



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Francis of Assisi
PARISH PRIMARY SCHOOL

St Francis of Assisi School

290-312 Childs Road, MILL PARK 3082

Principal: Mark Basile

Web: www.sfmillpark.catholic.edu.au

Registration: 1809, E Number: E1316

Principal's Attestation

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

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

Attested on 10 May 2024

About this report

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

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

St Francis of Assisi Parish Primary School is a gospel centred learning community which lives out the teachings of Jesus Christ. We believe that our Catholic faith and lifelong journey 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 and 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.

Mission Statement

We encourage open communication between children, teachers and parents to foster understanding, patience, trust, forgiveness and loving concern.

We will foster self-discipline, respect for self and others, and responsible decision making.

We will aim to stimulate and encourage the children's growth in the development of their full potential.

As professional educators we realise our responsibility to expand the knowledge and understanding of parents in current educational trends, new programs in schools, developments, techniques, procedures and teacher expectations. The forum by which this responsibility may be undertaken would include Information Nights, Newsletters and Open Days.

As staff members, we will foster and encourage professional development. Through friendship, support and recreational activities we will strive to create a confident and positive outlook for each individual.

We at St Francis of Assisi, are committed to the continual faith development of our children. We aim to build and develop knowledge and awareness of the Catholic Faith by strengthening and deepening relationships with their family, school, community and Church.

School Overview

St. Francis of Assisi Catholic Primary School, nestled in Mill Park, approximately 20 kilometres north of Melbourne CBD, sits along Childs Road within the Parish of Mill Park. We have a strong sense of community led by our faith leader and Parish Priest, Father Anthony Girolami.

Established in 1981, the school initially welcomed around 180 students and now proudly accommodates 1256, making it distinctive in its size. Spanning across ten acres of meticulously landscaped grounds, the school has expanded through various construction endeavours to meet growing enrolment demands. Notably, a new Year 5/6 STEAM Building, slated for completion in 2024, is underway to enhance educational facilities further. Our facilities include 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.

Diversity thrives within our school community, reflected in our multicultural family base. In 2022, 84 families received Camp Sport Excursion Funding (CSEF), underscoring our commitment to inclusive education and our school. Our school DMI stands at 98.

Comprising 49 classes across single stream levels (see below), our academic structure ensures personalised attention and tailored learning experiences. Through continuous school improvement planning, our school collaborates within Professional Learning Teams to meet the diverse needs of our students.

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

Specialist subjects enrich our curriculum, including Physical Education, LOTE (Italian P-6, with Japanese optional for Year 5-6), Visual Arts, Performing Arts, Music, Digital Learning, Robotics, Science, and Library. Additionally, our Passion Project Program offers specialised learning experiences for Year 5/6 students including Robotics, Creator Maker/STEM, Health and Fitness, Kitchen Garden, Performing Arts and Visual Arts.

Equipped with modern technology, every student from Year 4-6 has a personal laptop to support their learning journey. Classrooms are furnished with an array of technological resources, including PCs, laptops, iPads, digital cameras, and interactive whiteboard screens, ensuring a dynamic and engaging learning environment. Furthermore, all

classrooms and learning spaces are equipped with air conditioning and heating systems for comfort throughout the year.

At St Francis of Assisi, a profound sense of community binds our staff, parents, and Parish members together, fostering an environment where every individual is valued and supported on their educational journey.

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 2023 school year.

The School Improvement Plan has now seen the completion of its second 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 2023 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 254 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 Shaping Minds and teachers have begun developing 'Daily Reviews' to use when teaching mathematics. With the support of Lorraine Hammond we have begun planning maths units of work reflecting The Science of Learning.
- 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 assist with honouring curriculum and identify 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 has continued for our Prep students and has commenced for our Year 1 and 2 students this year.
- MultiLit Intervention Program continues to be implemented by our Intervention Support Teacher Mary Costanzo using both MiniLit and MacqLit Programs for students in Years 1-6.
- Expansion of our MiniLit and MacqLit Intervention Programs. This year we now have twelve of our staff trained to deliver MultiLit Intervention Programs for students in Year 1 to 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.

