



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Francis de Sales School

626 Pascoe Vale Road, OAK PARK 3046

Principal: John Rudd

Web: www.sfoakpark.catholic.edu.au

Registration: 1616, E Number: E1227

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 21 Jun 2025

About this report

St Francis de Sales School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.

Principal's Report

It brings me great pleasure to reflect on the successes and progress over the period of the 2024 academic year. This year has been one of affirmation, marked by numerous achievements that have significantly shaped the direction of the school for the better.

Key Highlights:

- Completion of Building Project: The completion of our building project stands as a testament to our commitment to providing state-of-the-art facilities essential for nurturing our students and serving our community. The additional space will undoubtedly enhance our educational landscape.
- Outstanding Academic Performance: The success in NAPLAN, particularly among our Year 5 students, showcases the dedication and prowess of our educators and the commitment of our students to academic excellence.
- Increased Enrolment Demand: The high demand for enrolment in Prep and across multiple year levels for 2024 underscores the trust and confidence our community places in our school's ethos and educational standards.
- Positive MACSSIS Perception Data: The substantial improvement in perception data reflects the resilience and adaptability of our school community.

Gratitude and Acknowledgments:

Our successes are indebted to the exceptional team of educators who consistently go above and beyond for the betterment of our students. I extend my deepest gratitude to our staff and the leadership team who have been dedicated to steering our school toward continuous growth. Their unwavering commitment and work ethic are commendable.

I extend my gratitude to our Parish Priest, Father Thien Vo and to the school council led by Duncan Brown, for their continued support and contribution to the schools development.

John Rudd (Principal January - September 2024)

*In mid-November 2024 Aoife McCarthy was appointed to lead Saint Francis de Sales as Principal.

I am delighted to be joining the school community of Saint Francis de Sales. I look forward to continuing the work undertaken by John Rudd and the staff of our school into 2025.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: To embed a shared contemporary Catholic identity

- That teachers are capable and committed to leading and teaching as witnesses to the Catholic tradition
- That students view contemporary issues through Catholic perspectives within the context of the Catholic tradition

Achievements

The 2024 year began successfully in the Education and Faith Sphere with the whole school beginning Year Mass as well as the Beginning of Year Welcome BBQ for families in which we had a fundraiser where we collected donations for Caritas: Project compassion. The Sacramental program also began early in Term One with Confirmation. As part of the preparation for the Sacrament we were fortunate to have Bishop Terry Curtin speak to our Year 6 students as well as having a Family Faith Evening for the Confirmation Candidates and their families.

In Term Two we continued with the Sacramental preparations with the Sacrament of First Eucharist. The program provided students and their families the opportunities to further develop and engage in their faith and formation with weekend commitment masses, class masses as well as a Family Faith Evening about the Sacrament of First Eucharist. Throughout the term we continued to celebrate the liturgy both in class groups and as a high whole. One highlight being the Mother's Day Mass which was well attended after the Mass families were invited to an open morning in the school. As a school we brought to the forefront the St Vinnies Winter Appeal, in which our school community generously donated food, toiletries and other household items to the Appeal as well as raising money in a Casual Clothes Day Gold Coin Fundraiser.

Term Three the Year 3 students prepared to celebrate the Sacrament of Reconciliation. The program provided students and their families the opportunities to further develop and engage in their faith and formation with weekend commitment masses, class masses as well as a Family Faith Evening about the Sacrament. Liturgy continued to be a big part of school life celebrated the Feast of the Assumption as well as celebrating Father's Day with a whole school mass and open morning in the school.

Term Four saw a celebration of Grandparents and Special Friend Day. The Day was celebrated with a whole school mass which was attended by many Grandparents and special people in the children's lives followed by an open morning in the classrooms and a morning tea. As the year drew to a close the liturgical celebrations continued with Year 6 Graduation Mass as well as the End of School Year Mass.

