



Melbourne Archdiocese
Catholic Schools

2024

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 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 12 May 2025

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

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

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision 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 Primary School, nestled in Mill Park, approximately 20 kilometres north of Melbourne CBD, sits along Childs Road within the Catholic 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 1255, 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 was completed in 2024 which houses state of the art specialist classrooms, 16 classrooms, 8 studios and large breakout spaces. Our other 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 2024, 84 families received Camp Sport Excursion Funding (CSEF), underscoring our commitment to inclusive education and our school. Our school DMI stands at 98.

Comprising 52 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
- 7 x Year 2
- 8 x Year 3
- 8 x Year 4
- 7 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, Science and Visual Arts.

Equipped with modern technology, every student from Years 3-6 has a personal laptop to support their learning journey. Classrooms are furnished with an array of technological resources, including TVs, 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

It is with great pride that I present this report to our school community. It highlights the contemporary and impactful work being carried out by our dedicated staff and parish community in supporting the faith, learning, and wellbeing 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. There was much to celebrate during the 2024 school year.

The most exciting highlight of 2024 was the opening of our new STEAM Building. This state-of-the-art facility includes specialist classrooms such as a robotics lab, Italian room, visual arts room, science lab, performing arts space, and a kitchen garden area. Upstairs, there are 16 contemporary classrooms with spacious breakout areas for seniors years learning. In addition, five instrumental music studios were established to support private music tuition. We are incredibly proud of this project, and it is wonderful to see the building alive with students benefiting from this vibrant, purpose-built learning environment.

The School Improvement Plan (SIP) is now in its third year of the 2022–2025 cycle. The 2021 School Review process was an informative and invaluable opportunity to reflect on and drive school improvement. Tools such as the SIF Rubric, Evidence Collection Tool, and Child Safety Compliance Tools enabled the Leadership Team to assess our progress and identify areas for further growth. As a result of this thorough process, we developed three strategic goals to guide school and system improvement over four years. These goals focus on the development and implementation of consistent, school-wide practices that enhance pedagogical approaches, student learning, and student agency and empowerment. Some of the achievements in 2024 include:

- A continued focus on the Religious Education (RE) and Wellbeing Team, led by the Deputy Principal (RE & Wellbeing) and supported by our 2024 RE Captains. Staff and students co-designed prayers, liturgies, and Catholic celebrations to foster spiritual formation across the school.
- Introduction of a new school-based wellbeing program, Stay Well in Mind, Body and Spirit, implemented across all year levels.
- Embedding of the Educating in Christ program in junior classes, with a focus on Godly Play.
- Integration of Social Justice practices into learning. Students contacted not-for-profit organisations and developed initiatives to raise awareness and support.
- Expanded the laptop program to include Year 3 students to support the smooth participation in NAPLAN online assessments.
- Continued efforts to make data visible and accessible for staff across the school.
- Identification of 'Students of Wonder' each term using SPA data and a digital data wall.

- Celebration of student growth and success through a case management approach, with end-of-term staff meetings facilitated by classroom teachers.
- Strengthening of the Teacher Observation process, encouraging professional learning through peer observation.
- Ongoing, targeted professional development for specific year levels, focused on evidence-based instructional strategies.
- Delivery of cross-school professional learning within a Science of Learning framework, including school closure days with Shaping Minds.
- Continued review and discussion of the Science of Learning to reflect on and refine instructional practices.
- Hosting of a parent information session facilitated by Inform and Empower, focused on ICT learning and online safety.
- School-wide implementation of consistent student goal-setting practices, with visible goal-setting placements in all classrooms.
- Collaboration with My Audious Child to support students at risk, including a parent information evening and weekly student sessions.
- Leadership team participation in the SILC network, led by Dr Simon Breakspear, to monitor and plan for change and improvement.
- Strategic and consistent use of data to inform teaching and learning, with 252 students receiving additional support and adjustments through the Nationally Consistent Collection of Data (NCCD).
- Comprehensive professional learning in Mathematics and Literacy, including consolidation of Daily Review practices through our partnership with Shaping Minds.
- Greater staff familiarity with the Victorian Curriculum 2.0 and its full implementation, ensuring all students receive their curriculum entitlement.
- Distribution of June and November summary reports via the Compass Portal App.
- Ongoing implementation of the MultiLit Synthetic Phonics Program in Prep to Year 2.
- Continued delivery of the MiniLit and MacqLit intervention programs for students in Years 1–6, led by our Intervention Support Teacher.
- Use of a detailed assessment schedule to monitor student growth and achievement.
- Updated MACS policies ensuring alignment with system-wide expectations.
- Strengthened child safety practices and updated protocols, ensuring all staff understand and adhere to expectations and guidelines.

