

# St Francis of Assisi Primary School Wodonga

## 2022 Annual Report to the School Community



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## Minimum Standards Attestation

I, Jennyne Wilkinson, attest that St Francis of Assisi Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

09/03/2023

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

## Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## Vision and Mission

St Francis of Assisi Primary School is a Catholic community providing quality education founded on the gospel values of love, justice and humility, nurturing and challenging all to go forth in hope.

### VISION STATEMENT:

We believe in...

- Providing a meaningful, holistic, engaging and challenging learning environment that equips students with the skills and aspiration for life-long learning.
- Encouraging strong partnerships with school, families and the wider community for the development of the child.
- Supporting all members of our community as they strive to grow and engage in our Catholic tradition.
- Knowing and acting within Catholic social teaching.
- Accepting the responsibility for nurturing and improving the environment through the stewardship entrusted to us

## School Overview

St Francis of Assisi Primary School is built on Dhudhuroa land and was originally founded as Frayne College in 2005 as a Foundation to Year 9 College. In 2016 after consultation with the Wodonga Catholic Parish and wider Wodonga community, Frayne College became a primary school and was re-named St Francis of Assisi Primary School. St Francis of Assisi offers a diverse and meaningful Catholic education experience.

It is our strong desire that our motto "Live Justly, Love Tenderly, Walk Humbly with our God" [Micah 6:8] underpins who and what we are as a community.

Situated on 12ha, our students learn in, with, through and about our environment. Sustainability education is a major focus for our school and students participate in formal and informal programs, e.g. Stephanie Alexander Kitchen Garden across Foundation to Year 6. Our contemporary setting ensures that our students are equipped to be effective 21st Century learners and faithful stewards of our environment.

St Francis of Assisi recognises its responsibilities regarding the protection of the environment and the need to educate our community about the importance of living sustainably.

Our approach to living more sustainably is to develop patterns of behaviour and understandings that will bring growth in appreciation and protection of our environment and encourage all community members to live in a sustainable way. We do this through educating our students using a rich and engaging curriculum and working with local community Land Care organisations. It is a holistic approach to Education for Sustainability and covers the content areas of, Moral and Ethical Decision making, Social Justice and Sustainability, Understanding Sustainability and Building Preferred Futures.

The core purpose of St Francis of Assisi Primary School is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community.

St Francis of Assisi Primary School provides a comprehensive curriculum with a strong focus on literacy and numeracy. We have Investigations in the morning, four mornings a week in Foundation to Year Two. In Years 3 to 6 our students complete Education Research Projects each term. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the domains of Education for Sustainability, Science, Humanities/History, Design and Technology, Civics and Citizenship and Health. These domains are also cross-referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist Teachers provide instruction in Language (French), Performing Arts and Art. Interdisciplinary, personal and social learning are addressed within these domains and supported by a range of Outdoor Education camps and excursions. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in private music classes.

At St Francis of Assisi we have a strong parent community. Parents are very involved in many projects in the school including building upon playground areas and developing events to bring families together. Our Parents and Friends Network meets monthly and subgroups from the PFN work together throughout the year on school events, working bees and other activities.



## Principal's Report

The Annual School Report for St Francis of Assisi Primary School represents a snapshot of the life of the school in 2022.

St Francis is a faith community of students, parents, staff and priests that explicitly witnesses Catholic beliefs, values and traditions. As such the school is a local expression of the universal Catholic Church and shares in the evangelising mission.

St Francis of Assisi Primary School is a learning community that values the core activities of learning and teaching and strives to create a vibrant fun-filled learning environment which is safe, challenging, collaborative and built on mutual respect. It is an environment, which enables members of the school community to access the knowledge, attitudes, values, skills and love of learning necessary to realise their human potential and live full and productive lives.

St Francis of Assisi Primary School promotes the development of positive relationships; mutual respect; an understanding of individual and communal rights; and responsibilities and practices, which promote inclusiveness and acceptance of individual difference.

St Francis enjoys strong and meaningful relationships with the parent community and Parents and Friends Network. Parents are always welcome at the school and are involved in a variety of ways in the daily life of the school. This included online meetings and forums and using online surveys to seek feedback from parents.

Parents are kept informed of the activities of the school through regular newsletters, See Saw posts, emails, information evenings, 1:1 laptop program information sessions and parent teacher meetings.

