our Parent satisfaction had increased across 5 of the 7 domains outlined in the families MACSSIS Perception surveys from 2021 to 2022. This shift is pleasing given the continued challenges of COVID restrictions impacting school partnerships with families.

The areas that the school will look to continue to build upon in 2023 relate to continued re-connection with families and family engagement. We are hopeful given the relaxing of COVID restrictions and the major efforts of the school to run community focused events across the last two years that we will see a significant increase in this data over the