The Leadership Team remained consistent throughout 2024, providing stability and supporting the effective implementation of the School Improvement Plan. We were delighted to welcome back Grace Lucic (Deputy Principal – School Community) from extended leave. I would like to express my gratitude to each member of the Leadership Team for their continued commitment and guidance: 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), Brooke Brennan (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.

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 transitioned away from MindfullAus to the introduction of a new wellbeing program at a school based level, Stay Well in Mind, Body and Spirit 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 Victorian Curriculum.

As Principal, I am honoured to lead this wonderful community and to work alongside our professional and dedicated staff, who give so much of themselves to serve our students and families. I am grateful for their involvement in the many events that shape our community, such as Saturday Open Days, Sacraments, and Feast Day celebrations. Our staff are committed to building positive relationships and to providing high-quality, engaging learning experiences that challenge and support each child.

I would also like to thank our Parish Priest, Fr Anthony Girolami, and the parish staff for their continued guidance and active presence in our school. We are truly blessed to have their leadership and support.

Finally, to our students – thank you. You are at the heart of every decision we make. Your approach to learning, your kindness, and your interactions with each other reflect the spirit of our school. I look forward to leading the St Francis of Assisi School Community into another successful and faith-filled year.

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.
- Consolidation 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).
- Implementation of a suite of explicit Religious Education learning sessions for students in Year 3, Year 4, Year 5 and Year 6 with particular focus upon consistency of practice, alignment with Catholic doctrinal principles and recommended learning framework (Coming To Know, Worship & Love).
- Refinement of professional learning resources for staff to extend and refine knowledge related to core doctrinal principles (Staff Formation Document- Years 3-6).
- Implementation of whole school weekly Gospel prayer sessions facilitated by Leadership/Students/Staff over the P.A. system & within classrooms (final year of three year liturgical cycle).
- Staff Professional Development facilitated by RE Leader during allocated Professional Learning Time focused on pedagogical reflective practice/Godly Play/sacramental theology.
- Review/refinement of learning intentions based on Religious Education Curriculum framework learning outcomes.
- Continued assessment and reporting of Religious Education learning intentions. Auditing of work programs to monitor learning intentions and mandated time allocation in the area of RE.
- Regular meetings between the REL and Parish Priest to strengthen community and parish links with the school.
- Religious Education Leader attending 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 Simeon Anthony.
- 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.

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/Assumption).
- Opportunities for the senior children to participate in Reconciliation twice a year.
- Presentation of Christ's Passion on Good Friday (Passion Play performed by 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.
- School meetings and major school events begin with prayer led by RE captains/RE Leadership.
- Morning, lunch and afternoon class prayers.

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. Furthermore, as we see ourselves as a family of faith, we support all initiatives that endeavor to be supportive of families. Our approach is to enable families to have access to Catholic Education that does not place a burden upon them. 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

- To 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.
- Support teachers to embed evidence-based teaching strategies aligned with the Science of Learning.

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.

- 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.
- 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.
- Continue Progressive Assessment Tests (PAT) in the area of Reading Comprehension, Spelling, Writing and Mathematics to monitor growth in student learning over time. Continuation of formal normed assessments (WARP, WARL, LFIN), Westwood, LeST, TORCH 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 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 3-6 students, interactive whiteboards in all learning areas, 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.
- 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.
- Enhance student voice through leadership roles within the school that include the Student Representative Council (SRC) and FIRE Carriers (Friends Ignite Reconciliation Education).
- 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.

