



St. Francis
OF ASSISI SCHOOL



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

St Francis of Assisi School

Mill Park

2022

Annual Report to the School Community



Registered School Number: 1809

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Minimum Standards Attestation

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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. 124 families received Camp Sport Excursion Funding (CSEF) in 2022 and we had a DMI of 97.

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

- 8 x Prep
- 8 x Year 1
- 7 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 2022 performance; changes are reported from the 2022 year to 2023 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 2022 school year.

The School Improvement Plan has now seen the completion of its first year of our 2022-2025 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. As a result of the thorough school review process, we developed three specific goals to ensure school and system improvement for the next four years. These goals refer to the development and implementation of consistent school-wide practices that guide, direct and support improvement in pedagogical practice, student learning, agency and empowerment. Some of the achievements in 2022 include:

- Effectively and consistently 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.
- SILC Learning Team online Network Meetings with Dr Simon Breakspear.
- Visible Learning Intentions were formalised, and teachers continued experimenting with co-constructed success criteria. We now ask our 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.

- June and November Summary Reports accessed via Compass Portal App.
- 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 continued for Years Prep, 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.
- Construction of sporting shed which houses sporting equipment including bicycles for our Bike Ed Program.

The Leadership Team remained consistent in 2022, 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 saw 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 saw the second year of our new and improved Passion Project model for Year 5 s and 6 students.

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

We began implementing strategies as stipulated in our 2022 AAP which referred 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 the 2022-2025 cycle, we identified the need for an updated, formalised Wellbeing Program for St Francis. As a result we implemented 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. We engaged the team for Parent Information Workshops with Ted-X speaker Heather Yelland and the team at

Mindfull Aus to ensure our parents are hearing a consistent message about how to best deliver and model social and emotional literacy. After great success with our Year 6 students, we opted to roll the program out to all students from Prep-Year 6. Students now engage in weekly pre-planned social and emotional wellbeing lessons that speak directly to the Personal and Social Capability Victorian Curriculum.

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 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 twelve 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 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. 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

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 2022, the School Advisory Board was involved in discussions- including:

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

- Future School Fees and Levies
- Student Laptop Program
- Funding and Grants
- Annual Action Plan
- Audits and Financial Governance
- Capital Expenditure
- OSCH Vacation Care and various programs
- OSCH Assessment and Rating – Rated “Exceeding” National Quality Standard
- Sacraments/Sacramental Programs
- Parish Cell Groups and Alpha Program
- Fundraising Events

Catholic Identity and Mission

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.
- Characteristics of Prayer- Catholic Identity- Prof John Haldane- Ministry Formation.
- Exemplar units developed within the Archdiocese of Melbourne have been used as resources to complement 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 of 2 ½ 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- external speaker Sr Mary Sarah Galbraith.
- In preparation for Reconciliation and First Eucharist, Year 3 students attend weekend Parish Masses and classroom-based workshops leading up to the Sacrament.

- In preparation for Confirmation, Year 6 students attend weekend Parish Masses and classroom-based workshops leading up to the 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.
- Year 4 Eucharist Masses- in response to COVID 19 modifications in 2021.
- RE Student Leadership Team actively involved in planning, presenting liturgical events (whole school masses/Feast Day celebrations).
- Establishment of staff RE Leadership Team (Representation from Prep-6) to support RE leaders in planning liturgical events presenting faith based celebrations and professional learning feedback.

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/significant liturgical events (including Ash Wednesday).
- Opportunities for the senior children to participate in Reconciliation twice a year- when permitted with restrictions.
- Classroom visits by the Parish Priests.
- 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.
- Student leaders 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/RE Leadership.
- Morning, lunch and afternoon class prayers.

Learning and 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 (WARP, WARL) including LFIN, Westwood, BAS, LeST and InitialLit Testing (Prep students).