Throughout the year the staff engaged in a variety of professional learning opportunities allowing them to deepen their understanding and knowledge of the Pedagogy of Encounter and the Religious Education Curriculum Framework with a focus on the key content areas within the Curriculum. Staff worked collaboratively in teams and within a facilitated planning environment with the Religious Education Leaders to plan the Religious Education curriculum. Staff continued to deliver engaging and relevant RE learning opportunities that allowed the students to find connection with the faith and how we live, as well as maintain a curriculum that supported the Sacramental preparation across the school. The school has continued to update the resources that are available to both staff and students in the area of Religious Education.

Community partnerships with the parish and school continued to grow and strengthen. Students were given the opportunity to train as altar servers for parish and school masses and the school worked closely with the catechists to support those children outside our school who were preparing for the sacraments. Classes attended parish masses each week and our whole school masses were celebrated within the Parish mass, with the school choir leading us in song at these masses.

Our students and families have been constantly informed and been invited to participate in the Catholic life of the school via a variety of different circulations that exist at the school, especially the digital platforms of Operoo and Seesaw. The school also has celebrated the Catholic life of the school through a variety of displays around the school and in the classroom and through the rich tradition of prayer that exists.

Value Added

- Whole school beginning Year Mass
- Beginning of Year Welcome BBQ for families
- Fundraiser for Caritas: Project compassion
- Confirmation Sacramental program.
- Sacrament of First Eucharist
- Class liturgies weekly
- Mother's Day Mass which was well attended after the Mass families were invited to an open morning in the school

- St Vinnies Winter Appeal
- Sacrament of Reconciliation
- Grandparents and Special Friend Day
- Year 6 Graduation Mass as well as the End of School Year mass.

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: To build a safe, calm, and orderly environment for learning.

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

Intended Outcome: To implement effective teaching strategies within an instructional model, to ensure consistency of practice in Numeracy.

Achievements

In 2024, 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 Numeracy, Structured Literacy and Religious Education.

In Numeracy, St Francis de Sales engaged with Dr Ange Rogers, a leader in her field of Primary School Mathematics.

- Subscription to Professional Development Platform: Numeracy Teachers Academy, staff have been able to update their professional development according to their interests.

In Literacy, we continued to implement and refine our structured literacy blocks using approaches which are based on the Science of Reading (a comprehensive body of knowledge on how students learn to read). In 2024 there was a focus on the explicit instruction of phonics and spelling. Teachers in Year Two through to Six worked on implementing daily spelling lessons trialling PhOrMeS lessons (a ready-to-teach, comprehensive, core literacy skills curriculum covering phonology through phonics, orthography- correct spelling, morphology & etymology and semantics & vocabulary. In Prep and Grade One the UFLI program was implemented as part of our explicit and systematic phonics program.

In Religious Education, St Francis de Sales celebrated and came together for many occasions with the whole school community, fundraising for Caritas, Sacraments, celebrating parents and grandparents during whole school masses. The staff also engaged in a number

of professional development opportunities, led by our Religious Education Leader and work collaboratively to improve understanding and teaching in RE. This is outlined in greater depth in the Religious Education component of this report.

Teachers reflected on their practices within the classroom for both teaching and assessment and their collaboration within the school between and across learning teams. It was evident through the review that there was a strong collegiality and collaboration between staff, and this supported the school's goal of improvement in teaching and learning.

Student Learning Outcomes

Based on NAPLAN data, student achievement in Year 3 2024 revealed results that were above to the national average in Year 3 in Writing and Grammar & Punctuation, but below in Reading and Spelling. Whilst Numeracy was still below the state, there was growth between the years of 2023 and 2024 which is promising.

Our Year 5 cohort received above-average results in all areas; Reading, Writing, and Grammar & Punctuation, Spelling and Numeracy and remained positive with all scores above the state average.

