



St. Francis  
OF ASSISI SCHOOL



MELBOURNE  
ARCHDIOCESE  
CATHOLIC SCHOOLS

# St Francis of Assisi School Mill Park

2020

Annual Report to the School Community



Registered School Number: 1809

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## Contact Details

ADDRESS	290-312 Childs Road Mill Park VIC 3082
PRINCIPAL	Mark Basile
PARISH PRIEST	Father Anthony Girolami
SCHOOL BOARD CHAIR	Phillip Atallah
TELEPHONE	03 9407 3100
EMAIL	principal@sfmillpark.catholic.edu.au
WEBSITE	www.sfmillpark.catholic.edu.au
E NUMBER	E1316

## Minimum Standards Attestation

I, Mark Basile, attest that St Francis of Assisi School is compliant with:

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

03/05/2021

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

## Our School Vision

St Francis of Assisi Parish Primary School is a Gospel centred learning community who live out the teachings of Jesus Christ. We believe that our Catholic faith and life learning is interrelated. We are committed to the continual faith development of our community where we experience Jesus through our faith and daily life, recognising that the Spirit is alive in people.

Learning at St Francis enables the formation of knowledge, capabilities and values. We believe that this fosters meaningful engagement in learning in order to become informed, empowered, active global citizens in a contemporary and connected world.

We value opportunities for learning and reflection that challenge us to aspire to individual excellence, whilst maintaining the dignity and worth of the whole person.

## School Overview

St Francis of Assisi Primary School is located in Mill Park, approximately 20 kilometres north of Melbourne CBD. The school is situated on Childs Road. St Francis of Assisi Primary School is in the Catholic Parish of Mill Park. The Parish Priest is Father Anthony Girolami.

The school was officially opened in 1981 with an approximate enrolment of 180 students. The school is situated on ten acres of landscaped surroundings and has undergone various building projects as enrolments continue to grow. Our facilities boast a Sports Centre, Oval/Athletics Track, Library Resource Centre, equipped with a Computer Lab and Music Room, as well as safe and comfortable playgrounds all surfaced with rubber soft fall.

There is a strong sense of community at St Francis of Assisi where staff members support and value each other and staff are willing to give that bit more to provide a happy and enriching school experience for our students. The school is also well supported by the parents of our students and the members of the Parish Community.

St Francis of Assisi is unique by nature of its size having an enrolment of 1178. We have a diverse and multicultural family base. 12.2% of families received Camp Sport Excursion Funding (CSEF) in 2020 and we have an SES level of 99 and a DMI of 97.

We have 43 classes across our school that are made up of single stream levels:

- 7 x Prep
- 6 x Year 1
- 6 x Year 2
- 6 x Year 3
- 6 x Year 4
- 6 x Year 5
- 6 x Year 6

We have achieved much through school improvement planning over recent years. Teachers are working in Professional Learning Teams and through collaborative partnerships meet the needs and interest of all students. Together, they are implementing strategies and understandings that support the work with students. The school offers the following specialist programs: Physical Education, LOTE (Italian P-6, Japanese (Optional Year 5-6), Visual Arts, Drama, Music, Digital Learning, Science and Library. We are also proud of our Passion Project Program that supports Year 5/6 specialists. These include; Robotics, Creator Maker- Design and Technology, Health and Fitness, Kitchen Garden, Performing Arts, Science and Visual Arts. All students from Years 4-6 have their own laptop. All classes have access to PCs, laptops, iPads, digital cameras and interactive whiteboard screens. Our Year 5/6 learning space is also equipped with Apple Macintosh Computers and a 3D printer. All classrooms and learning spaces are air-conditioned and heated.

## CONTEXT OF ANNUAL COMMUNITY REPORT

As part of the funding agreement between the Catholic Education Commission of Victoria (CECV Ltd) and the Australian Government through the Department of Education, Employment and Workplace Relations (DEEWR), schools are required to report on certain categories of School Performance Information. Additionally, the Victorian State Government, through the Victorian Registration and Qualifications Authority (VRQA), requires us to provide School Performance Information, including additional categories. This report is based on 2020 performance; changes are reported from the 2019 year to 2020 year.

## Principal's Report

I am very proud to present this report to the community; it highlights the contemporary work being carried out by our dedicated staff and parish community in supporting the faith, learning and wellbeing needs of all our students. St Francis of Assisi is a strong Catholic Community. We recognise the importance of being active participants in our Faith and Learning journey. We had much to celebrate during the 2020 school year.