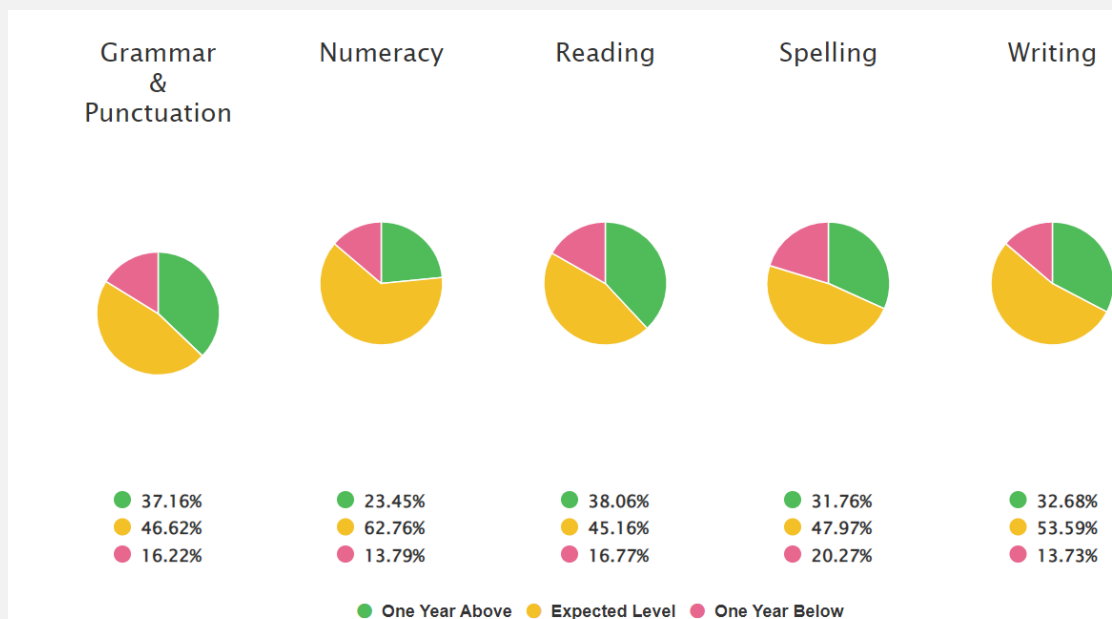
- Administer, retrieve and analyse data from Progressive Assessment Tests Reading, Spelling and Mathematics to plan for focus groups and address students' individual learning needs.
- Continue End of Term planning- Teachers gauge student interest and prior knowledge to implement relevant and engaging 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.
- 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.

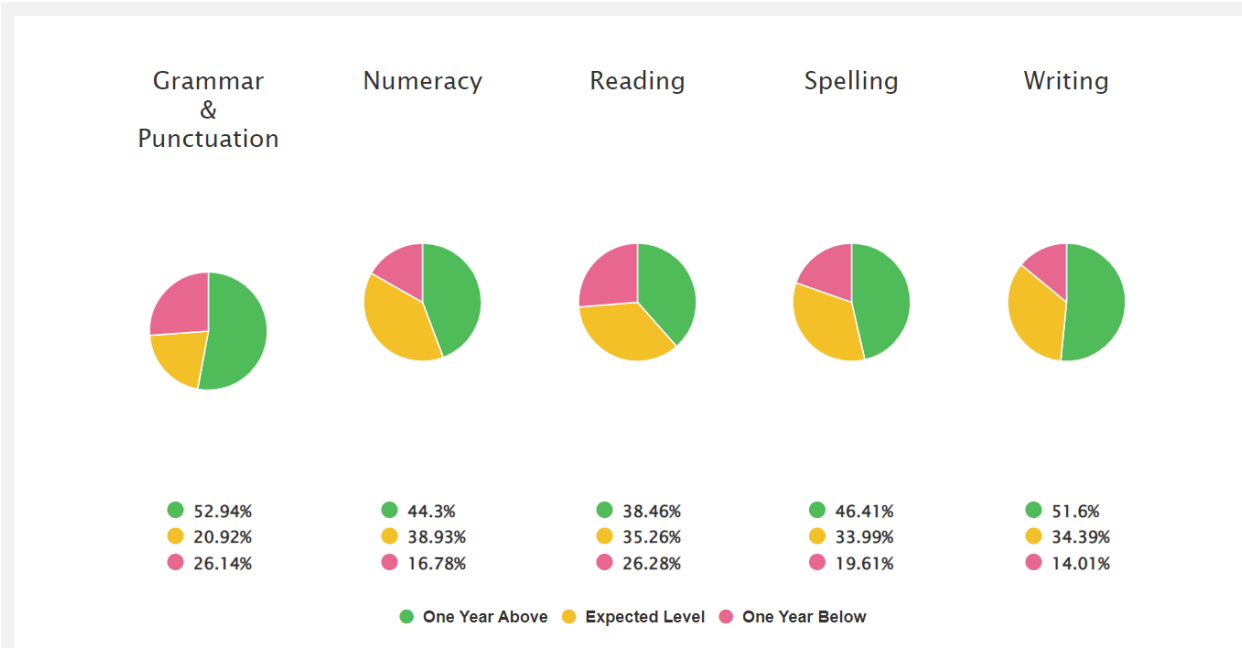
- AITSL Teacher Self-Assessment Tool and Goal Setting to identify areas of improvement for pedagogical practice.
- ARM Reflecting on Pedagogical Practice/2022 Goal Setting Proforma and Pedagogical Reflection Meeting with LATT. Leadership Team then implemented and actioned many of the recommendations 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