The Leadership Team remained consistent in 2023, 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: Christina Padula (Deputy Principal - School Community), John Dwyer (Deputy Principal - Religious Education/Wellbeing Leader), May Park (Religious Education Leader Years Prep-2), Will Kent (Learning and Teaching Leader), Jane Huy (Literacy Leader), Daniela Insolia (Mathematics/Transition Leader), Marc Mellere (e-Learning Leader), Nicole Federico (Leader of Learning Support Years Prep-2) and Martine Klaic (Leader of Learning Support Years 4-6) for their continued leadership and guidance.

In 2023, we began construction of our new STEAM Building. On level 1 there will be sixteen general classrooms to house our Year 5 and 6 students. On the ground level there will be a:

- Robotics Lab
- Languages Room (Italian)
- Mathematics Discovery/Languages Room (Japanese)
- Visual Art Room
- Science Lab
- Performing Arts Room
- 6 Instrumental Studios for private music lessons (violin, keyboard, vocal, piano and guitar).

We began implementing strategies as stipulated in our 2023 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 continued to implement our new Wellbeing Program with Mindfull Aus throughout all year levels. Students now engage in weekly pre planned social and emotional wellbeing lessons that speak directly to the Personal and Social Capability of the 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.

In 2023 we undertook our Science of Learning journey. In February, we established a partnership with Shaping Minds and Lorraine Hammond. We had the privilege of partaking in a conference with three other schools convened by Lorraine. Our teaching pedagogy now encompasses 'Daily Reviews' and units of work reflecting The Science of Learning.

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.

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 and Caritas - Project Compassion.
- Refinement of pedagogical practices and planning documents focusing upon guided 'Godly Play' learning sessions in Years P-2 based upon pedagogy model: Educating in Christ (G. O'Shea).
- Development & Implementation of whole school weekly Gospel prayer sessions facilitated by Leadership/Students/Staff over the PA system & within classrooms.
- Staff Professional Development facilitated by RE Leader during allocated Professional Learning Time on Sacraments/Godly Play/Scripture.
- Development/refinement 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 structure - FRG (Encounter Ministries) online learning modules: scripture, pedagogy, Sacraments, Mass, Prayer, Catholic Identity.
- Staff Meetings begin with reflective prayer.
- Providing Sacramental Nights aimed at Parent formation for Reconciliation, Eucharist and Confirmation- internal speakers: Fr Anthony Girolami, Fr Zaher Almhna
- 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 - Holy Cross Centre Templestowe.
- Implementation of the Alpha Youth Program with Year Six students, (school parents and the parish community invited to participate in Alpha Program for adults held within the parish).
- RE Student Leadership Team actively involved in planning, presenting liturgical events / Sunday Gospel sessions over PA, at whole school Masses and Feast Day celebrations.
- Maintenance of staff RE/Wellbeing Leadership Team (Representation from Prep-6) to support RE leaders in planning liturgical events/ facilitating wellbeing initiatives, presenting faith based celebrations and providing professional learning feedback in regard to pedagogical practices.

Value Added

- School Masses are always the highlight of our worship where school, parents and parish join to celebrate and form a faith-filled community.
- Each class celebrates a Class Mass per term with the Parish Community.
- Whole school Masses to begin and end the school year.
- Whole school Masses organised to celebrate Feast Days/significant liturgical events (including Ash Wednesday, Feast of the Sacred Heart & The Assumption).
- Opportunities for the senior children to participate in Reconciliation twice a year.
- Presentation of Christ's Passion on Good Friday (Passion Play: Year 6 students)
- Classroom visits by the Parish Priests.
- 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 (when practicable & if feast day falls within the week).
- Student leadership opportunities for Religious Education Captains & Vice-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.
- Sunday Gospel Reflection each Friday across the school.

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.

Learning and Teaching

Goals & Intended Outcomes

- Build expertise of teachers to use formative and summative data to inform learning, teaching and support the wellbeing of all.
- 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.
- Improve progress in early years literacy via a systematic synthetic phonics approach.

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 educational process here at St Francis of Assisi.