- 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 and monitor school improvement.
- 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.
- ARM Reflecting on Pedagogical Practice and 2024 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.

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 effect 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.
- 2024 NAPLAN Data was analysed by leaders and staff to identify areas of success and areas for improvement for 2024 and beyond.
- Continued with 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.

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. 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 2024 NAPLAN data shows our school mean above both the state and national mean in all areas. On average, 88% of students achieved at or above the expected level in all areas. Most notably, the Grammar and Punctuation average was over 46 points above the state mean.

The Year 5 2024 NAPLAN data also shows our school mean above both the state and national mean in all areas. On average, 78% of students achieved at or above the expected level in all areas. Most notably, the Writing average was 36 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	455	76%
	Year 5	521	76%
Numeracy	Year 3	419	76%
	Year 5	519	87%
Reading	Year 3	433	84%
	Year 5	517	85%
Spelling	Year 3	436	80%
	Year 5	509	83%
Writing	Year 3	444	94%
	Year 5	521	89%

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

Student Wellbeing

Goals & Intended Outcomes

- 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.
- To reflect, review, evaluate and audit current policies and practices with regards to Child Safe Standards & school-based safety practices/ protocols.

Achievements

Wellbeing 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 also initiated a strategic transition away from the 'Healthier Hearts, Lighter Minds' Program toward a newly revised and school-based Social and Emotional Literacy Program to be facilitated by Wellbeing leader/designated staff representatives/ delegates and student leaders.
- This refined program is based strongly upon the Personal and Social Capabilities as identified within the Victorian Curriculum Framework. This program involves students from Prep-Year 6 identifying how to name, control and express their emotions effectively, recognise key strategies to maintain healthy and respectful relationships and utilise strategies to resolve conflict in a safe, restorative manner.
- 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, Mandatory Reporting, Level 2 First Aid and Emergency Management Procedures. All staff are trained in processes and procedures for evacuations facilitated by Risk2Solution Emergency Management.
- Continued awareness of Cyber Safety practices for students and parents. Annual cyber safe parent education sessions.

- Students are motivated and further empowered by having their voices heard through student leadership roles and opportunities.
- 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.
- 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 therapy, school counselling and speech therapy.
- Learning Support Officers are assigned to specific classes with LSOs working between two classes.
- Continue implementation of Year Level coaches to support 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.
- 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.

Child Safety Achievements

- Regular review and 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, parent meetings & 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.
- Staff meeting to familiarise staff with the updated Code of Conduct Document which highlights and requires signed commitment to Child Safety Principles.
The 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.
- Completion of Child Safety Risk Register to identify and document mitigation procedures to protect students from harm.

- Completion of School Risk Register to identify and document mitigation procedures to protect students from harm & promote robust learning & teaching/wellbeing protocols.
- Key Leaders – Principal, Deputy Principals and Student Wellbeing Leader renewed familiarity with Ministerial Order Number 1359. (11 Child Safe Standards)
- Audit, review and modification of 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) & maintain records of completed Mandatory Reporting training.
- Display flowchart highlighting the process to Child Safety and Reporting Obligations in the 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 bi-annual 'Parent Helper' training workshops.
- Annual audit, review and monitoring of signed 'Parent Code of Conduct' documentation.
- Child Safety Policy and Code of Conduct displayed in Child Friendly Language (digital presentations in school office/ library) and presented to whole school within Wellbeing Wednesday sessions facilitated by Wellbeing Leader, John Dwyer)
- 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 a point of reference of policies, procedures and protocols.
- Updated MACS Policies ensure consistency across all schools in the Melbourne Archdiocese.
- Updated Child Safety Practices, Policies and Protocols ensure that all staff are aware of universal expectations, guidelines and protocols.