Year 3 2022



Year 5 2022



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 2022 results provide comparative data for Reading, Writing and Mathematics with reference to the national benchmarks.

The Year 3 NAPLAN minimum standards proportions for 2022 showed that 80% of students achieved at or above the expected level in all areas except for Spelling, where 78% of students achieved at or above the expected standard. Mean scores for all subject areas across the school were above the expected state mean. Most notably, Grammar and Punctuation were over 20 points above the state mean.

The Year 5 NAPLAN minimum standards proportions for 2022 showed that 70% of students scored at or above the expected level in Grammar and Punctuation, Reading and Spelling, and over 80% of student achieved at or above the expected standard in Numeracy and Writing. Mean scores for all subject areas across the school were above the expected state mean. Most notably, Spelling was 23 points above the state mean and Writing was 38 points above the state mean.

- Extensive professional development and support provided to teachers in the area of Mathematics.
- Exemplar teaching practices have been modelled for teachers across all levels.
- Implementation of the extension and enrichment program ‘Reach for the Stars’ including Debating, APSMO Maths Problem Solving- Maths Olympiad, Australian Mathematics Competition.
- ICAS areas such as Literacy, Mathematics, Digital Technologies and Science- Cancelled due to COVID-19 restrictions.
- Working in Partnership with Mathematics Association of Victoria provided professional development and support to teachers in the area of Mathematics.

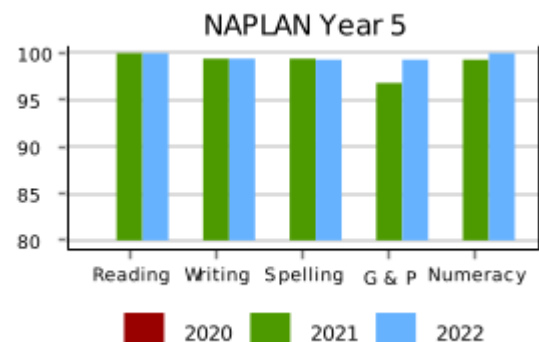
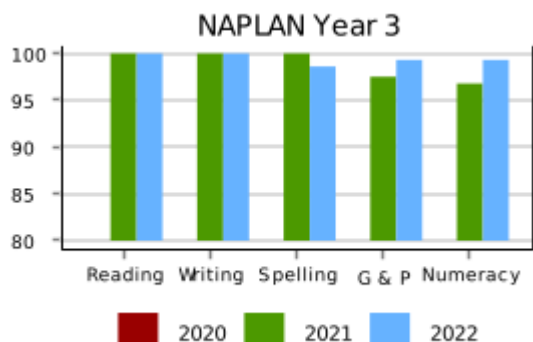
- Minimum of 8 hours Literacy per week mandated across all classrooms.
- Continuation of Mathematics Problem Solving Afternoons.
- Physical Education teachers organised two successful Athletics Days; for students in Year Prep-Two and an off campus Athletics Day at Meadowglen Track for students in Years Three-Six- Term 4.
- Enrich students' knowledge and understanding of our Indigenous Culture by participating in the Friends Ignite Reconciliation Education (FIRE) Carrier Program.
- Teacher Observation Google Form enabling teachers to observe other teachers and volunteer to be observed to build collective capacity amongst colleagues.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.5	-	99.3	1.8
YR 03 Numeracy	-	96.8	-	99.3	2.5
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	98.6	-1.4
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	96.8	-	99.3	2.5
YR 05 Numeracy	-	99.3	-	100.0	0.7
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	99.4	-	99.3	-0.1
YR 05 Writing	-	99.4	-	99.4	0.0

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

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

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



Student Wellbeing

Goals & Intended Outcomes

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 and Emotional Literacy Program called 'Healthier Hearts and Lighter Minds' by Mindfull Aus where the students from Prep-Year 6 learn to identify, control and express their emotions effectively. The program aims to empower people to recognise the strength they can be to themselves with a better understanding of their mind and behavioural health. 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 connectivity 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.
- 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 the 6 core emotions, our School 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 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 connectivity 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.
- 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.
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- Implementation of Student Wellbeing Journals/Diaries including weekly wellbeing lessons and activities.

