



ANNUAL REPORT TO THE SCHOOL COMMUNITY

ST FRANCIS OF THE FIELDS PS STRATHFIELDSAYE

2024

REGISTERED SCHOOL NUMBER: 1940



Contents

Contact Details	2
Minimal Standards Attestation	2
About this report	3
Vission and Mission.....	3
Governing Authority Report	4
School Overview	5
Principal's Report	6
Catholic Identity and Mission	8
Learning & Teaching	10
Student Wellbeing	13
Leadership	17
Community Engagement.....	19
Financial Performance.....	20

Contact Details

St Francis of the Fields School

Blucher Street, STRATHFIELDSAYE 3551
Principal: Timothy Moloney
Web: www.sfstrathfieldsaye.catholic.edu.au
Registration: 1940, E Number: E3053

Minimum Standards Attestation

I, Timothy Moloney, attest that St Francis of the Fields 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 15 May 2025

About this Report

St Francis of the Fields 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](#).

Vision and Mission

IDENTITY STATEMENT

St. Francis of the Fields is a community united in faith and committed in action, to live, learn and grow in God's love.

VISION STATEMENT

At St. Francis of the Fields Primary School, we are inspired by the traditions of St. Francis of Assisi. We strive to be an inclusive community where we:

Deepen our relationship with God, which stimulates a growing awareness of social justice and service to others.

Work collaboratively to provide a safe and supportive learning environment.

Foster a respect for creation and the responsibility of sustaining this gift from God.

Provide an engaging learning and teaching environment where we are empowered to be lifelong learners.

Celebrate life while embracing challenges with confidence and resilience.

Governing Authority Report

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- Authentically Sandhurst Catholic Education
- Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- Outstanding Learner Growth
- Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- Solidarity and Subsidiarity
- Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

School Overview

In 1993, a working party of inaugural parents of our school, decided on the name “St. Francis” as they felt that he would be the ideal Saint for the school in trying to create a peaceful and natural rural school as St. Francis epitomises that theme.

The “of the Fields” was included as they could visualise St. Francis standing in a field of peace, relating to nature. The field also related to Strathfieldsaye and, of course, the position of the school.

St. Francis of the Fields Primary School was then opened in January 1994 after land was purchased in 1991. Our school was named after St. Francis of Assisi who was known for his love of nature and respect for all God’s creation.

Since then our School has undergone many changes until today we have an enrolment of 617 pupils, cared for by a staff of 80 professionals, whose roles include: Classroom teachers, Specialist teachers in the areas of Art, Library, Music, Drama, Indonesian, Science, Environmental Education, ICT, Teacher/Integration Aides, Administrative Officers, Deputy Principal and a Principal.



Principal's Report

In 2024, St. Francis of the Fields Primary School benefited from the injection of new staff. We welcomed two school nurses – Bronwyn Karvonen and Chelsea Mazzarino. We also employed two new teacher aides – Emma Hoare and Stephanie Neale to our school community. In addition, we employed Jeanette Grenfell as an Administrative Officer. We also employed Trevor Wright as our new maintenance operator. These additions complimented the existing staff beautifully.

I thank Kate Grange for the commitment, generosity and wisdom she provided as the School Advisory Chairperson. Kate enjoys thinking "Big Picture" and has been incredibly supportive of the staff whilst preparing for the changes that accompanied Magnify.

I thank each member of our Advisory Council who certainly lived out Mary Mackillop's words - *"Never see a need without doing something about it."*

We are also blessed by the commitment demonstrated by the Parents & Friends Community. The members and committees of the Parents and Friends Community work tirelessly for the benefit of the students of St. Francis of the Fields Primary School and I thank them most sincerely for their efforts. The fundraising and community building aspects of the Parents & Friends are essential aspects of the life of St. Francis of the Fields Primary School. Special thanks to Mr. Nathan Baker who, as President of the Parents & Friends Community, has involved himself in a wide array of school life, especially the Debutante Balls. I thank you for your generous support in time and spirit.

In addition, I thank all who held roles in the Parents & Friends Community.

President	-	Nathan Baker
Vice President	-	Michelle Janssen
Treasurer	-	Andrew Wright
Secretary	-	Clinton McSwain

The fundraising by our Parents & Friends community has contributed to the costs involved in the repayment of the playground loan, a wide range of literacy materials for our students and a variety of other supports for student learning.