Value Added

- Implementation of Student Wellbeing Journals/Diaries including weekly whole-school wellbeing lessons and dialogue-based activities (presented in partnership between the Wellbeing Leader/Classroom teachers). These Wellbeing Wednesday sessions address learning outcomes taken from Personal & Social Capabilities spheres within Victorian Curriculum and focus on areas such as:
 - Students identify and express a range of emotions in their interactions with others.
 - Staff and students understand the term 'self-talk' refers to the comments we make to ourselves and that these comments can influence how we feel.
 - Students understand elements that contribute to healthy respectful friendships.

- Acknowledge that similarities and differences in points of view exist between people and these differences need to be respected.
- Identify common causes of conflict & healthy ways to resolve conflict.
- Understand 'resilience' as the 'ability to recover quickly after a difficult, sad or worrying event'.
- Identified simple strategies to 'bounce-back' after distressing events.
- Identified characteristics & behaviours of a 'good friend'
- Understand the meaning of the term 'integrity' as 'Doing what is right when no-one is watching'.
- Identified the importance of situational awareness - personal safety & caring for others.
- Identified behaviours which characterise 'good manners'.
- Identified necessary skills for including others and working in groups.
- Students monitor their own emotional state (mental health) and identify when it would be appropriate to seek support from teachers or parents.
- Additional Wellbeing insights and education provided for parents within fortnightly school newsletters

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 71% and Belonging to a School Community 69%. Students showed a slight decline in their positive learning dispositions from 75% in 2023 to 71% in 2024 yet a slight increase in student safety from 45% in 2023 to 48% in 2024. The data showed significant growth in the area of Student Voice increasing from 35% in 2023 to 47% in 2024 and in the sphere of Enabling Safety increasing from 37% in 2023 to 53% in 2024. In the area of Catholic Identity, the school has remained at or above the MACS average for staff and families, however has seen a slight decline in the student response data.

An area of focus for 2025, may be the continued expansion of student voice opportunities across all year levels. This may also involve our 2025 school leaders visiting classrooms to facilitate a more indepth reflective review of the school and its programs from a student's perspective. Such a process could provide an authentic forum for students to offer opinions, raise any concerns and provide feedback upon matters which impact upon their learning or the wider school community. Wellbeing and Child Safety will continue to be areas of focus in 2025 and additional 'point of need' student supervision via the Yard Duty Roster will aim to further 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. Our 2024 MACSSIS data indicates that our attendance rate during Semester 1 & Term 3 was 87%.

Average Student Attendance Rate by Year Level	
Y01	85.3
Y02	88.3
Y03	86.8
Y04	88.9
Y05	86.2
Y06	86.8
Overall average attendance	87.0

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 Meetings with coaches and Principal
- Staff professional goal setting with coaches.
- 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 behaviour needs of students.
- Provide extensive professional learning opportunities for teachers through School Closure, Staff Meetings and Professional Learning Communities; for example MAV, Curriculum Mapping, Embedding Indigenous Perspectives into Classroom Practice, Synthetic Phonics, Encounter (Faith Formation) and High Impact Teaching Strategies.
- Established an RE Team composed 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 2024	
<ul style="list-style-type: none"> • Leadership Courses • Emergency Management • First Aid • Spirituality Evening • Science of Learning 	
Number of teachers who participated in PL in 2024	102
Average expenditure per teacher for PL	\$220.00

Teacher Satisfaction

The 2024 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 the opportunities to engage in professional learning. An area of focus in 2024 was on instructional and professional 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.

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

An area of focus of 2025 will be to continue to support teams and ensure they have adequate time to plan collaboratively.

Teacher Qualifications	
Doctorate	0
Masters	12
Graduate	8
Graduate Certificate	6
Bachelor Degree	71
Advanced Diploma	13
No Qualifications Listed	14

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	95
Teaching Staff (FTE)	81.03
Non-Teaching Staff (Headcount)	52
Non-Teaching Staff (FTE)	34.3
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- To work together to build a positive, supportive, and inclusive learning culture where strong relationships and teamwork lead to the best outcomes for all.
- To foster genuine partnerships among staff, parents, students, and parishioners by creating meaningful opportunities to connect, share, and contribute to our faith-filled learning community.