The School Improvement Plan has now completed three years of its four-year cycle. The staff have been involved in the implementation, review and construction of the third Annual Action Plan for 2021. Some of the achievements in 2020 include:

- We are more effectively using data to drive teaching and learning. As a result, we are more aware of the particular needs of the students as is evidenced by our annual count of 177 students receiving additional support and adjustments through NCCD- Nationally Consistent Collection of Data.
- The Learning Collaborative (TLC) Focus Team continued to attend professional learning facilitated by Dr. Lyn Sharratt.
- Visible Learning Intentions were formalised and teachers began experimenting with co-constructed success criteria. We began asking students what they are learning and why as a way of measuring their understanding of instruction and purpose.
- Teachers identified 'Students of Wonder' within their classes and collaborated with colleagues to develop effective, instructional strategies and intervention to enable students to achieve specific learning goals and experience growth.
- We continued Learning Walks to reflect upon and develop our practice to promote individual collective improvement across the school.
- Professional learning for all staff in the area of Mathematics. We developed a partnership with the Mathematics Association of Victoria. Teachers had the opportunity to engage and plan units of work with Martin Holt.
- Staff have gained greater familiarity with the content of Victorian Curriculum and have begun to fully implement it across the school, ensuring all students have full entitlement to curriculum content and capabilities. Our teaching plans incorporate learning expectations from Victorian Curriculum.
- Curriculum and Assessment Maps assisting with honouring curriculum and identifying gaps with the planning, delivery and assessment of Integrated Inquiry Units.
- Photography Passion Project
- Compass June and November Summary Reports

The Leadership Team remained consistent in 2020, which allowed for stability, implementation of the School Improvement Plan and depth in continued foci. I thank each of the members of the Leadership team: Grace Lucic (Deputy Principal- School Community), John Dwyer (Deputy Principal- Religious Education/Wellbeing Leader), Christina Padula (Learning and Teaching

Leader) Mary Constanzo (Literacy Leader), Brooke Brennan (Mathematics/Transition Leader) and Nicole Federico (Leader of Learning Support) for their continued leadership and guidance.

Maintenance projects have seen:

In 2021, we look forward to adjusting and improving our current Passion Project model for Year 5 students (Year 6 to follow in 2022), as well as our new and improved School Office entrance. In addition to this, we look forward to the construction of a new sporting shed which will house sporting equipment including bicycles for our Bike Ed Program and the implementation of the new Masterplan for a 21st Century Integrated STEAM Specialist Learning Centre, as well as an adjoining Senior Years Building.

My role as Principal is to oversee the daily running of the school- I am honoured to be leading, working with and supported by our professional and dedicated staff, who serve and give so much to the students and families of our school. I am so grateful for their presence and involvement during many of our school events such as Saturday Open Days and Working Bees, Sacraments, Parish Fair and Feast Day Celebrations. The staff's professionalism and delivery of learning is both engaging and challenging for our students. They are committed to building positive relationships with students and families within our school and this is evident through their interactions with all members of the community.

I would like to take this opportunity to thank our Parish Priest, Fr Anthony Girolami and all Parish staff for their guidance and active involvement in our school. We are fortunate to have them leading us by word and example. Finally, I would like to thank our students; they are at the centre of all the decisions made in our school. I thank them for their approach to learning and their positive interactions with each other. I look forward to leading the St Francis School Community in the next twelve months.

## Parish Priest's Report

St Francis of Assisi Parish Primary School continues to be an excellent example of a Catholic school which provides wonderful support to people who want to offer their children the rich experience of faith in their childhood. The children learn what the Church believes and teaches and what it means to belong to a Christian Community, because each Parish Community is the heartbeat of the Church. They learn what "belonging" both offers and demands. St Francis of Assisi Primary School provides students with exposure to a rich Christian community which gives young people an important basis for their future lives in the Church. Here at St Francis of Assisi Parish Primary School, we believe that every person is uniquely loved by God in the body of the Church. To that end, we aim to create an atmosphere where children can grow in richness, fullness and integrity. We believe that this can be achieved in the knowledge of God's love for each of us and by an increasing awareness of and response to His presence in our lives. The Parish Primary School has been at the heart of the Catholic Church in this country. We invite you to embrace the Parish family of St Francis and all the values for which it stands.

## School Education Board Report

Our School Education Board is composed of fourteen members who appreciate, value and share the educational mission and ethos of the Catholic Church. The group consists of the Parish Priest, Parish Representative, the School Principal, the Deputy Principals, Learning and Teaching Leader, several parents of children enrolled at the school, the President of the Parents' Association, the Manager of the Stables Kindergarten, the Manager from the Out of Hours School Care Program and the School's Bursar. The school board typically meets at least five (5) times per year. The board is structured so that members' tenure is varied over three (3) years to ensure continuity and new ideas. Due to COVID-19 restrictions, the School Education Board met virtually (via Zoom) throughout the course of the year. The following annual reports are generated by board members including:

- Parish Report- Father Anthony Girolami
- Principal's Report- Mark Basile
- Parents' Association- Sandra Katsaros
- Finance Report- Anne Coleiro
- Out of School Care Hours Report- Angela Sicari
- Stables Kinder Report- Nadia Totham

We aim to foster a strong relationship between the board and the school community. We seek the school communities' valuable opinions and insights by advertising upcoming meetings and inviting agenda items to be directed to members for further discussion. The board has functioned effectively throughout the year and relationships within the board have been supportive and directed towards school improvement.

