



St. Francis
OF ASSISI SCHOOL



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

St Francis of Assisi School

Mill Park

2021

Annual Report to the School Community



Registered School Number: 1809

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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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

02/03/2022

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

Governing Authority Report

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

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

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

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

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

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

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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 1202. We have a diverse and multicultural family base. 13.82% of families received Camp Sport Excursion Funding (CSEF) in 2021 and we have an SES level of 99 and a DMI of 97.

We have 45 classes across our school that are made up of single stream levels:

- 8 x Prep
- 7 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 specialist learning. 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 2021 performance; changes are reported from the 2021 year to 2022 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 2021 school year.

The School Improvement Plan has now completed its final year of its four-year cycle. The 2021 School Review process was informative and invaluable in reflecting upon and driving school improvement practices at St Francis. The SIF Rubric, Evidence Collection Tool and Child Safety Compliance Tools enabled the School Leadership Team to develop scope about how we have succeeded throughout the review cycle and of course, enabled identification of further improvement. The staff have been involved in the implementation, review and construction of the fourth Annual Action Plan for 2021. Some of the achievements in 2021 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 186 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.
- SILC Learning Team online Network Meetings with Dr Simon Breakspear.
- 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 by engaging in data dialogue using Student Data Sets.
- 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.
- AITSL Teacher Self-Assessment Tool and Goal Setting to identify areas of improvement for pedagogical practice.

- Embedding Indigenous Perspectives into Classroom Practice Professional Learning with Dr Lakshmi Sharma.
- Online Pedagogical Practice Workshops offered to teachers remotely (High-Impact Teaching Strategies, Hapara, The Science of Reading, Synthetic Phonics, Pedagogy of Encounter).
- June and November Summary Reports accessed via Compass Portal App.
- Mentor Teachers had the opportunity to further develop their Indigenous Perspectives pedagogy through the Wandana PL that was then presented to their teams.
- 87.8% of our families expressed satisfaction in our Home Learning Program throughout the course of the Remote Learning period in Terms 2 and 3.
- MultiLit Synthetic Phonics Program commenced for Prep students.
- MultiLit Intervention Program implemented by intervention support teacher Mary Costanzo using both MiniLit and MacLit Programs for students in Years 1-6.
- LeST Literacy testing implemented for Years 1 and 2 at the beginning of each school year to measure individual students' ability to read sounds in isolation (without context).
- Updated MACS Policies ensured consistency across all schools in the Melbourne Archdiocese.
- Updated Child Safety Practices, Policies and Protocols ensured that all staff are aware of universal expectations, guidelines and protocols.
- Bright Sparks Stables Kindergarten/Prep Transition Program- working in partnership with the Stables Kindergarten. Weekly Literacy and Mathematics lessons with 4-year-old kindergarten students.
- Improved security at front gate entrance to ensure that all visitors to the school enter the office to sign in upon arrival and entry into the school.
- Construction of sporting shed which houses sporting equipment including bicycles for our Bike Ed Program.

The Leadership Team remained consistent in 2021, 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), Jane Huy (Literacy Leader), Brooke Brennan (Mathematics/Transition Leader), Andrea Dato (e-Learning Leader), Nicole Federico (Leader of Learning Support Years Prep-2) and Martine Klaić (Leader of Learning Support Years 4-6) for their continued leadership and guidance.

2022 will see the rollout of our MultiLit/InitialLit Literacy Program throughout the Junior School, with our Year 1 and 2 students commencing the program after a successful year of the program in Prep in 2021. In 2022, we also look forward to continuing with the second year of our new and improved Passion Project model for Year 5 s and 6 students.

Further to this, we look forward to the approval of our new Masterplan for a 21st Century Integrated STEAM Specialist Learning Centre, as well as an adjoining Senior Years Building.

After the invaluable review process that was undertaken in 2021, our SIP was born. The goals for the coming years refer to strengthening our connections between the Catholic faith and daily life, as well as increasing student agency and empowerment and providing leadership that drives pedagogical practice and student learning outcomes.