Formal and informal student leadership opportunities continue to grow and develop. Both within our school community and externally. Senior students are big buddy's and leaders for the younger students.

Learning Support staff continued to help St Francis students reach their maximum potential and enhance their overall learning experience. With the constant support and encouragement of dedicated teachers and Learning Support Officers, Psychologist, Learning Inclusion Leader and Speech Pathologist our students developed skills and expressed themselves, as they found a safe place to belong.

St Francis is a school with a strong sense of community; students are encouraged to adopt and put into practice, key Catholic values in everyday life. The importance of faith and prayer is emphasised through the whole-school masses and liturgies, as well as daily class prayer.

Each year, the many achievements and talents of our students are showcased and celebrated at different events such as school assemblies, school productions, Nativity plays, liturgies, parent teacher meetings, Cattle Club and more.

We look forward to another wonderful year at St Francis of Assisi Primary School in 2023. The St Francis of Assisi community will continue our mission to live justly, love tenderly and walk humbly with our God.



## Parish Priest's Report

### Chaplain's Reflection

One of our weekly priest's schedules now (during the school term) is visiting our CEW schools, just as it has been organized pre-Covid time. I must say visiting our schools, not so much now as Canonical Administrator but as a parish priest and in the case of Fr Adi and Fr Uday, our assistant priests in Wodonga Catholic parish, is one of the joys of the priesthood.

It is a joy to feel being welcomed in our schools.

It is a joy to know that our presence and ministry are being appreciated and valued by our school leaders, teachers, staff and students.

It is a joy to be given an opportunity to impart to our students aspects of our faith and the life of the Church.

It is a joy to hear the inquisitive minds of our students about the faith, Church, the liturgical seasons, and just about general questions they may have in mind.

It is a joy to know that our students and parents, teachers and staff, display such an openness to what our Catholic schools are offering and what does being a Catholic school in Wodonga mean for young people.

It is a joy to see our students actively participating, with reverence and devotion, in our celebrations of faith, e.g. liturgies, Mass, etc.

I also find hope and confidence in the great work that our school leaders, staff, teachers, and learning support officers do to ensure our students get the best in their educational journey.

It is a joy that we have this real and concrete relationship between the parish and schools in working together for the mission of evangelization for the young people.

But with joy, comes a challenge, because our Education system is not just to attain a desired outcome for our students, but to form young people with the Christian values and principles that equip them when they go beyond the parameters of our school.

Pope Francis, in his audience with the members of the *Global Researchers Advancing Catholic Education (GRACE) Project* last year, remarked: *"In an age awash in information, often transmitted without wisdom or critical sense, the task of forming present and future generations of Catholic teachers and students remains as important as ever."*

The Pope here acknowledges the importance and the great role that teachers have in our Catholic schools.

The Pope also adds: *"As educators, you are called to nurture the desire for truth, goodness and beauty that lies in the heart of each individual, so that all may learn how to love life and be open to the fullness of life."*

For this, I thank all the teachers and staff of our schools for carrying out this important aspect of our mission to the young people. My gratitude also goes to the parents, families and guardians of our students, who are also playing their important roles in the human flourishing of their children.

And of course, for our students, thank you for spending a significant time of your life by being with us in our CEW schools.

I pray that starting here, we can create a beautiful story for a hope-filled world and a 'Life in Jesus' (CCW), motivated by the Mercy story and with the faithfulness, humility and perseverance of St Francis of Assisi, by 'Being True' (St Augustine's) and by continually 'Learning to love and loving to learn' (St Monica's).

May God's peace and blessing be upon you all!

In Christ,

Fr Junjun Amaya

## Catholic Identity and Mission

### Goals & Intended Outcomes

- Educate students and families on the charism of St Francis of Assisi and explore ways we can all live out the charism in our community
- Identify a process for teaching staff to obtain:
- Accreditation to Teach in a Catholic School and
- Accreditation to teach Religious Education
- Develop a school calendar of regular liturgical events and
- Provide teacher support with liturgical events and planning religious education units

### Achievements

In 2022, our staff, students and community members were all eagerly looking forward to getting back to participating in school life in person for the first time since 2019. However, we needed to continue to be flexible and adaptable with our Liturgies and Masses as we worked with Gathering Place restrictions due to major building works, and ongoing inclement weather. Thankfully, unique and meaningful R.E lessons were back to being planned and taught face to face, along with a range of daily prayer experiences ensuring students continued to grow and learn as part of their faith journey.