- Continue Progressive Assessment Tests (PAT) in the area of Reading Comprehension, Spelling, Writing and Mathematics to monitor growth in student learning over time and plan to address individual student learning needs.
- Continuation of formal normed assessments (WARP, WARL, LFIN), Westwood, LeST, TORCH and InitialLit Testing.
- Continue End of Term planning where teachers gauge student interest and prior knowledge to implement relevant and engaging Units of Inquiry honouring student voice and choice.
- Planned, structured 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 showcase learning through the use of Learning Assessment Journals.
- 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 one-to-one-laptops for all Year 4, 5 and 6 students, interactive whiteboards in learning areas, specialist Robotics and Digital Technology lessons, 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 individual student needs.
- 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 engage in Learning Walks and Talks with the Leadership Team.
- Staff engaged in Professional Learning facilitated by members of the Learning and Teaching Team about the Science of Learning, Cognitive Load Theory and Daily Reviews.
- Enhance student voice through leadership roles within the school that include the Student Representative Council (SRC) and FIRE Carriers (Friends Ignite Reconciliation Education).
- Staff participated in a variety of internal and external professional learning to enhance teaching and learning practices. Notably, a school closure day spent with Dr Lorraine Hammond to drive our journey in the Science of Learning.
- 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.
- Professional learning to support 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.
- 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 Writing work samples moderated in and across year levels to ensure consistency in assessment, reporting, learning and teaching.
- Leadership Team engaged in SILC Network Meetings facilitated by Dr Simon Breakspear to develop cultures of feedback.
- Implementation of the extension and enrichment program 'Reach for the Stars' including Debating, APSMO Maths Problem Solving- Maths Olympiad, Australian Mathematics Competition.
- Participation in ICAS competitions in areas of Literacy and Mathematics.
- Annual Review Meetings reflecting on pedagogical practice and 2023 and Pedagogical Reflection Meeting with LATT. Leadership Team then implemented and actioned many of the recommendations made by teachers during the ARM.
- Professional Goal Setting with Peter Waldron (Goal Coaching).
- Core Team meetings as part of the MACS Demonstration Classrooms initiative.
- Phase 3 of the Mindfull Aus Healthier Hearts and Lighter Minds program was delivered across the school.
- Staff Wellbeing day facilitated by David Buttifant.

Student Learning Outcomes

In 2023, the following strategies were in place to improve student learning outcomes:

- Staff professional development in the Science of Learning, Daily Reviews and Cognitive Load Theory to use effective teaching strategies backed by scientific data.
- 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.
- 2023 NAPLAN Data was analysed by staff to identify areas of success and areas for improvement for 2024 and beyond.
- Introduction of a PLC structure to target staff meetings to Junior/Senior content.
- Formalised Teacher Observation process enabling teachers to observe other teachers and volunteer to be observed to build collective capacity amongst colleagues.

NAPLAN

St Francis of Assisi students participate in the NAPLAN (National Assessment Program Literacy and Numeracy) tests conducted by ACARA in Years 3 and 5. In 2023, ACARA introduced new reporting standards for NAPLAN results. This reporting replaces the previous numerical NAPLAN reporting bands. As such, future results cannot be directly compared with pre-2023 NAPLAN data. The new proficiency standards are Exceeding, Strong, Developing and Needs Additional Support.

The Year 3 2023 NAPLAN data shows our school mean above both the state and national mean in all areas. On average, 84% of students achieved at or above the expected level in

all areas. Most notably, Grammar and Punctuation was over 20 points above the state mean.

The Year 5 2023 NAPLAN data also shows our school mean above both the state and national mean in all areas. On average, 80% of students achieved at or above the expected level in all areas. Most notably, Numeracy and Writing were 28 and 29 points above the state mean respectively.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	434	63%
	Year 5	520	79%
Numeracy	Year 3	412	72%
	Year 5	503	83%
Reading	Year 3	422	77%
	Year 5	513	86%
Spelling	Year 3	421	69%
	Year 5	520	86%
Writing	Year 3	437	89%
	Year 5	528	92%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

- To build expertise of teachers to use informal and formal data to inform learning and teaching, and to support the wellbeing of all.
- That data will be used to inform teaching, learning and wellbeing practices in the classroom.
- To reflect, review, evaluate and audit current policies and practices with regards to Child Safe Standards & school-based safety practices/protocols.