Achievements

At St Francis of Assisi, we deeply value the contributions of every member of our school and parish community. This commitment is central to our school improvement efforts and is reflected in Lyn Sharratt's 14 Parameters, particularly Parameter 12, which underscores the importance of parental and community involvement.

Our partnerships with families and the parish continue to strengthen, and we are grateful for the many ways community members enhance student learning and enrich our curriculum. Through diverse engagement opportunities, we bring our school vision to life—celebrating achievements and nurturing faith together.

The Parents' Association plays a key role in supporting the school financially, with initiatives such as Hot Food Days, Mother's and Father's Day Stalls, and Graduation Bears for Year Six students. Additionally, our Parent Helpers generously dedicate their time to assist in classrooms, directly supporting our students' learning.

We are thankful for the unwavering commitment of all our volunteers. Their contributions are invaluable in enriching the educational experience for our students.

Opportunities for Engagement

St Francis of Assisi is committed to creating meaningful opportunities for students, parents, parishioners, and staff to connect and contribute, building a faith-filled community. These include:

Faith and Parish Involvement

- Sacramental preparation evenings for students and their families
- Celebration of Reconciliation, Eucharist, and Confirmation as a community
- Passion Play performed by Year 6 students on Good Friday during Parish Mass
- Level Masses involving students, families, and parishioners
- Parishioners and teachers supporting catechist classes

- Guest speakers from the Parish addressing student questions and enhancing learning
- Carols with the Parish community and Year 3 cohort
- Parish Feast Day celebrations

Parent and Family Engagement

- Parents and Friends Association
- Parent Helper program supporting classroom learning
- Prep Orientation Parent Information Sessions
- Wonder of Living information evening (values-based program for Years 5 and 6)
- 'Inform and Empower: Raising Kids in a Digital World' – Cyber safety session for parents (Years 4–6)
- Father's Day and Mother's Day Breakfasts
- Year 4 Ballroom Dancing culminating in a family Basket Supper
- Year 6 Graduation Mass and celebratory

Student and Learning Support

- Learning Diversity Department working closely with parents and teachers to support students with additional needs
- Dedicated New Arrivals Teacher to welcome and support migrant and refugee families
- Excursions and incursions to enhance learning experiences
- Year Level Assemblies to celebrate student achievement, birthdays, and learning milestones
- School-based Social and Emotional Literacy Program – a wellbeing program embedded across the school including 'Wellbeing Wednesdays'.

Community Events and Outreach

- Fundraising efforts for charities such as St Vincent de Paul and Caritas
- Participation in the Premier's Reading Challenge
- St Vincent de Paul Christmas Appeal

Welcoming New Families

- School Open Days for prospective families, with tours led by Year 6 students and staff
- Weekly school tours conducted by Leadership Team members in Terms 1 and 2
- On-site uniform shop to support families with school readiness

Communication

- At St Francis of Assisi, we ensure clear and consistent communication between the school and families to keep everyone informed and engaged in the learning process.

- Parent/Teacher/Student interviews and formal written reports are provided twice yearly to update families on student progress. Reports are made accessible via Compass in both Semester One and Two.
- Compass notifications and alerts keep families informed of important updates.
- Learning Assessment Journals are shared with parents in Terms 2, 3, and 4, offering ongoing feedback about student progress.
- The school's fortnightly newsletter keeps families up-to-date on school events, achievements, and news.
- Our updated school website provides key information and resources for parents and the wider community.
- The school is actively promoted through advertising materials, including kinder visits, letterbox drops, and promotional flyers.
- Our roadside noticeboard displays timely information about upcoming school events, keeping the community informed.

Parent Satisfaction

The school actively seeks input from the community and values feedback regarding satisfaction or concerns. To gather parent opinions on family satisfaction, we use School Improvement Surveys. The results of these surveys are carefully analyzed and used to inform the development of our Annual Action Plan.

Family perception of the school's fit and climate are exceptionally high with 89% 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 (86%).

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