Throughout the formation of our SIP goals for this next review cycle, we identified the need for an updated, formalised Wellbeing Program for St Francis. As a result we are implementing our new Wellbeing Program through Mindfull Aus, beginning with our Year Six students in an attempt to further develop social and emotional literacy across our school community.

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 Advisory Council Report

Our School Advisory 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 Advisory Board met virtually (via Zoom). The following annual reports are generated by board members including:

- Parish Report- Father Anthony Girolami
- Principal's Report- Mark Basile
- Parents' Association- Katy Weng
- 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 2021, the School Advisory Board was involved in discussions- including:

- School Governance and Operations - Melbourne Archdiocese Catholic Schools Ltd
- Staff Transfer of Employment
- Transition to ICON
- School Review
- Student Assessment and Reporting
- Child Safety
- Capital Works/Grant Application and STEAM Centre Masterplan
- Enrolments
- Staff Professional Development
- Key dates for the upcoming year
- MacLit Literacy Program
- Future School Fees and Levies

- Student Laptop Program
- Funding
- Capital Expenditure
- Pandemic Implication on the School and Parish
- COVID 19 Home Learning Protocols and Practices at St Francis
- Stables Kindergarten Enrolments and Staffing, redevelopment and three-year-old funded program.
- OSCH Vacation Care and various programs
- OSCH Covid implications
- OSCH Assessment and Rating - Rated "Exceeding" National Quality Standard
- Transition to School Advisory Council
- Sacraments/Sacramental Programs and rescheduling due to Covid
- Right of use land and buildings
- Parish Cell Groups and Alpha Program
- Fundraising Events

Education in Faith

Goals & Intended Outcomes

To develop a learning and teaching pedagogical model for the St Francis of Assisi learning community.

- That the school community have a shared understanding and commitment to the SFOA pedagogical model.

Achievements

- Social Justice issues and activities communicated through the school newsletter to parents including charitable initiatives to support St Vincent de Paul, Cancer Council, hampers for families in need and Caritas Project Compassion.
- Staff Professional development facilitated by RE Leader during allocated Professional Learning Time.
- Exemplar units developed within the Archdiocese of Melbourne have been used as resources to compliment school planning and support the new Religious Education Curriculum.
- Development of learning intentions based on Religious Curriculum framework learning outcomes.
- Continued assessment and reporting of religious Education learning intentions.
- Auditing of work programs to monitor learning intentions and time allocation in the area of RE.
- An allocated time to the teaching of Religious Education with a minimum 2 1/2 hours per week.
- Regular meetings between the REL and Parish Priest to strengthen community and parish links with the school.
- Religious Education Leader attending Catholic education Office Network Days and additional online Professional Development to support Religious Education pedagogy.
- Provision of needs based professional learning workshops - scripture, pedagogy, reporting, Godly Play and Sacraments, Arts in RE and dialogical approach to teaching RE.
- Staff Meetings begin with reflective prayer.
- Religious Formation - Special Ministers of Eucharist and Lector.
- Providing Sacramental Nights aimed at parent formation for Reconciliation, Eucharist and Confirmation.
- In preparation for Reconciliation and First Eucharist, year 3 students attend weekend Parish Masses and classroom based workshops leading up to Sacrament.
- In preparation for Confirmation, Year 6 students attend weekend Parish masses and classroom based workshops leading up to Sacrament.
- In preparation for reconciliation, First Eucharist and Confirmation the parish priest visits the children in Year 3 and 6 regularly.
- Off campus Reflection Day for confirmation - cancelled due to COVID-19 restrictions.

- The REL liaised with the Pastoral Associate to conduct the Alpha Youth program with year Six students, school parents and the parish Community.
- Links reinforced between Scripture and 'You Can Do It' Program emphasising the five essential keys to a happy life; confidence, persistence, ability to get along, resilience and organisation.
- Jesus TV classroom based pedagogical resource for religious Education Learning Forums.

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- when permitted with restrictions.
- 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- when permitted with restrictions.
- 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- modified in 2021 in line with restrictions.
- Children taking part in Liturgies through the music, ministry, and lectors.
- Celebration of St Francis Feast Day with the Parish Community. - modified in 2021 in line with restrictions.
- Student leaders attended St Patrick's Cathedral to take part in the Catholic Education Week celebrations. - Cancelled due to COVID-19 restrictions.
- 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.