During the course of 2020, the Education Board was involved in discussions- including:

- Discussion of School 2019 Annual Action Plan and Future Directions.
- Staff Professional Learning- The Learning Collaborative Case Management and Bump-It-Up Wall Approaches.
- Lyn Sharrat's 14 Parameters to System and School Improvement.
- COVID-19 Home Learning Protocols and Practices at St Francis.
- Key dates for the upcoming year.
- Stables Kindergarten New Location/Site.
- Future school fees and levies.
- 2021 Staffing List.
- Governance.
- Sacraments/Sacramental Programs.

- Staff Professional Development.
- Capital Works/Grant Applications and Masterplan.
- Capital Expenditure.
- Pandemic Implications on the Church.
- Fundraising Events.
- OSCH Risk Mitigation.
- OSCH Vacation Care and Various Programs.
- Constitution Changes.

## Education in Faith

### Goals & Intended Outcomes

- To develop a learning and teaching pedagogical model for the St Francis of Assisi learning community.
- To develop a shared understanding and commitment to the St Francis of Assisi pedagogical model.

### Achievements

[EFAchievements]

#### VALUE ADDED

School Masses are always the highlight of our worship where school, parents and parish join to celebrate and form a faith-filled community.

- Each class celebrates a Class Mass per term with the Parish Community.
- Whole school Masses to begin and end the school year.
- Whole school Masses organised to celebrate feast days.
- Opportunities for the senior children to participate in Reconciliation twice a year.
- Classroom visits by the Parish Priests.
- Altar Serving training by invitation for our students in Year 3-6.
- Year 6 Passion play for Parish Community on Good Friday.
- Children taking part in Liturgies through the music, ministry and lectors.
- Celebration of St Francis Feast Day with the Parish Community.
- Students attended St Patrick's Cathedral to take part in the Catholic Education Week celebrations.
- Student leadership opportunities for Religious Education Captains.
- School Assemblies begin with prayer organised and led by the students.
- Parent evening meetings and major school events begin with prayer led by RE captains.
- Morning, lunch and afternoon class prayers.

## Learning & Teaching

### Goals & Intended Outcomes

To build expertise of teachers to use informal and formal data to inform learning, teaching and support wellbeing of all. At St Francis of Assisi Catholic Primary School, we endeavour to:

- Ensure that student growth improves.
- Emphasise growth and effect sizes, rather than achievement.
- Engage in professional robust conversations that are underpinned by data with students at the centre.
- Ensure that data will be used to inform teaching, learning, assessment and wellbeing practices in the classroom.

### Achievements

The school enhances the development of the students by providing a myriad of learning experiences and opportunities. These include the structured and guided programs that build the self-esteem and engagement of the students. Students have access to guest speakers within the community to support learning. A range of differentiation processes were implemented to engage, support and extend student learning.

In addition, the school monitors the performance of students from Prep to Year 6 with ongoing assessment and analysis of data, which drives the implementation of personalised teaching approaches. With data at the centre of all professional dialogue, teachers build collective capacity by collaborating in Case Management Meetings to improve learning outcomes for students.

Planning and implementation is centred on individual needs and interests of the students to ensure relevant, rich and rigorous experiences are provided for each child. Our diverse curriculum with numerous extra-curricular opportunities provides students with the opportunity to be engaged in the educative process here at St Francis of Assisi.

- Continue Progressive Assessment Tests in the area of Reading Comprehension and Mathematics to monitor growth in student learning over time; LFIN, Westwood, PAT M, R, S, BAS, Alpha, PM.
- Administer, retrieve and analyse data from Progressive Assessment Tests Reading and Mathematics to plan for focus groups and address students' individual learning needs.
- Continue End of Term planning- Teachers gauge student interest and prior knowledge to implement relevant and engaging Units of Inquiry honouring Student Voice and Choice.
- Planned, powerful Units of Inquiry focus on Curriculum and Assessment maps ensure curriculum entitlement and a backward by design model.