The Debutante Ball Committee planned, organised and ran 5 successful Debutante Balls for our school - a massive effort! Again, these school fundraisers are coordinated by dedicated volunteers. They are a great opportunity for our past students to return to St. Francis and celebrate this special event in their lives. We thank Michelle Janssen, Donna Stebbins, Deb Breene and Jacqui Pethybridge for their time and dedication. I am also particularly grateful for the many parents who volunteered their time to ensure the Debutante Balls would be successful.

I am also thankful to have the support of our Leadership Team: Lisa Hitchcock – Catholic Identity; Kate Ellis - Numeracy Leader (F-6), Marg Brohm - Literacy Leader (F-6), and Grace Scalora – Deputy Principal: Pastoral Wellbeing. This team worked alongside each staff member as another level of support in assisting each staff member to refine our learning and teaching practices. I love learning from each of you – thank you!

We welcomed Fr. Jake Mudge as our new Parish Priest. Fr. Jake celebrated the majority of our liturgies with Fr. Henry. This has meant that our students, staff and parents know and love our parish priests and feel comfortable in celebrating our liturgies together. Both Jake and Henry were regular participants in many of our school activities. A highlight was the "sliming" of Fr. Jake as part of our Rainbow run - a memorable event!

I continue to look forward to working with a committed team of students, staff and parents to ensure the absolute best education possible for our children.

Yours sincerely,

A handwritten signature in black ink that reads "Tim Moloney". The signature is written in a cursive style with a large, looping initial 'T'.

Tim Moloney
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Strategic Intention:

To foster a faith-filled and active community that lives the values of St Francis of Assisi within today's contemporary society.

Goals & Intended Outcomes

Goal 1: To provide opportunities for our school community to build on the understanding of the Charism of St Francis of Assisi.

- Annual staff spirituality day with professional learning encompassing Aboriginal Spirituality and connection and care for country.
- Year 6 Catholic Identity student leaders further developed their understanding of the Charism of St Francis of Assisi and Catholic Social Teachings through their work in leading and supporting the school's social justice initiatives, prayer and liturgies.
- The Year 6 Catholic Identity Leaders wrote and created articles and presentations about St Francis of Assisi and the impact of the charism on them and their time at St Francis of the Fields.
- The St Francis of Assisi Charism Units were revised and updated after the 2022 evaluation to be included in the school's Yearly Religious Education Scope and Sequence to support students' knowledge and understanding of the Charism of St Francis of Assisi.
- Our school gained Level 2 Accreditation as a Catholic Earthcare School. In 2023, we joined our OASIS Sustainability Program's Green Team with our Earthcare Team. The work of the Earthcare Team helped to achieve our Earthcare Accreditation and regain our 5 Star Resource Smart School. Whilst developing students' knowledge and understanding of climate change and sustainability practices in the space of Pope Francis' Laudato Si, the Earthcare program, Resource Smart Schools, St Francis of Assisi Charism and Catholic Social Teachings.
- Student leaders and members of the Earthcare Team attended the Greater Bendigo Climate Summit Youth Session to share our practices at St Francis of the Fields in our efforts to achieve Net Zero in 2030 that are inspired by our Charism of St Francis of Assisi and their ideas on what we as a community and local government could do to achieve this target.
- We celebrated St Francis of Assisi's Feast Day with the Blessing of the Animals – students and staff brought along their pets and animals to be blessed by Fr Andrew - and the presentation of the St Francis of Assisi Awards to the student recipients.
- The Year 5 students and teachers supported Assisi Kindergarten students with a planting day to establish the Indigenous Garden that was funded through Landcare.
- The beautiful TAU (Francisan) Crosses designed by students expressing what St Francis of Assisi means to them in their life and the life of the school during the 2022 St Francis of Assisi Feast Day activities were blessed during the opening and blessing of the new Senior Learning Centre and placed in the classroom sacred spaces.

Goal 2: To enhance our school's Catholic Identity by learning, engaging and teaching with a recontextualised Catholic worldview.