- That student growth improves across core curriculum areas.
- Emphasis on growth and effect sizes, rather than achievement based on the work of Hattie, Sharratt & Fullan, and Fisher.
- That robust professional conversations are underpinned by data with students at the centre.
- 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 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 targeted 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 (PAT) in the area of Reading Comprehension, Spelling and Mathematics to monitor growth in student learning over time. Continuation of formal normed assessments including LFIN, Westwood, BAS, Alpha, LeST and InitialLit Testing (Prep students).
- Administer, retrieve and analyse data from Progressive Assessment Tests Reading, Spelling 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, Kew Traffic School and Emergency Services.
- Make learning visible through the implementation of learning intentions and success criteria.
- Students monitor, self-assess and show case 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 Photography 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.
- Data dialogue through PLTs using 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 in Term One.
- 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 The Science of Reading, Pedagogy of Encounter and 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 critical friend and coach, Martin Holt.
- Talk for Writing PL in PLTs for Junior teachers focusing on the importance of oral language in the Writing process.
- MiniLit and MacqLit Synthetic Phonics Intervention Program implemented to support students in Years 1-6 with Literacy Intervention. This program is now run by Mary Costanzo.
- Staff PL Online MultiLit guest speaker presenting about Systematic Synthetic Phonics Program.
- Implemented Laptop Program in Year 4.

- Increased 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 Counsellor 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 Years 3-6 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 Writing 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).
- Years 1 and 2 teachers engaged in Multi-lit PD in December (2 days) in preparation for the Year 1 and 2 rollout in 2022.
- 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 APSMO, Maths Olympiad program.
- Prep-6 Maths Problem Solving on Monday afternoons.
- MultiLit Intervention Program implemented by intervention support teacher Mary Costanzo using both MiniLit and MacLit Programs for students in Years 1-6.
- LeST Literacy testing implemented for Years 1 and 2 at the beginning of each school year to measure individual students' ability to read sounds in isolation (without context).
- Mentor Teachers had the opportunity to further develop their Indigenous Perspectives pedagogy through the Wandana PL that was then presented to their teams.
- AITSL Teacher Self-Assessment Tool and Goal Setting to identify areas of improvement for pedagogical practice.
- ARM Reflecting on Pedagogical Practice/2022 Goal Setting Proforma and Pedagogical Reflection Meeting with LATT. Leadership Team then implemented and actioned many of the recommendations made by teachers during the ARM.
- Embedding Indigenous Perspectives into Classroom Practice Professional Learning with Dr Lakshmi Sharma.
- SILC Learning Team online Network Meetings with Dr Simon Breakspear.
- Teacher Observation Google Form enabling teachers to observe other teachers and volunteer to be observed to build collective capacity amongst colleagues.
- Google Community- Sharing Collective Success Google Current Page- teachers share pedagogical practice via Google Currents Page.

- Celebrating Collective Success end of term Staff Meetings that provide teachers with a voice to share their Student of Wonder and strategies/approaches/techniques that worked in ensuring growth in student learning outcomes.

STUDENT LEARNING OUTCOMES

St Francis of Assisi students participate in the NAPLAN (National Assessment Program Literacy and Numeracy) tests conducted by the ACARA in Years 3 and 5. The 2021 results provide comparative data for Reading, Writing and Mathematics with reference to the national benchmarks. Due to the fact students did not sit NAPLAN in 2020 due to COVID-19 restrictions, growth cannot be measured between these two years (2020 and 2021).

The Year 3 NAPLAN minimum standards proportions for 2021 showed that at least 75% of students achieved above or at the minimum expected level in all areas (Reading, Writing, Spelling & Grammar and Numeracy.)

The Year 5 NAPLAN minimum standards proportions for 2021 showed that at least 75% of students achieved above or at the minimum expected level in all areas (Reading, Writing, Language Conventions and Numeracy.) In all areas, at Year 5 at least 37% of students or more scored above the expected level.