Some of our annual liturgies were able to proceed face to face in 2022, while others needed to be rescheduled to a later date or undertaken online. It was fantastic for our Yr. 6 students and families to take part in the Graduation Mass at Sacred Heart Church for the first time in three years. As a sign of our growing school community, the church was filled to capacity. Our students in Years 3-6 took an active role in the Sandhurst Diocese Reconciliation Mass, whereby students and staff from local Catholic schools, along with CES staff, came together to celebrate Indigenous culture. The highlight of the year was our community coming together for our end of year Christmas Carols and Nativity, with our school cattle and chickens making a special appearance.

Staff continued to work with Catholic Education Sandhurst staff to further develop their understanding and confidence in teaching the Source of Life curriculum along with learning about the new requirements for gaining and maintaining accreditation to teach in a Catholic school and to teach Religious Education. Two staff members began their Accreditation to Teach Religious Education in 2022 and will complete the course in 2023.

We continued to educate students, staff and families on the charism of St Francis of Assisi as we shared the life and teachings of St Francis with new staff at Induction, taught our charism units of work across all year levels and displayed our charism statements around the school and in the newsletter.

During 2022 we introduced weekly Priest Visits. Fr. Junjun, Fr. Uday or Fr. Adi visited one year level each Thursday morning to answer students' questions about their own personal faith journeys, God and Jesus, the Catholic Church and going to Mass. Students enthusiastically participated in the discussions and asked fantastic questions that kept our special visitors on their toes.

In Term 2 we took part in the Catholic Identity Review. We presented a detailed report to a panel of CES staff on all aspects of Catholic Identity in our school. We received many accolades acknowledging the work that we do in our school, along with two recommendations for us to work on in 2023-25.

We continued to work on increasing Aboriginal awareness in our school through whole school participation in a cultural day and adding the Acknowledgement of Country to the school newsletter, web page and staff signatures. All staff participated in the 'Building confidence' course presented by the Australians Together organisation.

Once again we participated in the Prayer Partners program connecting Catholic College Wodonga Yr.12 students with parishioners. Our classes received prayer cards from past St Francis students and prayed for them on a weekly basis throughout the year. At the end of Term 3, the Yr. 12 students returned to St Francis for a breakfast in their honor. They thoroughly enjoyed reminiscing about their primary school years, catching up with staff and marveling at the changes to our school.

Our school continued to put into practice our Catholic Social Teachings by working with local, national and international charity organisations such as UNHCR, Caritas, Vinnies and Uniting Care. Money and goods raised throughout the year was distributed to flood affected communities in Australia, families in Ukraine, communities in Africa and Asia and families in Wodonga and Baranduda.

Finally in 2022, our school joined the Earthcare program, along with all CEW schools and other Sandhurst schools and parishes. Together we have committed to 'Caring for our Common Home' through setting up a school Earthcare committee which will include students, staff and parents. The committee will meet to assess ways we can improve school practices in waste, water, energy and biodiversity and develop action plans to implement in coming years.

#### VALUE ADDED

- Two staff members started Accreditation to teach Religious Education and the Accreditation to Teach in a Catholic School certificates.
- ANZAC Day, Mother's Day and Father's Day presentations shared with families.
- Graduation Mass held for Year 6 Students.
- Prayer Partners program with Year 12 students

## Learning and Teaching

### Goals & Intended Outcomes

- Develop a whole school literacy plan that is evidence informed and includes our practices relating to assessment, literacy block structure, programs and resources
- Refine our approach to using the Cycle of Learning to bring about improvement in teacher practice and student learning
- Staff to engage in meaningful professional learning in the Walker Learning Approach that influences practice

### Achievements

Literacy was again a strong focus in 2022. The Learning and Teaching Team met with Jocelyn Seamer, Literacy Education Consultant to review the whole school strategic plan for Literacy developed in 2021. The team then led the work of developing a 'Literacy Block' for their year level team, incorporating explicit phonics instruction, independent decoding/reading, independent writing and exposure to learning through a variety of rich texts into a daily 2-hour block of learning time.

The role of Literacy Leader was developed and was filled internally. The purpose of this role was to support the Learning Leaders in their work in developing the Literacy Block, developing and purchasing resources to support literacy teaching and learning, administer literacy assessments across the school as well as lead the Sounds~Write Intervention Team.