- Teachers were supported to gain and maintain Accreditation to Teach in a Catholic School and to Lead/Teach Religious Education in a Catholic School.
- Three teachers completed their Accreditation to Teach in a Catholic School.
- Unit PLC meetings supported teachers with professional learning around prayer, liturgy and the planning, teaching and learning of the revised Source of Life - Sandhurst Religious Education Curriculum. This was conducted with an intentional focus on recontextualisation, dialogue and post-critical belief that incorporated the pedagogical approach of Shared Christian Praxis and student-centred learning and teaching strategies - that link our Catholic story to our own personal story, connecting life to faith to life.
- Staff attended meetings and professional learning with Colleen Hampson: Prayer, Fr Andrew Fewings: The Creed and Monsignor Frank Marriott: Our catholic school foundations.
- A plan of action for prayer has continued to be implemented to enhance and recontextualise prayer for our students, families, staff and community.
- The Enhancing Catholic School Identity Survey was completed by staff and Grade 5 & 6 students. The Research Report was received and leadership met with CES Ltd to analyse and discuss the data to inform ways to continue to enhance St Francis of the Field's Catholic Identity.

Achievements

Our 2024 Catholic community celebrations included:

- Welcome to School Mass
- Burning of the Palms
Shrove Tuesday
- Ash Wednesday Liturgy
- Stations of the Cross
- ANZAC Day liturgy
- Year level masses
- Grandparents Day masses
- St. Francis of the Fields liturgy (Blessing of the animals)
- Remembrance Day
- Memorial Day
- End of School Mass
- Graduation Mass

Value Added

Our catholic Identity leader coordinated a commissioning of 18 Year 6 students and 6 staff for the FIRE Carriers initiative.

These students and staff share a passion for learning about First Nations culture and history and are committed to sharing this knowledge, promoting Reconciliation within and beyond the school community. A FIRE Carrier promotes respect, fairness and inclusion for First Nations Peoples.

Learning and Teaching

Goals & Intended Outcomes

GOALS:

1. A process for setting professional learning goals encompassing ongoing coaching support will be developed.

The Leadership team collaborated with Trish Gooch to refine our practice in Instructional Coaching. In Intake 2, several staff members worked closely on a goal with a leadership team member to improve their teaching practice. An Instructional Playbook, containing evidence-based strategies for use in the coaching process, was developed. Staff reported positive experiences with the coaching process and noted its direct impact on student learning.

2. For teaching staff to become familiar with the revised English and Mathematics Victorian Curriculum 2.0 during 2024 with full implementation in 2025.

In 2024, in staff meetings and PLC's, our staff familiarized themselves with the revised Victorian Curriculum 2.0, enhancing English and Mathematics teaching.

Staff developed expertise in visual learning and presenting maths concepts use real life problem-solving strategies and the bar model, integral to the revised curriculum. Learning Progressions were created to better understand the revised curriculum and the learning sequence of mathematical skills and knowledge, which enabled staff to tailor their teaching at the students' point of need.

Staff became familiar with the revised structure of the English curriculum and any changes to the learning progressions. The interconnections between all the strands across the learning modes were highlighted and reinforced.

3. To build teacher capacity to plan, implement and assess within the curriculum area of Writing.

Staff continued to work on their professional development of evidence-based teaching practices used within the teaching of Writing. All staff, including our Learning Support Officers, participated in a follow up professional development session with Seven Steps, focusing on putting all our learning together in practical ways in the classroom. All units worked collaboratively to create assessment rubrics and checklists used to moderate the assessment of Writing.

Throughout 2024, we commenced a mini-inquiry into our student achievement in Spelling. Data was collated on the achievement results from our current programs and approaches, including the engagement levels of students. This inquiry was paused due to the launch of Magnify from CESL in Term 3.

4. To assess the effectiveness of the amended reporting practices implemented in 2023 and 2024

Unit Newsletters were introduced to inform parents of upcoming curriculum and events and have proved to be a meaningful way to keep families engaged and informed about their children's educational journey.

Parents highly valued the personalized comments in the written reports, as they provide significant insights into their child's strengths and challenges. However, some parents still find it difficult to understand the progression points and expected levels graphs. It is to be noted that we have a significant increase in the number of parents accessing and reading the reports. The introduction of three Learning Conversations per year has fostered a more student-centred approach, and parents appreciate the face-to-face interactions, which offer deeper insights into their child's learning journey.

Achievements

The profile of mathematics as engaging, enjoyable, and challenging continued to be promoted through Maths Explorer, Maths Games, and the Australian Mathematics Competition.