Positive growth trends were shown across Reading and Spelling & Grammar for the Year 5 cohort with trend maintaining consistency for Writing and Numeracy. It is expected that continuing to monitor student growth using individual effect sizes will continue to contribute to positive growth across all cohorts.

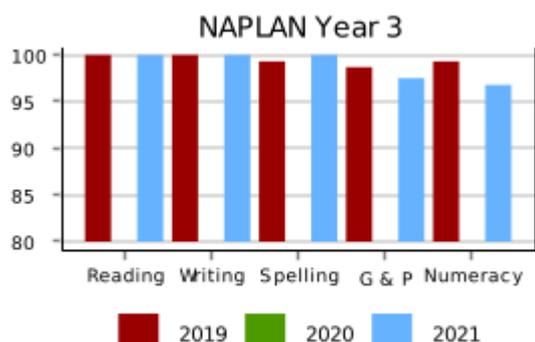
St Francis of Assisi is continuing to administer pre and post-assessments and Learning Framework in Learning Number Interviews in the area of Mathematics. In Writing, cold writes are used to inform writing pre-assessment which are marked against rubrics with post-assessment data collected in Term Four. The implementation of synthetic phonics program Initialit is expected to support Literacy results in Years 3-6.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	98.7	-	-	97.5	-
YR 03 Numeracy	99.3	-	-	96.8	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	99.3	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	97.5	-	-	96.8	-
YR 05 Numeracy	99.4	-	-	99.3	-
YR 05 Reading	98.7	-	-	100.0	-
YR 05 Spelling	100.0	-	-	99.4	-
YR 05 Writing	99.4	-	-	99.4	-

* 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.

- That data will be used to inform teaching, learning and wellbeing practices in the classroom.

Achievements

Students who are happy, confident and 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 also utilised additional programs initiated in recent years, which have provided opportunities for students to interact and further develop positive social skills and coping strategies. These programs are facilitated by Learning Support Officers and Deputy Principals. These programs focus on Positive Psychology, Coping with Grief and Loss Social Skills Focus Groups, Growth Mindset and Turn Taking.

Student Wellbeing has continued to be a priority at St Francis of Assisi which has been reflected in the respectful relationships evident in our school. Our school is a secure, safe and friendly environment 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 and restoring relationships after conflict.
- Ensuring all students are safe and supported, all staff members are trained accordingly in Asthma, Anaphylactic training, Mandatory Reporting, 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 counsellor 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/Parent Interviews.
- Administration and collection of ACER Student Wellbeing Tool Data for Year 3-6 students.
- Implementation of Student Wellbeing Journals/Diaries including weekly wellbeing lessons and activities.

VALUE ADDED

A list of curricular or extra-curricular activities.

- Camp in Year 5 & 6-Phillip Island and Manyung.
- 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 (Prep and Year 6/Year 1 and Year 5)
- 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-Year 6 Program

- Visual Arts, Kitchen Garden, Robotics, STEM, Health and Fitness & Performing Arts- Year 5 Extra-Curricular Program with final elective in Sem 2 of Year 6.
- Bike Education.
- Building Billy Carts and Race Day as part of Creator Maker/STEM 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- Year 6 students.
- 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

The Data Snapshot from the Melbourne Archdiocese System & School Improvement Survey (MACSSIS) indicates that students are significantly satisfied with many areas of the school, particularly in the areas of School Belonging, Student Safety, Enabling Safety and Teacher/Student Relationships. This indicates that not only do students feel they are able to make friends, belong and learn in our school environment, but that the Catholic faith resonates with them and their school journey.

SFOA data exceeded the MACS average in all ten domains.

An area of focus for 2022, may be the expansion of student voice through offering students the opportunity to feel that they have a say and an impact on their school community. Furthermore, we aim to formalise our SRC and School Captain roles in order to provide more student voice and engagement. We have appointed Mindfull Aus to redefine our Wellbeing Program at SFOA starting with the pilot level of Year Six students.