A number of teachers and Learning Inclusion Officers from Years 3 to 6 completed Sounds~Write Training over 6 weeks. This saw the implementation of whole class Sounds~Write instruction across Years 3 and 4, creating greater consistency in explicit phonics instruction from Foundation to Year 4.

The Learning and Teaching Team focused on further embedding the Cycle of Learning within their Professional Learning Teams to enhance teaching and learning in Mathematics. The team also developed a more concise version of the cycle, called the St Francis Planning Cycle, centred around four key questions;

- What do we want the students to learn?
- What do the students already know?
- What do we need to teach and how should we teach it?
- What impact is our teaching having?

Furthermore, in September, all teaching and learning support staff travelled to Bendigo for two days of Professional Development focused on Walker Learning. Staff had the opportunity to observe and engage in rich conversations with the highly skilled teachers at Liborius Catholic Primary School, Eaglehawk, about Investigations, Class Meetings, Tuning In, Environments and Educational Research Project time. Prior to the visit, year level teams had critically reflected on their current practices and had developed a series of questions to guide the direction of their learning. The observations and conversations experienced while at St Liborius lead to each team to set goals and plan for Term 4 and beyond to further embed and enrich the Walker Learning pedagogy at St Francis of Assisi Primary School.

## STUDENT LEARNING OUTCOMES

Year 3 and 5 students participated in NAPLAN in 2022.

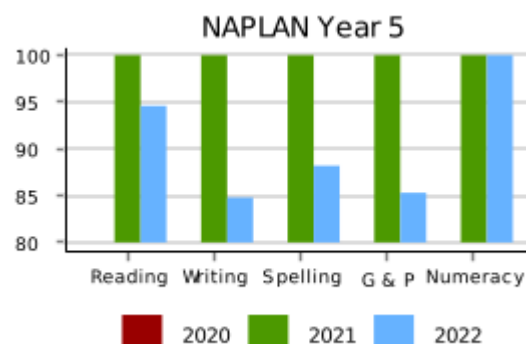
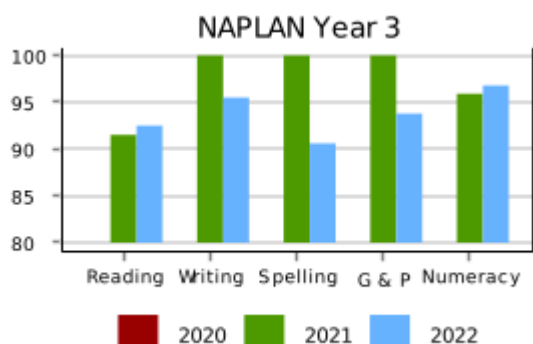
The school increased its Literacy Intervention programs across the school and included programs such as Sounds Write. Evidence based Intervention programs were implemented by the Intervention Team after school wide data analysis and consultation within teams across the school.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	93.8	-6.2
YR 03 Numeracy	-	95.9	-	96.8	0.9
YR 03 Reading	-	91.5	-	92.5	1.0
YR 03 Spelling	-	100.0	-	90.6	-9.4
YR 03 Writing	-	100.0	-	95.5	-4.5
YR 05 Grammar & Punctuation	-	100.0	-	85.3	-14.7
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	94.6	-5.4
YR 05 Spelling	-	100.0	-	88.2	-11.8
YR 05 Writing	-	100.0	-	84.8	-15.2

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

- Further develop and document a consistent approach to student wellbeing and behaviour

### Achievements

The Leadership Team lead the development of a Students Wellbeing Framework which outlined our 3 tiered approach to student wellbeing. Characterized by the tiers of intervention, this document outlined the way in which our schools ensures the wellbeing of all children is the highest priority. This was launched in early 2022 with plans to further development and document our approach to managing negative behaviour.