- Providing students with authentic experiences and access to experts beyond the school including local Members of Parliament, Yarra Valley Water, St John Ambulance and Emergency Services (fire and police).
- Make learning visible through the implementation of learning intentions and success criteria.
- Students monitor, self-assess and showcase learning through the use of Learning Assessment Journals (Year Prep- Six).
- Teachers formulate Assessment Rubrics and Success Criteria to assist with the clarity of assessment and feedback to students about learning.
- Implementation of Technology as a tool to support learning is evident throughout the school. This includes wireless one-to one-laptops for all Year 4, 5 and 6 students, interactive whiteboards in all learning areas, Robotics and Media Passion Projects, specialist Digital Technology lessons for all students in Year Prep-Four, 3D printers and digital devices such as iPads and digital cameras accessible to all.
- Teachers work collaboratively with colleagues and use SMART goals to develop Personalised Learning Plans that extend and support student individual needs.
- Host 'Passion Project' Expos to celebrate learning (cancelled due to COVID restrictions).
- Review student data sets through the Student Performance Analyser Program (SPA) to compare data from pre and post assessments to track and target student growth.
- Display student data sets on St Francis of Assisi's digital Data Wall.
- Staff collaborate to brainstorm instructional teaching strategies for Students of Wonder to target students who have made minimal or negative growth in Case Management Meetings across all levels.
- Mentor teachers engaging in Learning Walks and Talks with Leadership Team.
- Staff engaged in Professional Learning facilitated by members of the Learning and Teaching Team about a Bump-It-Up approach to Writing, whereby learning is made visible by unpacking learning intentions and co-constructing success criteria. Teachers also engaged in online professional learning covering approaches and practices such as Learning Intentions, Effective Feedback, 14 Parameters of System and School Improvement, High Impact Teaching Strategies etc.
- Enhance student voice through leadership roles within the school that include learning areas such as; FIRE Carrier (Friends Ignite Reconciliation Education).
- Staff participated in a variety of internal and external professional learning to enhance teaching and learning practices that cater for the varied needs of students, such as; Mathematics with Mathematics Association of Victoria's Martin Holt.
- Reading Recovery continues to be offered and supports students in Year One with Reading. In 2020, we had 12 students requiring Reading Recovery.
- Implemented laptop program in Year 4.
- Increase capacity of Learning Support Officers to work with the identified Literacy and Numeracy needs of students with additional needs.
- Speech Pathologists, Occupational Therapists and an onsite School Psychologist employed by the school to assist with the identification and support of student needs.

- Fountas and Pinnel Benchmark Assessment Systems (BAS) are used to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.
- Horizons of Hope Framework accompanying the Australian Curriculum to ensure our school community engages in dialogue about the distinctive nature of learning and teaching, leading learning, and enhancing Catholic identity in our school.
- Student Home Learning Page used to roll out Home Learning Program throughout Terms 2 and 3 amidst the COVID-19 global pandemic.
- Student work samples moderated in and across year levels to ensure consistency in assessment, reporting, learning and teaching.
- Teachers supported in PLTs by Leadership team to build professional capacity through data dialogue, planning, moderation, PLP writing and professional reads.)
- Foundation (Prep) teachers engaged in Multi-lit PD in December (2 days) in preparation for the Prep roll-out in 2021.
- TLC Team continued to work in collaboration with Lyn Sharratt and CEM staff to ensure school and system improvement.
- Extension opportunities for students in the area of Mathematics through Maths Olympiad program.
- Prep-6 Maths Problem Solving on Monday afternoons.

## STUDENT LEARNING OUTCOMES

In spite of the lack of NAPLAN results of 2020, our school has a vast number of formal and informal assessment measures in place to track and monitor progress termly. Our Prep to Year 2 students are assessed using Alpha Assess, BAS, PM, LFIN, PAT M and R. Years 3 to 6 students are assessed using BAS, LFIN, PAT R, S & M and Westwood. All data is entered into SPA (Student Performance Analyser) and reviewed by leaders and teams.

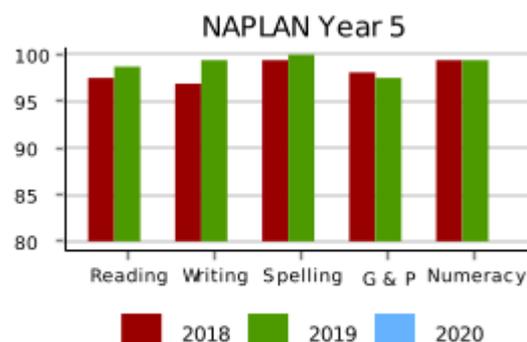
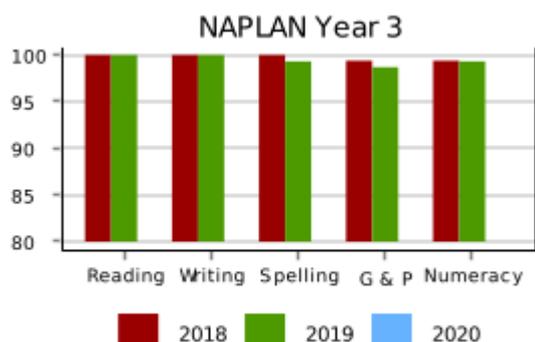
Our students also complete pre and post assessments for all Mathematics units across each semester. This data is entered into SPA (Student Performance Analyser) and also transferred to the digital data wall. Teaching staff and the Learning and Teaching Leadership Team engage in robust dialogue that is student-centered. We focus on effect sizes and growth, rather than achievement. When students are making minimal or negative growth, they are identified as Students of Wonder and brought to Case Management Meetings. Staff then collaborate to collectively suggest instructional strategies and resources that might assist with targeting the specific learning needs of the 'Student of Wonder'.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	99.4	98.7	-0.7		
YR 03 Numeracy	99.4	99.3	-0.1		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	99.3	-0.7		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	98.1	97.5	-0.6		
YR 05 Numeracy	99.4	99.4	0.0		
YR 05 Reading	97.5	98.7	1.2		
YR 05 Spelling	99.4	100.0	0.6		
YR 05 Writing	96.9	99.4	2.5		