STUDENT ATTENDANCE

Monitoring of school attendance enables identification of students at risk, as does the early implementation of intervention strategies. All school staff and parents/carers have a responsibility for the detection and assessment of the causes of school non-attendance. All members of the school community are expected to meet the requirements of attendance and work to the best of their ability to keep attendance for all students as close as possible to 100% attendance. As a school, we have a legal responsibility to record and monitor attendance and take appropriate actions to rectify problems of non- attendance. These actions are aligned with the School's Attendance Policy.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	95.9%
Y02	96.4%
Y03	97.3%
Y04	96.2%
Y05	97.3%
Y06	96.1%
Overall average attendance	96.6%

Child Safe Standards

Goals & Intended Outcomes

- To reflect, review, evaluate and audit current policies and practices with regards to the Child Safe Standards.

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 renewed familiarity 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 facilitated by Wellbeing Leader, John Dwyer.
- Enlisted services of SafeSmart Solutions to manage record keeping and training portals related to child safety compliance (VRQA) requirements.

- OH&S and Child Safety displays in Staff Room as point of reference of policies, procedures and protocols.
- Updated MACS Policies ensured consistently across all schools in the Melbourne Archdiocese.
- Updated Child Safety Practices, Policies and Protocols ensured that all staff are aware of universal expectations, guidelines and protocols.

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

- Build Leadership capacity through the implementation of Level Mentors.
- Revised Annual Review Meeting professional form to include reference to AITSL standards, reflection on pedagogical practice and future goal setting.
- 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, Embedding Indigenous Perspectives into Classroom Practice, Synthetic Phonics, Pedagogy of Encounter and High Impact Teaching Strategies online Professional Development Workshops. These professional learning opportunities were facilitated by external presenters and members of the School Leadership Team.
- The Learning Collaborative Team leading change through level mentors, Learning Walks and Talks, Case Management Meetings to build collective capacity.
- AITSL Teacher Self-Assessment Tool and Goal Setting to identify areas of improvement for pedagogical practice.
- ARM Reflecting on Pedagogical Practice/2022 Goal Setting Proforma and Pedagogical Reflection Meeting with LATT. Leadership Team then implemented and actioned many of the recommendations made by teachers during the ARM.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

RELIGIOUS EDUCATION

- REL attended Regional Networks and Executive Team Meetings.
- Professional Learning Teams- Implementation of Religious Education Curriculum.

LEARNING AND TEACHING

- NCCD- Nationally Consistent Collection of Data: Introduce and implement processes to support students with additional needs.
- 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.
- SMART Spelling Workshops for new staff facilitated by Literacy Leader Jane Huy.
- 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.
- 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 2021	137
Average expenditure per teacher for PL	\$280

TEACHER SATISFACTION

The 2021 Data Snapshot from the Melbourne Archdiocese System & School Improvement Survey (MACSSIS) staff survey indicated that staff are overall satisfied with the social and learning climate of the school. Staff perceptions of the coherence of the school's improvement strategy is exceptionally strong, noting a 8% positive endorsement comparative to other Catholic schools. Teacher satisfaction exceeded the MACS average in 13 out of 14 domains. Collective Efficacy saw an 8% endorsement. Furthermore, we have maintained relative growth in the areas of Collaboration in Teams, Student Safety and Collaboration Around an Improvement Strategy. This can be attributed to consistent practices that have been implemented in the planning and delivery of the curriculum, also to increased communication and clarity into the practices and processes at SFOA through the use of Fact Sheets and Guidelines to supporting planning, delivery, and assessment processes at SFOA.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	79.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	94.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	18.2%
Graduate	10.6%
Graduate Certificate	9.1%
Bachelor Degree	81.8%
Advanced Diploma	19.7%
No Qualifications Listed	6.1%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	82.0
Teaching Staff (FTE)	66.1
Non-Teaching Staff (Headcount)	49.0
Non-Teaching Staff (FTE)	43.2
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 2021, 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.
- Passion Play Performance by Year 6 students on Good Friday for Parish Mass.
- Level masses involving students and parents.
- Parishioners and teachers support catechist classes.
- Fundraising for various charities, particularly St Vinnie's and Caritas.
- Prep Orientation Parent Information Sessions.
- Dedicated New Arrivals Teacher to welcome migrant and refugee families into the school community.
- 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- cancelled due to COVID-19 restrictions.