#### VALUE ADDED

- Addition of goats to Cattle Club
- Inaugural CEW Ultimate Frisbee Day
- Development of a mixed netball team that attended the State Netball competition in Melbourne
- Retreats day lead by the Catholic College Wodonga Youth Ministry team
- Implementation of Years 5 and 6 Boys and Girls Programs through The Mandala Project, with a focus on developing emotionally intelligent and self-aware men and women through a range of sessions including respectful relationships, body image/esteem, values and influence of social media and video games.
- Netball court lines marked and nets installed to the older side of the Basketball court, creating a space to for students to play netball and other ball games at Lunch and Recess
- Whole school Cross Country and Athletics events as well as a Year 3-6 Swimming Carnival
- Yard Guru activities including Scooter Day, Art Club, Pokemon Club and EnviroKids

#### STUDENT SATISFACTION

At St Francis of Assisi Primary School, the Student Wellbeing Aggregate Indicator assesses student emotional wellbeing, the quality of teacher-student relationships and student engagement in learning. It is calculated using the following components of the School Improvement Student Survey: Emotional Wellbeing (student morale, Student Distress and



Connectedness to School); Teacher Relationships (Teacher Empathy, Purposeful Teaching and Stimulating Learning); and Engagement in Learning (Learning Confidence, Student Motivation and Connectedness to peers).

Students experienced a significant incline in their wellbeing, reflected in higher levels of engagement and motivation for learning.

**STUDENT ATTENDANCE**

Process for managing non-attendance at the School

St Francis of Assisi follows its School Attendance Guidelines. A summary of this process is as follows. We ask that parents or guardians contact the Office to notify us of their child’s absence prior to 9.30am on the day they are away. If the school has not been contacted by 9.30am we will contact the parent or guardian via text message, if the text message has not been responded to, we then follow up with a phone call between 11am and 12pm. We encourage our Teachers to follow up regular non-attendance with families, should there be frequent absences without parent notification. In some cases, we will develop a contract in partnership with the parent and student, to ensure more regular attendance.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	90.6%
Y02	89.4%
Y03	88.7%
Y04	89.2%
Y05	86.4%
Y06	87.4%
Overall average attendance	88.6%

## Child Safe Standards

### Goals & Intended Outcomes

During 2022, St Francis of Assisi Primary School continues to diligently implement the Child Safe Standards as a whole school community. We are committed to ensuring all staff understand their responsibilities regarding child connected work and the protocols around reporting and identification.

### Achievements

- During the course of the year staff briefings were held to raise awareness of adult responsibilities within our community
- Parents were encouraged to gain their Working with Children's Check
- Our website contains all relevant Child Safe policies
- Camp briefings for parent volunteers
- The use of a Community Involvement register where all staff are required to declare times they will come in contact with students from the school outside of school hours.

## Leadership

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

- Increase the visibility and awareness of our graduate outcomes and continually seek meaningful opportunities to bring them to life
- Provide opportunities for students to develop leadership skills

### Achievements

The Graduate Outcomes appear in all classrooms and school publications. The learning and teaching around the Graduate Outcomes was scheduled in Term 1 to ensure they were fully understood as aspirational statements for all students.

In 2022, we continued to provide leadership opportunities for students, so they could further develop and enhance their leadership skills. Students participated in a variety of school based and external leadership activities.

The Community Outreach Team raised money for two charities; Caritas and St Vincent de Paul. They did this through a casual clothes day and 'Frosty Fridays' where they sold ice blocks in February and December.

Students in the Student Sustainability Team continued to work on sustainability projects such as tree planting, garden maintenance and a new group called Goat Club. Leaders were able to run a whole school Assembly to teach students and members of the school community about the importance of caring for the environment through recycling.

The Community Outreach Team continued to play a key role in the organization of school events such as the St. Francis of Assisi Swimming Carnival, Cross Country along with leading their teams during Mob meetings.

This year they were able to participate in wreath laying on ANZAC Day and Remembrance Day.

Students in years 3-6 could apply to become Reading Ambassadors. This role required them to attend reading time before school in the Foundation to Year 2 classrooms.

We had many students in Years 4 - 6 that were commissioned as FIRE Carriers. This role gives students many opportunities to demonstrate leadership skills in the area of Indigenous culture and reconciliation, as the current FIRE Carriers do through saying the Acknowledgement of Country at assemblies and liturgies.