STUDENT SATISFACTION

2022 Domain Level Snapshot - Student
1st Level Comparison

DOMAIN	DOMAIN DEFINITION	Base (n=)	MACS average	2021	2022	Male	Female	Year 4	Year 5	Year 6	Year 7 **	Year 8 **	Year 9 **	Year 10 **	Year 11 **
OVERALL	Overall school positive endorsement %	28 281	64%	71%	65%	64%	67%	68%	64%	65%	-	-	-	-	-
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.		78%	85%	85%	83%	88%	87%	84%	85%	- **	- **	- **	- **	- **
2. School engagement	How attentive and invested students are in school.		53%	63%	53%	49%	57%	57%	48%	54%	- **	- **	- **	- **	- **
3. School climate	Perceptions of the social and learning climate of the school.		61%	70%	63%	57%	69%	67%	60%	62%	- **	- **	- **	- **	- **
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.		73%	82%	80%	73%	87%	91%	78%	70%	- **	- **	- **	- **	- **
5. School belonging	How much students feel they are valued members of the community.		71%	81%	71%	69%	74%	74%	70%	70%	- **	- **	- **	- **	- **
6. Learning disposition	Students' mindset about themselves as learners.		73%	79%	75%	76%	75%	76%	76%	74%	- **	- **	- **	- **	- **
7. Student safety	Perceptions of student physical and psychological safety while at school.		58%	62%	53%	53%	52%	52%	47%	60%	- **	- **	- **	- **	- **
8. Enabling safety	Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.		57%	59%	56%	57%	56%	54%	59%	56%	- **	- **	- **	- **	- **
9. Student voice	The extent to which students feel they have opportunities to have an impact on their school.		57%	61%	58%	60%	56%	63%	54%	57%	- **	- **	- **	- **	- **
10. Catholic identity	Student perceptions about the Catholic identity of the school.		63%	72%	66%	67%	64%	68%	66%	63%	- **	- **	- **	- **	- **

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 Teacher/Student Relationships and Belonging to a School Community. 75% of students also showed positive learning dispositions and positive mindsets to themselves as learners.

An area of focus for 2023, 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 through the continuation of our SRC and School Captain roles in order to provide more student voice and engagement. Child Safety is another area of focus in 2023 and enhanced student supervision via the Yard Duty Roster will aim to increased students perceptions of physical and psychological safety.

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	87.5%
Y02	87.8%
Y03	89.0%
Y04	90.0%
Y05	88.3%
Y06	89.8%
Overall average attendance	88.7%

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 1359.
- 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'.
- 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/SRC Student Leadership.
- Maintained 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

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.

- Continue to build Leadership capacity through Level Coaches and Level Mentors.
- Revised Annual Review Meeting professional form to include reference to AITSL standards, reflection on pedagogical practice and future goal setting with Peter Waldron (Gold Coaching facilitator).
- 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, Mindfull Aus, 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/2023 Goal Setting Proforma and Pedagogical Reflection Meeting with Peter Waldron. 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 2022

[PLUndertaken]

Number of teachers who participated in PL in 2022

143

Average expenditure per teacher for PL

\$157

TEACHER SATISFACTION

2022 Overall and Domain Level Snapshot - Staff
1st Level Comparison

DOMAIN	DOMAIN DEFINITION	Base (n)	MACCSIS average	2021	2022	Male	Female	Teaching	Non-Teaching
OVERALL	Overall school positive endorsement %	12 912	77	79	7	89	62	79%	
1. Student safety	Perceptions of student physical and psychological safety while at school	70%	78%	69%	68%	69%	68%	73%	
2. School climate	Perceptions of the overall social and learning climate of the school	74%	82%	76%	77%	76%	78%	79%	
3. Staff leadership effectiveness	Perceptions of the quality of relationships between staff and members of the leadership team	75%	83%	75%	86%	74%	75%	81%	
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school	54%	62%	52%	57%	51%	48%	74%	
5. Feedback	Perceptions of the amount and quality of feedback staff receive	39%	43%	39%	39%	38%	38%	42%	
6. School leadership	Perceptions of the school leadership's effectiveness	57%	66%	57%	69%	61%	52%	73%	
7. Staff safety	Perceptions of staff safety in the school	63%	72%	64%	66%	61%	63%	67%	
8. Psychological safety	How safe it feels to take risks and make mistakes in this school	64%	65%	61%	78%	58%	65%	64%	
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities	60%	57%	56%	60%	50%	50%	51%	
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy	65%	73%	62%	61%	56%	66%	84%	
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning	71%	79%	78%	68%	71%	70%	-	
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively	66%	71%	67%	67%	67%	66%	69%	
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction	77%	85%	83%	89%	82%	82%	85%	
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life	74%	83%	79%	76%	80%	77%	81%	