\* 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

To build expertise of teachers to use informal and formal data to inform learning, teaching and support wellbeing of all. We ensure this by:

- using data to inform teaching, learning and wellbeing practices in the classroom.

### Achievements

Students who are happy, confident and are able to establish and maintain meaningful relationships are better placed to achieve positive learning outcomes. As evident in our Vision statement we are committed to the nurturing and development of the whole child. This incorporates all aspects including- physical, intellectual, moral, social, emotional and spiritual wellbeing.

The school implements a Social Skills Program called You Can Do It. This Social Skills program is used across all year levels and focuses on 'Five Keys to Life', which include Confidence, Persistence, Organisation, Resilience and Getting Along. We have continued to consolidate some of the extra programs initiated in recent years, which have provided opportunities for students to interact and further develop positive social skills. These programs are facilitated by Learning Support Officers. These programs focus on Positive Psychology, Social Skills Focus Groups, Growth Mindset and Turn Taking.

Student Wellbeing has continued to be a priority at St Francis of Assisi which is reflected in the respectful relationships evident in our school. Our school is a secure and a friendly place for all students to flourish.

- A Restorative Practices approach continues to be the focus for conflict resolution. This approach encompasses the use of a common language (questioning techniques) to encourage students to feel empathy towards each other, hence promoting connectedness towards their peers.
- Ensuring all students are safe and supported, all staff members are trained accordingly in Asthma, Anaphylactic training, Level 2 First Aid Training and Emergency Management Procedures. All staff are trained in processes and procedures for evacuations; this is facilitated by Dynamiq- Emergency Management.
- Continue to reference the 'Be You' Framework as a guide to strengthen a whole school approach to building positive and respectful relationships with students.
- Continued awareness of Cyber Safety practices for students and parents.
- Students are motivated and further empowered by having a voice through the continuation of Student Leadership Positions and Programs.

- Within our school, the staff and students share a common understanding of positive social skills and appropriate classroom behaviour. This is highlighted through visual displays of Keys to Life and Rules, Rewards and Consequences in all learning areas.
- Staff are trained to use familiar and consistent language, which is used throughout the school. The consistent school wide approach has resulted in the children having a clear understanding of the school rules and expectations.
- Students with additional needs are catered for through Parent Support Group meetings, informal daily wellbeing walks, School Counsellor and the Seasons Program, as well as other Allied Health Professionals.
- At St Francis of Assisi, we offer a myriad of allied health services for families including counselling, occupational therapist, school psychologist and speech therapist.
- Learning Support Officers are assigned to specific classes with LSO working between two classes.
- Continue implementation of Year Level coaches to support with behaviour and academic needs of students.
- Student goal setting to include personal and social capabilities.
- Students are present and are active participants of Student, Teacher and Parent Interviews.

#### VALUE ADDED

A list of curricular or extra-curricular activities.

- Camp in Year 5 & 6- cancelled due to COVID-19 restrictions.
- Graduation activities for the final fortnight of Year 6.
- Incursions / Excursions planned and aligned with Units of Inquiry and Victorian Curriculum.
- Year Level Assemblies in Term 1- Terms 2, 3 and 4 cancelled due to COVID-19 restrictions.
- Dance/Drama performances and productions.
- Ballroom dancing for Year 4 and 6 students.
- Perceptual Motor skills Program (PMP) for Preps.
- School Choir - Junior and Senior.
- Buddy system throughout the school.
- Instrumental music program (Violin, guitar, drums, voice, keyboard).
- School band - Junior/Middle/Senior.
- Lunchtime club- Relaxation areas introduced (Lego, Chess Club).
- Seasons - Grief and Loss program.
- Passion Projects - Kitchen Garden, Design, Performing Arts, Robotics, Visual Arts, Science, or Health & Fitness.

- Bike Education.
- Building Billy Carts and Race Day as part of Creator Maker Passion Project for Year 5 and 6 students.
- Extra Curriculum Specialist classes- Italian/Japanese 5-6, Physical Education, Library, Art, Drama, Music, Digital Learning and Science.
- Sporting Events for students such as Basketball Tournaments, Regional Swimming, Hoop Time and Cross Country.
- Book Week Performance/Author Visits during Book Week.
- Athletics Carnival hosted off campus at Meadowglen Athletics track for Year Three-Six students. Parents are welcome to attend.
- Inter-school/ Intra-school sport program.
- Inquiry-Based Learning Immersion Days.
- Harmony Week, Refugee Day, Reconciliation Week, International Women's Day, Earth Day.
- Dress Up Days; Footy Day, Multicultural Day, 100 Days of Prep and Nursery Rhyme Day (Prep).