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.

Continued implementation (second year) of the Social and Emotional Literacy Program called 'Healthier Hearts and Lighter Minds' facilitated by Mindfull Aus, within which 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 continue to utilise additional programs (Program Achieve: You Can Do It, Seasons for Grief & Loss) which provide guidance and social strategies for students. These programs are facilitated by Learning Support Officers and Deputy Principals. These programs focus on positive psychology, coping with grief and loss, social skills, 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 within which all students are supported 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 & Anaphylaxis 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 our School Rules, Rewards and Consequences in all learning areas.
- 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.
- We continued the implementation of Year Level coaches to support with the social, emotional 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.
- Implementation of Student Wellbeing Journals/Diaries including weekly wellbeing lessons and activities.

Child Safety Achievements

- Regular review, refinement of 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.
- Revisited and re-communicated (via school newsletter articles & digital display - school office) 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. (11 Child Safe Standards)
- Key Leadership completed the Child Safety Risk Register Assessment. The School developed an Action Plan around additional controls to be implemented associated with major capital works (STEAM Building) scheduled throughout 2023 and allocated key positions of responsibility.
- Audited, reviewed and modified administrative role descriptions to include maintenance of Working with Children's Check Register, Police Check Register and Volunteer Register.
- Student Wellbeing Leader to facilitate child-safety staff induction and professional learning (online modules) and maintain records of completed Mandatory Reporting training.

- Display flowchart highlighting the process to Child Safety and Reporting Obligations in staffroom and key locations around the school.
- Principal/Wellbeing Leader to facilitate staff meeting/s to reinforce the school's approach and commitment to Child Safety.
- Wellbeing leader to present child-safety training to parents in conjunction with biannual 'Parent Helper' training workshops.
- Staff to sign 'Staff Code of Conduct'.
- Audit, review and modify 'Parent Code of Conduct'.
- Child Safety Policy and Code of Conduct displayed in Child Friendly Language (digital presentations in school office/library) and presented at individual year level assemblies facilitated by wellbeing Leader, John Dwyer.
- SRC Student Leadership to be active voices in identifying potential risks to child safety and liaising with Wellbeing leaders to conduct joint risk-assessment and action plan as deemed necessary.
- 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 the 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.

Value Added

- Administration and collection of ACER Student Wellbeing Tool Data for Year 3-6 students.
- Learning Support Officers are assigned to specific classes with LSO working between two classes.
- 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.
- Cyber Safety information evening for Year 4 Parents before students receive their laptop.
- Phase 3 of Mindfull Aus Healthier Hearts and Lighter Minds program.

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

themselves as learners. The data also showed an increase in student investment in school, feelings towards teachers and their perception of the Catholic Identity of the school.

An area of focus for 2024, may be the expansion of student voice through offering students an expanded opportunity to participate in student leadership opportunities to offer their opinions, raise any concerns and share feedback upon matters which impact upon their learning or the wider school community. Student voice and engagement could be further nurtured through the continuation of our SRC and School Captain roles as well as extending the breadth of student leadership in the realm of wellbeing & child safety. Wellbeing and Child Safety continue to be areas of focus in 2024 and additional 'point of need' student supervision via the Yard Duty Roster will aim to increase 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	87.4%
Y02	88.4%
Y03	87.8%
Y04	87.5%
Y05	88.4%
Y06	86.9%
Overall average attendance	87.7%

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.
- 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 Learning Diversity Leaders, Inquiry Planning with Learning and Teaching Leader.
- Continue implementation of Year Level Coaches to support academic and behavioural needs of students.
- Provide extensive professional learning opportunities for teachers through School Closures, Staff Meetings and Professional Learning Communities; for example MAV, Curriculum Mapping, Embedding Indigenous Perspectives into Classroom Practice, Synthetic Phonics, Encounter FRG Ministry (Faith Formation) and High Impact Teaching Strategies.
- The Learning Collaborative Team leading change through Level Mentors, Learning Walks and Talks and Case Management Meetings to build collective capacity.
- Established an RE Team comprised of leadership and staff members to monitor the religion curriculum delivery and catholic identity of the school.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Bike Ed Instruction training	
First Aid - CPR	
Sponsored Study	
MultiLit	
SPELD Science of Mathematics	
Staff Wellbeing Workshop	
Shaping Minds - Teaching Intensive	
Responding to Child Safety	
Aspire Higher Leadership	
ICON Ministry (FRG Ministry) Encounter Courses.	
Number of teachers who participated in PL in 2023	140
Average expenditure per teacher for PL	\$178.00