Kate Ellis, our Numeracy Leader, attended a professional development day and three Numeracy Network Days, which supported staff development of the revised curriculum.

Nic McDermott and Kate Ellis completed the final lessons in Number Intervention professional development, gaining a greater knowledge of the intervention tools and strategies to enhance student learning in Mathematics Intervention for Years 1-6.

All staff were provided with highly effective teaching strategies to use when teaching Writing, as well as curriculum aligned approaches to assessment and data analysis. It was observed that student engagement in Writing was enhanced and students' motivation to write had increased significantly over the year. It was pleasing to see student growth within our data as well.

With the introduction of Magnify, all F – 2 teachers and some LSO's received high quality training in the implementation of Initialit, involving two professional development days for each level. Staff were also introduced to the OCHRE platform in readiness for implementation in 2025.

Student Learning Outcomes

Our NAPLAN data for English showed an improvement in Writing skills within both cohorts. The implemented scaffolded approach to Writing, which was supported by the Science of Learning, has proven very beneficial for struggling writers.

A celebration was that several students within the Grade 5 cohort exceeded our expectations in this area.

Intervention practices have supported students to maintain and improve their Reading skills and data in this area is very comparable to the State results.

It was pleasing to see some high achieving students in Reading, particularly boys in Grade 5. The areas of both Spelling and Grammar and Punctuation remain a focus for further improvement which has been a trend across several years.

Our intention in 2025 was to have a whole school focus on our practices in this area to improve student outcomes, however, directions changed with the introduction of Magnify.

The Year 3 NAPLAN date for Numeracy shows that the students up to the 50th percentile is above the State average. Positively, 75% of the Year 3 cohort fall into the level of 'Strong'. Number Intervention supports and the continued use of targeted teaching groups has contributed to this success.

A quite similar trend exists for the Year 5 cohort. Over 75% of students fall into the category of 'Strong, while the lower 20% are at the developing level.

We celebrate the fact that no student in Year 3 or 5 falls into 'Needs Additional Support'.

We continue to see the benefits of the Science of Learning daily retrieval practice in engaging daily retrieval grids. The use of hands on materials to build conceptual understanding continues to be a strength of the maths program.

This data shows that there is a need to extend the top quarter of our students, as Year 3 and 5 students did not reach the exceeding level.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	404	57%
	Year 5	500	71%
Numeracy	Year 3	414	77%
	Year 5	493	77%
Reading	Year 3	417	76%
	Year 5	513	86%
Spelling	Year 3	395	60%
	Year 5	478	67%
Writing	Year 3	407	85%
	Year 5	492	74%

*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

Goals:

- To further support the development of emotional intelligence within our school community.
- To strengthen the resilience of our school community.
- To ensure that effective communication strategies are employed to connect our community.

Achievements

Whole School Wellbeing Practices.

During our first day of the year, all staff were invited to be part of a staff meeting, where our whole school expectations in regards to PBIS and Circle time practices were reviewed. Circle time processes were modelled to all staff during this meeting. Effective classroom practices were discussed and modelled to staff during this meeting.

Review of Social and Emotional Wellbeing (SEW) Data

The Social and Emotional Wellbeing (SEW) Survey was completed in July 2024 by all students in Grades 2–6. The results were shared with both the School Board and staff during Term 3. The School Board had the opportunity to view the data, engage in discussion, and ask questions. Similarly, staff were able to review and discuss the findings, as well as ask questions to deepen their understanding. Additionally, staff received guidance on how to support students in response to the challenges highlighted by the survey. A key area of focus emerging from the results was the importance of effectively engaging boys at St. Francis of the Fields.

Use SchoolTV to support and educate the community on the topic of resilience and anxiety.

School TV continued to be a valuable resource for our school community throughout 2024. Key areas of focus included neurodiversity and the Wellbeing Barometer survey, both of which remained topics of high interest and support. Popular content accessed by families included topics such as Raising Girls, Friendship and Belonging, Youth Anxiety, and Raising Boys.

Over the course of the year, School TV was accessed 1,908 times by our community, averaging 173 hits per month—well above the benchmark of 50 monthly hits recommended by School TV.

We are grateful to the Parents & Friends Committee for their continued support and funding of this important resource.