- Parent information sessions about Building Resilience in students facilitated by John Dwyer.
- Year 4 Ballroom Dancing with a family Basket Supper at the conclusion of the session.- Cancelled due to COVID-19 restrictions.
- 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 2021 were cancelled due to COVID-19 restrictions.
- Bright Sparks Stables Kindergarten/Prep Transition Program- working in partnership with the Stables Kindergarten. Weekly Literacy and Mathematics lessons with 4-year-old kindergarten students.
- Father's Day Breakfast
- Mother's Day Breakfast
- Parish and School-run activities (Hot Food Days, Mother's and Father's Day stalls).
- On site uniform shop.
- Involvement in community events:
 1. Premiers Reading Challenge.
 2. St Vincent de Paul Christmas Appeal.
- Communication:
 1. Information nights with guest speakers.
 2. Student learning is communicated via Parent/Teacher/Student interviews and formal written reports- twice yearly. Reports were accessible via Compass in both Semester One and Two.
 3. Student Home Learning Page- Home Learning was updated and uploaded to this page each Saturday at 5pm for the coming week. Printed copies of the Worksheet Learning Packs that accompanied the Home Learning were available in the School Office weekly.
 4. Compass alerts and notifications to families- app alerts and email generated also.
 5. Learning Assessment Journals are viewed by parents in order to provide ongoing feedback about student learning in Terms 2, 3 and 4.
 6. Weekly newsletter / flyer.
 7. Email and website access to newsletter and other relevant documents.
 8. Updated school website.
 9. Promotion of school through advertising in local newspapers.
 10. Roadside noticeboard.
 11. The production of an enrolment package and promotional flyers.
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PARENT SATISFACTION

The school actively encourages and solicits community input and expressions of satisfaction and/or concern. School Improvement Surveys are used as a tool to gauge parent opinion in the area of Family Satisfaction of the school. The analysis of this data is reflected through the development of our Annual Action Plan.

Family satisfaction at St Francis either matched or far exceeded the MACS average. School Fit exceeded the MACS average by 14%, as did School Climate by 7% and Communication by 9%. Communication was endorsed positively by our school families who indicated that the quality, timeliness and frequency of information was well disseminated. This is in part due to the continued use of the Compass App which informs parents of events within the school, as well as teaching and learning foci. Parent/Teacher/Student Interviews, Learning Assessment Journals, Parent Support Group Meetings and Summary Reports also attribute to building collective efficacy and strengthens school-family partnerships.

School Fit indicated a positive trend from 84% in 2019 to 90% in 2021. As did Student Safety from 73% in 2019 to 81% in 2021.

Furthermore, we were also able to gauge parent satisfaction and engagement throughout the process of Remote Learning via Google Form Surveys to ensure parent voice and empowerment.

Future Directions

St Francis of Assisi School has much to be proud of and celebrate in 2021. These will be our Future Directions in 2022.

- 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 the Teacher Observation/Feedback practices to ensure that teachers are giving and receiving feedback to improve pedagogical practice and in turn, student learning outcomes.
- 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 continue to be completed and accessed via Compass.
- Term 2 and 3 Whole-School Case Meetings and Junior and Senior School Reflection/Feedback Meetings- Are our students making growth? How can we ensure growth in all our learners? What instructional strategy worked well?
- Building Works- STEAM Building and Senior Years Building.
- Parent Information Sessions with TEDx Speaker Heather Yelland to strengthen connections and partnerships within our school community.
- Growth Coaching led by Peter Waldron.
- Mindfull Aus Healthier Hearts and Lighter Minds Wellbeing Program.
- SRC Program that ensures student agency and empowerment in driving change across the school- link to Social Justice Initiatives.
- Learning Goal Placemats from Prep-6 to ensure students know what they are learning and why in the areas of English and Mathematics.
- Teacher PL- Teacher and Student Wellbeing Sessions led by Mindfull Aus.