## STUDENT SATISFACTION

Whilst CEMIS surveys were not conducted in 2020, our school sent out a Home Learning Survey to track parent and student satisfaction. With this data, we refined our practices by incorporating more online focus groups and began offering one-to-one Google Meet sessions for families who requested them. Our data suggested that 94.9% of our students looked forward to and benefited from Google Meet focus groups. 89% of students suggested that they found descriptive feedback provided by teachers useful and 80% of our families found the Home Learning Program to be coherent, comprehensive and well-executed.

Our Senior Classes also created individual Google Form Check-Ins to monitor student health and wellbeing during the remote learning period. Teachers used the information in these forms to further support students who were struggling during their time at home.

## STUDENT ATTENDANCE

Non-attendance is managed by the school using the Compass App/Platform. Parents have the ability to enter their child's absence through the application and the roll is marked twice daily by the classroom teacher. Should parents not inform their child's classroom teacher, they receive a form to record the reason for their child's previous absence. The teacher then enters this into Compass on behalf of the parent. Late arrival and early dismissals are also entered into the system using the iPads at the front office upon arrival or dismissal.

In 2020, Compass created a specific code that enabled schools to record home-learning attendance. Students were marked as learning from home, unless otherwise noted to teachers through their daily focus groups and check-ins. We had a number of vulnerable students and essential workers' children learning onsite. This was also recorded/marked on the Compass platform.

Andrea Dato was marking the online attendance for students working/learning remotely.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.9%
Y02	95.9%
Y03	96.3%
Y04	96.6%
Y05	95.8%
Y06	96.3%
Overall average attendance	96.0%

## Child Safe Standards

### Goals & Intended Outcomes

- To reflect, review, evaluate and audit current Child Safe Standards policies and practices.

### Achievements

- School Leadership in consultation with Staff and Leadership Team reviewed and modified all policies related to Child Safety such as Student Wellbeing Policy, eLearning Policy, Volunteers Policy, Working with Children Check Policy, Police Record Checks Policy, Child Safety and Reporting Obligations Policy.
- Formulation of Child Safety Policy.
- Revised and modified the school's Educational Philosophy to include our commitment to Child Safe Practices.
- Principal and Parish Priest completed a declaration of compliance towards Child Safe Standards.
- Principal and Parish Priest completed the Compliance Self-Assessment Tool and an Action Plan to address future needs in order to protect the safety and welfare of all children in our school.
- Key Leaders - Principal, Deputy Principals and Student Wellbeing Leader became familiar with Ministerial Order Number 870.
- Key Leadership completed the Child Safety Risk Register Assessment. The School developed an Action Plan around additional controls to be implemented and allocated key positions of responsibility.
- Audit, review and modify administrative role descriptions to include maintenance of Working with Children's Check Register, Police Check Register and Volunteer Register.
- Student Wellbeing Leader to maintain records of Staff Professional Development in the area of Mandatory Reporting Processes.
- Develop and display a flowchart highlighting the process to Child Safety and Reporting Obligations.
- Principal/Wellbeing Leader to facilitate staff meeting/s to reinforce the school's approach and commitment to Child Safety.
- Staff to sign 'Staff Code of Conduct'.
- Audit, review and modify 'Parent Code of Conduct'.
- Modify Deputy Principal/s role description to address the ongoing commitment to Child Safety.
- Child Safety Policy and Code of Conduct developed in Child Friendly Language and presented at individual Year Level Assemblies.
- Enlisted services of SafeSmart Solutions to manage record keeping and training portals related to child safety compliance (VRQA) requirements.



# Leadership & Management

## Goals & Intended Outcomes

- To develop collaborative practices that build a strong professional learning culture focused on relationships.
- That professional growth, staff engagement and teamwork will improve.

## Achievements

Significant funding has been provided to develop teachers' skills across a number of disciplines.

- Build Leadership capacity through the implementation of Level Mentors.
- Revise Annual Review professional form to include reference to AITSL standards.
- Build supportive leadership in teams- Leaders present to facilitate planning meetings and support professional learning; for example, PLP Writing with Nicole Federico, facilitated termly Inquiry Planning with Christina Padula.
- Continue implementation of Year Level Coaches to support academic and behaviour needs of students.
- Provide extensive professional learning opportunities for teachers through School Closure, Staff Meetings and Professional Learning Meetings; for example MAV, Curriculum Mapping, Effective Feedback, Bump It Up Walls (Learning Intentions and Success Criteria) and High Impact Teaching Strategies online Professional Development Workshops.
- The Learning Collaborative Team (level mentors, Learning Walks and Talks, Case Management Meetings to build collective capacity.
- Online Wellbeing Workshop with Holistic Services Group.