Dogs Connect Mentorship Program

In 2024, St. Francis of the Fields continued its valued partnership with the Dogs Connect Mentorship Program. Since early 2022, Luna—a medium Groodle—has played a significant role in supporting students, particularly those with additional needs such as Autism Spectrum Disorder (ASD), ADHD, or severe anxiety. Many of these students also experienced low attendance. One-on-one interventions involving Luna helped improve engagement and attendance by giving these students meaningful responsibilities related to her care. For some, the sight of Luna brought visible comfort and relief, and she consistently responded to their needs with calm and affection.

Alongside Luna, Jamilla—our friendly Labrador—also plays an important role in supporting student wellbeing. Jamilla engages with students across the school, contributing to a sense of calm, connection, and emotional safety.

A survey of Year 4 students demonstrated the program's impact: 86.7% reported that Luna and Jamilla helped them regulate their emotions, and the same number said they looked forward to her weekly classroom visits

Empowered Girls and Revved Up Boys

During Term 3, the Grade 5 students participated in two engaging programs with Tim Moloney and Grace Scalora, focusing on self-regulation: Empowered Girls and Revved Up Boys.

The Empowered Girls program is a preventative and proactive initiative designed to promote positive social interaction and foster self-awareness and confidence in young girls. The sessions explore the fundamentals of developing and maintaining positive mental health, encouraging participants to grow into their authentic selves.

Revved Up Boys focuses on self-reflection and behavioural change. It helps students become more mindful of their thoughts, feelings, and actions—particularly when dealing with anger. The program teaches strategies for cooling down in challenging situations, and how to stay safe and avoid escalating conflicts. It also emphasizes the power of positive self-talk in regulating emotions and preventing negative outcomes.

Throughout both programs, Grade 5 students were encouraged to ask questions, share concerns, and reflect on their own behaviour, giving them valuable tools to support their emotional and social development.

Value Added

I include statements taken from the School Improvement review held in 2024 to help clarify many of the 'value added' wellbeing supports provided at St. Francis of the Fields:

- PBIS provide the framework for creating a safe and positive learning environment for all students.
- The staff handbook emphasises the school's focus on prevention. Teachers discuss the whole-school approach to explicitly teach positive expectations through weekly Blitz.
- The Minor and Major Behaviour Flowchart outlines the stepped approach to consequences for unacceptable behaviour. Students convey a clear understanding of the behaviour expectations and consequences. Staff, parents and students report that classrooms are pleasant learning environments and learning time is maximised.
- Students list the reasons they attribute to the high rate of attendance, including “the teachers because they have a spark and always make you feel welcome; the wellbeing dogs; caring staff who make learning fun; student leadership opportunities; the specialist programs and the farm”.
- All members of the school and broader community feeling welcomed, supported and always valued.
- The genuine compassion and clear moral purpose modelled by the principal and other leaders.
- The consistently very high level of staff morale.
- The consistent adherence to the principles of the PBIS framework to create a safe and positive learning environment for all students.
- The high rates of student attendance and engagement in school life that students attribute to “the teachers because they have a spark and always make you feel welcome; the wellbeing dogs; caring staff who make learning fun; student leadership opportunities; the specialist programs and the farm”.

- Processes are in place to support families, when required, to enable attendance.
- All students from Grade 2 - 6 completed the Social and Emotional Wellbeing (SEW survey) in Term 3. Our data indicates that our students maintain a high level of Social and Emotional wellbeing compared to 18000 other students across Australia.
- Social and Emotional competencies continued to be the focus of Circle time, staff meetings and learning conversations.
- All classrooms had a Parent Representative. This role in our school further strengthens our communication and connection to our school community.
- In Term 3, the Parents and Friends Committee financially supported the subscription of School TV. School TV is an ongoing resource. Topics such as youth anxiety, depression, self-harm, drug and alcohol use, cyberbullying and many others need clear explanation and guidance. SchoolTV provides a single stream of independent factual information that saves parents time and confusion of searching online across multiple sites for information. It was reported that the St. Francis of the Fields community was one of the highest users of this parent friendly resource.
- Student placements into their 2025 classes was a focus in Term 4. The school continued to use the software platform 'Class Creator' to support this process. The staff felt that the use of the platform was a success and was more informative than the previous year.