Teacher Satisfaction

The 2023 Data Snapshot from the Melbourne Archdiocese System & School Improvement Survey (MACSSIS) staff survey indicated that staff are 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. An area of focus in 2023 was on instructional leadership. Our Year Level Coach structure allowed teams to have a direct point of contact to support students and parents in any learning or behavioural concerns. Leaders also took an active role in delivering Professional Development through PLCs. This included Mentors engaging with an external PD in the Science of Learning and reporting back to the whole staff on key learnings and implications for practice.

An area of focus in 2024 will be on feedback and communication to staff. Coaches will run goal setting meetings and monitor progress alongside staff in their year level. We will also continue to refer back to our Annual Action Plan with staff to unpack where professional development and meetings fit as part of our improvement strategy.

Teacher Qualifications	
Doctorate	0.0%
Masters	11.8%
Graduate	5.9%
Graduate Certificate	5.9%
Bachelor Degree	60.8%
Advanced Diploma	10.8%
No Qualifications Listed	4.9%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	101
Teaching Staff (FTE)	82.9
Non-Teaching Staff (Headcount)	56
Non-Teaching Staff (FTE)	45.1
Indigenous Teaching Staff (Headcount)	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 partnership 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 Dr. Lyn Sharrat's 14 Parameters. Parameter 12 refers to Parental and Community Involvement where our partnerships with our school community here at St Francis are continually strengthened. 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 and Graduation Bears for Year Six students. We also have a wonderful team of Parent Helpers who assist in the classrooms during learning time. We are grateful to all of our generous volunteers who support the school community. The benefits provided for our students are invaluable.

Further examples of community engagement opportunities include:

- 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).
- Program Support Group Meetings for students with additional needs.
- Parents' Association and Parent Helper classroom program.

- Open Days provided for new families to visit the school. Tours conducted by Year 6 students and staff members. School Tours also conducted on Tuesday mornings in Term 1 and 2 by the Leadership Team.
- Christmas Concert for Years Prep - 2, Parish Carols together with Year 3 students.
- Wonder of Living (family-orientated, value-based program) Information Evening for Grade Five and Six students and families.
- 'Healthier Hearts and Lighter Minds' - School Wide Wellbeing Program facilitated through Mindfull Aus.
- 'Inform and Empower : Raising Kids in a Digital World' - Cyber Safety information session for parents of students in Years 4, 5 & 6.
- Year 6 Graduation Mass followed by Graduation celebratory dinner.
- Excursions / Incursions to support learning.
- Working bees.
- Parish Feast Day celebrations.
- Father's Day Breakfast & Mother's Day Breakfast.
- Year 4 Ballroom Dancing with a family Basket Supper at the conclusion of the Term.
- On site uniform shop.
- Involvement in community events, such as: Premiers Reading Challenge and St Vincent de Paul Christmas Appeal.

Communication

- Student learning is communicated via Parent/Teacher/Student interviews and formal written reports, twice yearly. Reports were accessible via Compass in Semester One and Two.
- Compass alerts and notifications to families.
- Learning Assessment Journals are viewed by parents in order to provide ongoing feedback about student learning in Terms 2 and 4.
- Fortnightly Newsletter.
- Updated school website.
- Promotion of school through advertising material (kinder visits, letter box drops, website)
- Roadside noticeboard displaying information about upcoming events in the school.
- The production of an enrolment package and promotional flyers.

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 perception of the school's fit and climate are exceptionally high with 82% of families indicating that the school matches their child's developmental needs and 95% of families indicating a very high perception of the social and learning climate at the school. Furthermore, our families perceive timeliness, frequency and quality of communication to be strong (93%).

Financial Performance

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

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