In 2024, 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, 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 Tier 2 literacy intervention based on explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading
- Small group Maths interventions based on approaches from the Numeracy Teachers Academy
- ICAS Maths and Reading to engage students who are excelling in these areas.
- Matific extension and engagement activities

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, updated scope and sequence documentation, it supported staff

to develop better cumulative learning opportunities and monitor student learning more effectively.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	445	62%
	Year 5	520	84%
Numeracy	Year 3	420	64%
	Year 5	500	89%
Reading	Year 3	440	73%
	Year 5	517	82%
Spelling	Year 3	442	82%
	Year 5	502	80%
Writing	Year 3	432	85%
	Year 5	513	92%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goals & Intended Outcomes

- St Francis de Sales creates the conditions where teachers can teach, and students can learn and grow.
- To build a safe, calm, and orderly environment for learning
- That all students feel safe, valued and engaged at school
- That the school community continues to embed the Positive Behaviour for Learning Framework, Berry Street practices 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 well-being 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.

Our work in well-being 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.

We utilise the Multi-Tiered System of Support across our school in the area of Well-being. Whole school practices are embedded to create a calm, safe and engaging learning environment, such as morning circle, brain breaks and positive primers, ready to learn scales and class rewards. Small group programs and supports are available, such as our Peaceful Kids Program and social skills groups, for those students requiring extra support. We work closely with Melbourne Archdiocese Catholic Schools (MACS) as well as para-professionals such as psychologists and student's families to tailor individualised programs for students requiring more intensive support.

St Francis de Sales' Social Emotional Learning scope and sequence was further embedded in 2024, highlighting a fortnightly whole school focus that is aligned with the five core competencies of:

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

Value Added

A strong commitment to the schools overall well-being has resulted in an inclusive, and engaging learning atmosphere that reflects the schools values and beliefs. In 2024, the school continue to improve in the area of well-being by:

- Ensuring that all students are safe and supported with all members of staff trained in Asthma, Anaphylaxis, First Aid, Child Safe and Mandatory Reporting requirements and Emergency Management procedures
- Actively monitoring the well-being of all students with weekly Student Wellbeing Team meetings
- Program Support Group and other parent meetings to address well-being concerns and monitor student progress
- Social Emotional Learning embedded across the school, supported by a fortnightly whole school focus and facilitated by members of the Student Representative Council
- Active implementation of the Berry Street Educational Model to support school wide consistent, predictable routines as well as targeted strategies for students
- Opportunities for student leadership across the school including, SRC, Sports Leaders, Sustainability Leaders and Social Justice Leaders
- Multi-Tiered Systems of Support across the school in the area of well-being including, whole school practices, small group programs and individualised well- being plans as needed
- Continued development of our school's PBL practices, focusing on implementing Tier 2 strategies with the whole staff
- School wide celebrations for Harmony Day and National Day Against Bullying
- Celebrations and teaching around National Reconciliation Week and NAIDOC week, including a whole school Sorry Day assembly
- Continued awareness of online safety, building an awareness of the importance of being & cyber smart.
- Transition programs for Year 6 students moving to Secondary School and students beginning Prep

- Raising awareness of staff well-being and self-care through scheduled check ins throughout Term 4

Student Satisfaction

St. Francis de Sales Primary School 2024 student satisfaction survey, yielded positive results across various domains. Key highlights include strong perceptions of student safety, school climate, engagement, school fit, teacher relationships, and belonging. Notably, the data reflects significant growth in student engagement, rigorous expectations, learning dispositions, and school belonging, aligning with the schools focus in 2023. Overall, the survey indicates pleasing satisfaction levels among students, affirming the schools efforts in fostering a supportive and enriching educational environment.

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, Operoo app, email or a written note.