Student Satisfaction

I include statements taken from the School Improvement review held in 2024 to help understand "student satisfaction" at St. Francis of the Fields:

"Students list the reasons they attribute to the high rate of attendance, including "the teachers because they have a spark and always make you feel welcome; the wellbeing dogs; caring staff who make learning fun; student leadership opportunities; the specialist programs and the farm". Processes are in place to support families, when required, to enable attendance."

Student Attendance

At St. Francis of the Fields, we continue to aim for 95% attendance of all students. The Wellbeing team monitors whole school attendance fortnightly, while the school administration staff along with classroom teachers monitor day to day attendance.

Parents are responsible for ensuring that they notify the School to explain the absence of their children on any particular school day. Notification may be provided via email or by telephoning the School and

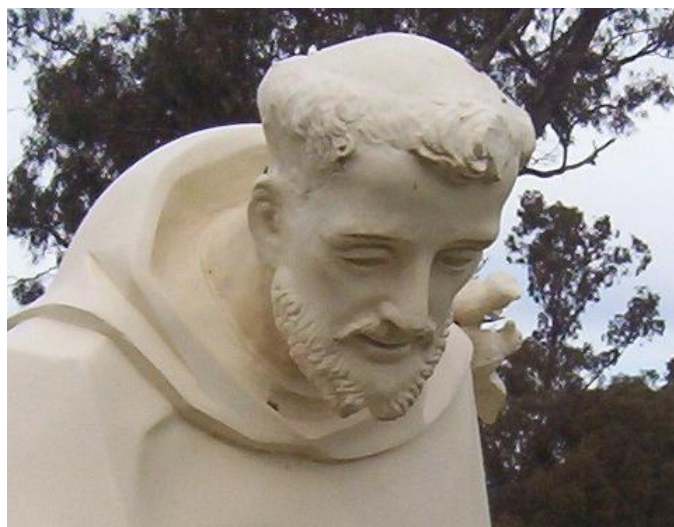
should be made prior to the start of school.

All absences are recorded absences using the platform SIMON.

- Attendances are checked at least twice a day. Class Roll is taken twice daily - at 9.05am and 2.30pm.
- Daily attendances are monitored and absences from class are identified. Staff keep a watch on students with regular absences - or arriving consistently late or leaving early on a regular basis.
- Follow up of unexplained absences. The administration staff monitor daily student absences. If a student is absent a SMS message is sent to notify the parent. Parents are expected to contact the school either via email or phone to let the school know the type of absence. E.g. illness, parent choice.
- If the parents do not contact the school, the school administration staff will call the parent to explain the absence.

- Identification of unsatisfactory attendance. Staff are asked to monitor attendance for their class. They are asked to recognise student attendance above 95%.
- Notification to parents of unsatisfactory attendance. Class teacher informs the principal of unsatisfactory attendance. Greater than 10% absences. Class teacher makes contact with parents informing them of unsatisfactory attendance.
- Recording of unsatisfactory attendance on students files. Unsatisfactory attendance is noted on all school reports if necessary. The comment :(student) has been absent for days this Semester. His/her attendance will need to be monitored to ensure it does not impact on his/her academic achievement.
- Continued unsatisfactory attendance. If unsatisfactory absence is continued the principal is to follow the instructions set out at <http://cevn.cecv.catholic.edu.au/curriculum/studentwellbeing/attendance.htm>

Average Student Attendance Rate by Year Level	
Y01	93.2
Y02	92.3
Y03	90.9
Y04	92.3
Y05	91.6
Y06	90.0
Overall average attendance	91.7



Leadership

Goals & Intended Outcomes

Goals:

- To enact all necessary changes to the governance model.
- To continue to attract, develop and retain outstanding staff.
- To continue to provide leadership learning opportunities for our students, staff and parents.

Achievements

Catholic Education Sandhurst welcomed Kate Fogarty to the role of Executive Director. Kate brought great vision and energy with a very clear mandate to improve our Diocesan learning and teaching data sets.

Our Principal Briefing days were a platform where we began to understand about the breadth of change that was being imagined. These changes were slowly drip-fed back to our staff and Advisory Council so that we could begin preparing for these changes. During the 2024 year both Grace Scalora and Tim Moloney completed professional development that focussed on how we could further support our staff in preparing for these changes.