Students who were part of cattle Club participated in local and regional shows, where they presented and judged cattle.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

- Walker Learning 3-6 Fast Track Day
- Science of Language and Reading (SOLAR)
- Sounds Write
- Sounds Write 3-6
- Heggerty in the Classroom
- Jocelyn Seamer - Writing
- F-2 Fast Track - Walker learning
- Walker Learning - Creating Engaging Learning Spaces
- Supporting Early Career Teachers
- Art Network Day
- Numeracy Leaders Network Day
- Languages Network Day
- Religious Education Leaders Network Day
- Mandatory reporting
- Disability Modules
- Dynamiq Warden Training
- CEW Wellbeing Day
- Religious Education Accreditation

Number of teachers who participated in professional learning:

Average expenditure per teacher for PL: \$

Number of teachers who participated in PL in 2022	20
Average expenditure per teacher for PL	\$2838

### TEACHER SATISFACTION

In 2022 Sandhurst schools, including St Francis of Assisi Primary School did not complete the INSIGHT SRC survey. We look forward to using the survey in 2023.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.8%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	86.4%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	10.3%
Graduate	3.4%
Graduate Certificate	0.0%
Bachelor Degree	65.5%
Advanced Diploma	0.0%
No Qualifications Listed	27.6%

### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	34.0
Teaching Staff (FTE)	29.3
Non-Teaching Staff (Headcount)	32.0
Non-Teaching Staff (FTE)	28.7
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

- Begin the Assisi Centre building project including the Assisi Centre, Micah House extension, car park and administration building extension.
- Develop positivity and confidence in students and reduce the impact of negative behaviour

### Achievements

An application was made to the Victorian State Government in 2020 for a \$5 million funding grant to extend the school buildings. The grant was applied for because of the growth in student numbers. The application was successful and during 2020 we worked with an architect to fully develop the designs for the Assisi Centre, for Year 4,5 and 6 students, the extension of the administration and staff building and the layout for parking and traffic flow. The whole project will cost \$6.2 million. This building project continued throughout 2022 and will continue into 2023.

The staff further developed our Student Wellbeing Framework comprising three tiers to responding to student wellbeing, including behaviour. This framework was then implemented in all classrooms across the school with great fidelity and success.

### PARENT SATISFACTION

Whilst we did not undertake any formal survey to measure Parent Satisfaction in 2022, we believe our parent community feels positive about the school. This is evident through such things as:

Strong enrolments (in 2022 we had waiting lists in most year levels)

A committed Parents and Friends network that volunteer their time to attend meetings, fundraise and lead community events

Positive feedback through social media platforms

A high level of fees being collected indicating that parents value their child being at our school.

Good levels of attendance (above 90%) of parents at Parent/Teacher Interviews.

High rates of feedback via Google Forms on elements related to the school

## Future Directions

### School Improvement Plan

STRATEGIC PRIORITIES	CES STRATEGIC PLAN LINKS	STRATEGIC ENABLERS	SCHOOL IMPROVEMENT GOALS
<p>Forge a visibly thriving Catholic Community with Jesus at the centre of our teachings, actions and words.</p>	<p>Catholic Community</p> <p>Stewarding Community</p>	<p>A culture of dialogue</p> <p>Partnership</p>	<ul style="list-style-type: none"> <li>• Ensure Jesus is at the centre of all our teachings by developing a deeper and more explicit focus on the Gospels.</li> <li>• Enhance the faith formation of students and staff, inviting them to explore their spirituality.</li> <li>• Explore and enact the principles of Catholic Social Teachings to deepen the connection between life and faith.</li> </ul>
<p>Build the collective capacity of staff to improve student outcomes.</p>	<p>Learning Community</p> <p>People-focussed Community</p>	<p>Innovation and collaboration</p> <p>Student empowerment in voice, agency and leadership</p> <p>Integrated digital technology</p>	<ul style="list-style-type: none"> <li>• Expand on the current school data plan to incorporate the collection and meaningful use of a range of purposeful data to illustrate student learning, attendance, behaviour and well-being.</li> <li>• Establish the school's explicit, coherent and sequenced plan for curriculum delivery.</li> <li>• Establish processes and practices to ensure continual professional learning for staff.</li> </ul>

<p>Engage all staff to embrace and live out the St Francis of Assisi school culture.</p>	<ul style="list-style-type: none"> <li>• People-focussed Community</li> <li>• Stewarding Community</li> </ul>	<ul style="list-style-type: none"> <li>• Innovation and collaboration</li> <li>• A culture of dialogue</li> <li>• Partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and articulate what it means to be a member of the St Francis of Assisi school community.</li> <li>• Nurture and grow the gifts and talents of our staff so that they may be shared for the benefit of our community.</li> <li>• Foster collaborative and inclusive relationships in which members work to achieve common goals in a culture of trust, respect and mutual accountability.</li> </ul>
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