Families are asked to provide reasons for a child's absence. It is the teachers 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	92.3
Y02	92.9
Y03	87.9
Y04	91.8
Y05	90.1
Y06	91.9
Overall average attendance	91.1

Leadership

Goals & Intended Outcomes

Goal: To build a strong leadership culture around shared vision and purpose

Intended Outcome: Staff are enabled and empowered to contribute to school improvement

Achievements

In 2024 SIT (School Improvement Team) continued to work with educational consultant, Kerri Simpson. Learning in this area related to managing change and building the shared capacity of the leadership team

- Learning Specialists refined the PLT format for team meetings and used this to target the needs of groups of like students to engage them in work that was evidence based, differentiated and targeted to support their learning journey.
- The Leadership Team engaged with consultant Katrina Bourke participating in a leadership capacity development program focusing on coaching.
- The school leadership team continued to participate in professional learning relating to Agile Leadership based on the work of Simon Breakspeare run by MACS.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • Literacy Solar Science of Reading Introduction - Science of Language and Reading: • Subscription to Professional Development Platform: Numeracy Teachers Academy, staff have been able to update their professional development according to their interests. • A staff member from each year level group attended offsite Professional Development with Simply Maths, run by Ange and her colleague Bern Long in the areas of 'Addition and Subtraction', 'Multiplication and Division' and 'Fractions and Decimals'. • Teachers in Year Two through to Six worked on implementing daily spelling lessons trialling PhOrMeS lessons (a ready-to-teach, comprehensive, core literacy skills curriculum covering phonology through phonics, orthography- correct spelling, morphology & etymology and semantics & vocabulary. • In Prep and Grade One the UFLI program was enhanced as part of our explicit and systematic phonics program. • Staff completing Masters in Student Wellbeing • Leadership Team worked with Katrina Bourke education to develop capacity in terms of managing and implementing change. • Pearson ABLE User B accreditation course - Term 4 • First Aid Training whole staff 	
Number of teachers who participated in PL in 2024	24
Average expenditure per teacher for PL	\$980.00

Teacher Satisfaction

In 2024, St Francis de Sales Primary Schools staff satisfaction data revealed positive results, demonstrating above MACS average percentages across all measured domains. Notably, overall staff endorsement of the school increased.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	3
Graduate Certificate	0
Bachelor Degree	8
Advanced Diploma	6
No Qualifications Listed	12

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	20.4
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	6.56
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Annual Action Plan:

- That students are valued and active participants in their community

Intended Outcomes:

- St. Francis de Sales Primary School will continue to build and foster partnerships that enrich learning and support the well-being of all.

Achievements

St Francis de Sales understands that family involvement and positive relationships between the school and families are essential to the success of our school. We believe that, in partnership with parents and the wider community, we can create a positive and enriching environment for our children that will foster a lifelong love of learning.

Children learn from both parents and teachers, but it is parents who have the long-term responsibility for their child's welfare and who are the primary educators. Children benefit if parents and teachers are able to work in partnership and if they see their parents involved in their learning and in the life of the school.

The school is also part of the parish, local and wider community. Developing strong relationships beyond our own boundaries allows the children to gain from a broad range of opportunities and begin making their own contributions as members of the community. 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. Each of the established relationships aims to enhance learning and wellbeing for students, developing and celebrating community.

Some key examples of success in 2024 included.

- School Advisory Council
- Transition from Kinder to Prep
- Orientation Days & Parent Information Sessions
- Open Morning/Afternoon sessions occurring termly

- Open Days & School Tours
- Whole Community Events including Mother's & Father's Day breakfasts, The Colour Run etc.
- Prep Information Enrolment Sessions
- Whole School Mass & weekly class Masses
- Sacramental Commitment Masses
- Excursion Helpers
- Established partnerships with local organisations
- Graduation parent committee
- Use of Operoo & the online platform Seesaw for ongoing communication
- School Choir
- Welcome BBQ
- Christmas Carols/Twilight BBQ Evening
- Year 6 & Prep Buddy Program

Parent Satisfaction

St. Francis de Sales Primary Schools recent parent satisfaction data reveals positive overall perceptions, particularly in student safety, school climate, school fit, and family engagement. Notably, there is significant improvement in family engagement, aligning with the schools 2024 focus. However, areas for potential growth include enhancing Catholic Identity and addressing barriers to engagement.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.sfoakpark.catholic.edu.au