The 2022 Data Snapshot from the Melbourne Archdiocese System & School Improvement Survey (MACSSIS) staff survey indicated that staff are overall satisfied with the overall social and learning climate of the school and how teachers work together collaboratively in teams to improve teaching and learning outcomes. There is also a strong sense of collective efficacy across the school with teachers feeling that the school has what it takes to improve instruction.

An area of focus for 2023 is instructional leadership, an extent to which school leaders set the conditions for improving teaching and learning in the school. We will aim to improve these outcomes by formalised and solidifying our level coach leadership structure in 2023 and ensuring that leaders take a more active role in curriculum development.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

68.8%

ALL STAFF RETENTION RATE

Staff Retention Rate

85.5%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.6%
Graduate	8.6%
Graduate Certificate	8.6%
Bachelor Degree	84.3%
Advanced Diploma	15.7%
No Qualifications Listed	5.7%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	96.0
Teaching Staff (FTE)	79.1
Non-Teaching Staff (Headcount)	55.0
Non-Teaching Staff (FTE)	46.4
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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.
- Wonder of Living (family-orientated, value-based program) Information Evening for Grade Five and Six students and families.

- 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.
- Year 6 Graduation lunch in the hall.
- Excursions / Incursions took place to support learning.
- Working bees.
- Parish Feast Day- celebrations in 2022.
- 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:

- Information nights with guest speakers.
- 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.
- Compass alerts and notifications to families- app alerts and email generated also.
- Learning Assessment Journals are viewed by parents in order to provide ongoing feedback about student learning in Terms 2, 3 and 4.
- Weekly newsletter / flyer.
- Email 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

E1316 St Francis of Assisi School Primary
2022 Overall and Domain Level Snapshot - Family

1st Level Comparison

DOMAIN	DOMAIN DEFINITION	Base (n)	MACS average	2021	2022	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
OVERALL	Overall school positive involvement %	7,158	89%	78%	77%	78%	76%	-	-	-	68%	-	82%	-	-	-	-	-	-	-	-	-	-	-	-	-
1. Family engagement	The degree to which families are partners with their child's school	461	66%	69%	63%	63%	63%	-	-	-	30%	-	56%	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school	668	76%	79%	76%	77%	-	-	-	84%	-	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. School fit	Family perceptions of how well a school matches their child's developmental needs	703	86%	89%	91%	88%	-	-	-	84%	-	97%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. School climate	Family perceptions of the social and learning climate of the school	851	92%	95%	96%	94%	-	-	-	90%	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Student safety	Perceptions of student physical and psychological safety while at school	723	81%	79%	71%	73%	-	-	-	67%	-	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Communication	The timeliness, frequency, and quality of communication between the school and families	723	83%	81%	86%	79%	-	-	-	50%	-	96%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Catholic identity	Family perceptions of and engagement with the overall Catholic identity of the school	841	75%	70%	70%	70%	-	-	-	62%	-	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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 perception of the school's fit and climate are exceptionally high with 89% and 95% of families indicating that the school fits their child's developmental needs. Furthermore, our parents perceive Catholic identity to be strong scoring 70% (6% above the MACS average). Our families perceive timeliness, frequency and quality of communication to be strong and there are few barriers to engagement with the school community.

Future Directions

St Francis of Assisi School has much to be proud of and celebrate in 2022. These will be our Future Directions in 2023.

- 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 construction.
- Growth Coaching led by Peter Waldron.
- Mindfull Aus Healthier Hearts and Lighter Minds Wellbeing Program- Phase 3 Yr 1-6.
- 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.
- Science of Learning- Daily Reviews.
- Talk for Writing and Writing Revolution Program implementation.
- Formation of a Wellbeing team to promote leadership in this space.