<b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b>
Description of Professional Learning undertaken in 2020
<b>RELIGIOUS EDUCATION</b> <ul style="list-style-type: none"><li>• REL attended Regional Networks and Executive Team Meetings.</li><li>• Professional Learning Teams- Implementation of Religious Education Curriculum.</li></ul>
<b>LEARNING AND TEACHING</b> <ul style="list-style-type: none"><li>• NCCD- Nationally Consistent Collection of Data: Introduce and implement processes to support students with additional needs.</li></ul>

- Work with The Learning Collaborative (TLC) setting up a focus team and attending professional Learning facilitated by Professor Lyn Sharratt.
- Professional learning for all staff in the area of Mathematics. We developed a partnership with the Mathematics Association of Victoria. Teachers had the opportunity to plan units of work with Martin Holt.
- Workshops for new staff with Michelle Hutchinson for SMART Spelling whole-school implementation.
- Data Analysis- Student Performance Analyser- Using Data to drive Improvement- with school leadership team- data dialogue in PLTs.
- Weekly Professional Learning Team Meetings embedded as part of the school day with a focus on Literacy and Numeracy.
- Full Implementation of Victorian Curriculum- Staff Meeting Professional Learning and Curriculum Mapping.
- Embedding Learning Intentions and Success Criteria- Staff Meeting Professional Learning- Bump It Up Approach to Writing facilitated by members of Learning and Teaching Team.
- Art Teacher attended ZART Art Professional Learning.
- LOTE Teacher attended Zone Network Professional Learning.
- Library Teacher attended Zone Network Professional Learning.

#### WELLBEING

- Implementation of renewed 'You Can Do It'/Child Safety Framework.
- All staff participated in Asthma Management, Anaphylaxis training and CPR First Aid training.
- Student Wellbeing Leader attended Wellbeing Regional Networks.
- Child Safe Standards Professional Learning attended by Principal, Deputy Principals and Student Wellbeing Leaders.
- Worksafe/Wellbeing Committee established between Out of Hours School Care (OHSC) and St Francis of Assisi Leadership Team.

#### LEADERSHIP AND MANAGEMENT

- Learning and Teaching Leader, eLearning Leader, Learning Support Leader, Mathematics Leader and Literacy Leader attended Regional Networks.
- TLC- Familiarise ourselves with the 14 Parameters as part of The Learning Collaborative and use this as a framework to guide school improvement and the use of data.

Number of teachers who participated in PL in 2020	82
Average expenditure per teacher for PL	\$166

#### TEACHER SATISFACTION

We conducted a Teacher Home Learning Survey to determine the effectiveness, practicality and sustainability of our Home Learning Process. Our findings demonstrated that:

89.6% of teachers rated the effectiveness and practicality of our Home Learning Process as 80% satisfactory or above.

78.6% of teachers found our feedback practices effective.

72.4% of teachers preferred to film pre-recorded instructional videos for each subject collectively.

96.4% of our teachers found the workload manageable.

We adjusted our feedback and Google Meet Focus Group practices accordingly based on this data.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	80.2%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	92.9%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	17.2%
Graduate	10.9%
Graduate Certificate	12.5%
Bachelor Degree	84.4%
Advanced Diploma	18.8%
No Qualifications Listed	4.7%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	76.0
Teaching Staff (FTE)	60.2
Non-Teaching Staff (Headcount)	46.0
Non-Teaching Staff (FTE)	28.0
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

To develop collaborative practices that build a strong professional learning culture focused on relationships.

- That staff, parents and students work in partnerships to enhance learning for all.

### Achievements

St Francis of Assisi recognises the importance of each and every member of its School and Parish Community. This notion is a crucial element to school and system improvement as stated and evident through Lyn Sharrat's 14 Parameters. Parameter 12 refers to parental and community involvement and in 2020, our partnerships with our school community were strengthened due to the Home Learning process. We value our members' contribution to the life of the school and acknowledge how they contribute to the enhancement of student learning and curriculum implementation. We live our school vision through the variety of involvement opportunities we offer. We come together in a variety of ways- to celebrate learning and share in faith.

The Parents' Association provides financial support through wonderful fundraising initiatives such as hot food days, Mother's Day and Father's Day Stalls, Graduation Bears for Year Six students and Family Portrait Photos. We are grateful to all of our generous volunteers who support this association. The benefits provided for our students are invaluable.

- Sacramental preparation evenings for students and parents.
- Level masses involving students and parents.
- Parishioners and teachers support catechist classes.
- Fundraising for various charities, particularly St Vinnie's and Caritas.
- Guest speakers from the Parish to address student questions and learning.
- Celebrating Reconciliation, Eucharist and Confirmation as a community.
- Year level assemblies celebrating student achievement and learning (awards, birthdays, learning).
- Parent Support Meetings.
- Classroom helpers program offered in Literacy and Mathematics.
- Open Days provided for new families to visit the school. Tours conducted by Year 6 students and staff members.
- Christmas Concert for Years Prep -2- cancelled due to COVID-19 restrictions.
- Wonder of Living (family-orientated, value-based program) Information Evening for Grade Five and Six students and families.
- Parent information evenings about Building Resilience in students.
- Year 4 Ballroom Dancing with a family Basket Supper at the conclusion of the session.

- Year 6 Graduation lunch in the hall.
- Excursions / Incursions took place to support learning.
- Working bees.
- Walkathon- raising money for the school community.
- Parish and School Fair and Feast Day- celebrations in 2020 were cancelled due to COVID-19 restrictions.
- Father's Day Breakfast- celebrations in 2020 were cancelled due to COVID-19 restrictions.
- Mother's Day Breakfast- celebrations in 2020 were cancelled due to COVID-19 restrictions.
- Parish and School-run activities (Hot food lunches, Mothers' and Fathers' Day stalls).
- On site uniform and stationery shop.
- Involvement in community events:
  1. Premiers Reading Challenge.
  2. St Vincent de Paul Christmas Appeal.
- Information nights with guest speakers.
- Student learning is communicated via Parent/teacher and student interviews and formal written reports- twice yearly. Reports were accessible via Compass in both Semester One and Two.
- Student Home Learning Page- home learning was updated and uploaded to this page each Saturday at 5pm for the coming week.
- Compass alerts and notifications to families- app alerts and email generated also.
- Each term, Learning Assessment Journals are viewed by parents in order to provide ongoing feedback about student learning.
- Weekly newsletter / flyer.
- Email and website access to newsletter and other relevant documents.
- Updated school website.
- Promotion of school through advertising in local newspapers.
- Roadside noticeboard.
- The production of an enrolment package and promotional flyers.

## PARENT SATISFACTION

Whilst CEMIS surveys were not conducted in 2020, our school sent out a Home Learning Survey to track parent satisfaction. With this data, we refined our practices by incorporating more online focus groups and began offering one-to-one Google Meet sessions for families who requested them.

Our data suggested that 80% of our families found the Home Learning Program to be coherent, comprehensive and well-executed.

Please find some parent feedback below:

"I think you've all done an amazing job with all the hurdles and challenges that have been thrown at you. I thank you for your hard work and dedication and appreciate the Google Meet interactions with the kids as they felt connected to their teachers and classmates."

"Teachers have been amazing at keeping students engaged. Also has been fantastic for the kids to look forward to fun activities like Kahoot sessions and cooking classes."

"I think the teachers are doing an incredible job considering the circumstances. Our three children love the Google Meets, and are always happy to do more if they're on offer. We're finding our children are only trying their best when they know they have to hand something in, otherwise very little motivation (even though we're doing our best to be positive and encouraging). Thanks."

## Future Directions

St Francis of Assisi School has much to be proud of and celebrate in 2019. These will be our Future Directions in 2021.

- That professional, collaborative, robust conversations are underpinned by data with students at the centre through the use of our Digital Data Wall. With this data, we will target student growth by formalising Case Management Meetings and Learning Walks and Talks.
- That data will be used to inform teaching, learning and wellbeing practices in the classroom and extend knowledge, practices and processes of NCCD.
- That professional growth, staff engagement and teamwork will improve. Ensure consistent teaching and learning practices across the school through work programming and teacher talk.
- Formalise a whole school approach ensuring that learning is made visible by thoroughly unpacking Learning Intentions and co-constructing Success Criteria so students can become assessment capable learners using approaches such as Bump-It-Up Walls to monitor, assess and strive for the best in their learning.
- That staff, parents and students work in partnership to enhance learning for all with a focus on digital platforms to support partnerships such as the Compass Parent Portal used to communicate school events and notices, and to monitor and update student attendance. Furthermore, Summary Reports will be completed and accessed via Compass.
- Teacher Professional Learning- Multi-Lit (Initial- Lit) and Embedding, Behaviour Management and Including Indigenous Perspectives in Classrooms.
- AITSL Teacher Self-Assessment Tool- Choose Your Own Adventure PL Workshops- Synthetic Phonics, Science of Reading, EAL New Curriculum, Pedagogy of Encounter, Godly Play, Data Dialogue, Focus Notes and Focus Groups, Hapara.
- Termly Whole-School Case Management Reflection Feedback Meetings- what instructional strategy worked well? Are our students making growth?
- Employment of Yrs 1-6 Intervention Teacher, Mary Costanzo- Mini-Lit for Junior Students and MacLit for Senior Students.
- Stables Kinder Bright Sparks Program.
- Building Works- STEAM Building and Senior Years Building, Refurbishment of Administration Entrance to ensure security and safety of all.