During 2024 we completed a Catholic Identity Review as well as the School Improvement Tool review. These reviews required our students, staff and parents to complete surveys and interviews whilst an external review panel identified strengths and areas for improvement. These reports, along with our student data assisted our Advisory Council in developing our new Strategic Plan. This plan aligned with the new Diocesan direction called Magnify.

As part of my principal contract, I was required to undertake a Summative Appraisal during Term 3. This required an independent review panel to be appointed with the Chairperson being Mary Fitzgerald. Once again, our students, staff and parents completed surveys analysing my leadership capabilities. These surveys were reviewed by the panel and interviews were held with students, staff and parents over the several days. I was grateful to receive another five-year contract at the completion of the Summative Appraisal process. I was also pleased to learn of ways to continue to refine and improve my leadership practices.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>Our staff were fortunate to be able to take part in a variety of excellent professional development opportunities that aligned with our Strategic Plan. The professional development was held on Pupil Free days throughout the year. The professional development included:</p> <ul style="list-style-type: none"> First Aid Wellbeing Staff Spirituality Day (with Bishop Shane, Fr. Jake Mudge and Kate Fogarty presenting) Maths Conference 7 Steps Writing Nationally Consistent Collection of Data (NCCD) Wellbeing 2025 Planning

In addition, our staff took part in professional learning opportunities at our regular staff meetings. Our meeting processes allowed for 2-3 meetings focused on writing each term, with Catholic Identity, Wellbeing and Mathematics taking the majority of other staff meetings. I am grateful for the work of our Leadership Team members who presented professional learning on a regular basis.

Number of teachers who participated in PL in 2024	65
Average expenditure per teacher for PL	\$800.00

Teacher Satisfaction

I include statements taken from the School Improvement review held in 2024 to help clarify teacher satisfaction:

- Staff morale is consistently high.
- High levels of trust and mutual respect are apparent across the entire school community. Families are valued as partners in student learning.
- There is a happy, optimistic feel to the school and all school community members express a strong sense of belonging and pride.
- Staff collaborate effectively with partners to plan, implement, resource, and sustain partnership initiatives.
- Trust, respect, and reciprocity between parties enables partnership success.

Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	6
Graduate Certificate	2
Bachelor Degree	41
Advanced Diploma	8
No Qualifications Listed	15

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	58
Teaching Staff (FTE)	46.77
Non-Teaching Staff (Headcount)	26
Non-Teaching Staff (FTE)	14.43
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals:

- To provide ongoing learning opportunities to enable our school community to foster resilience within ourselves and in our relationships.
- To provide professional learning opportunities for parents and staff community that will enhance and develop overall personal resilience.

Achievements

I include statements taken from the School Improvement review held in 2024 to help clarify our Community Engagement strengths:

- The school maintains a close and valued relationship with the Parish of St. Therese's Kennington and its community. This relationship expresses itself through involvement in the sacraments of Reconciliation, Eucharist and Confirmation and attendance at weekly parish masses. In recent times, the school has worked in partnership with Father Andrew and now Father Jake, to enhance the spiritual needs of the school community.
- The school nurtures many external 'partnerships' in the form of community relationships. Many of these are well-developed and highly valued by the school community, supporting students and the wider community in various ways. Stakeholders describe clearly defined roles within the partnerships and shared understanding about how they will benefit students. Leaders note that some of these partnerships have the potential to be further defined in terms of their alignment with school strategic priorities.
- The school's Friends Igniting Reconciliation through Education (F.I.R.E.) carrier program is embedded in school culture. Through assemblies, curriculum and cultural days, a focus is placed on the recognition of reconciliation and First Nations people.
- The chaplain describes supporting the wellbeing of students and families by leading Seasons for Growth and resilience workshops. They also collaborate with external agencies to access support and services for students and their families.
- Staff collaborate with National Disability Insurance Scheme (NDIS) providers to enable students to receive services such as speech therapy and occupational therapy.
- The neighbouring kindergarten enables the coordination of mutually beneficial interactions, supporting family-school relationships and transition arrangements. Students speak proudly of opportunities for student leadership and engagement in social justice learning through their connection with the Assisi Kindergarten.
- Parents indicate they are made to feel integral to the school and their child's education. Many are involved in the school through the SAC and the P&F, which support the school in providing Catholic education. They recognise the school's role in the parish's overall mission and seek to foster the school's relationship with the parish community. Additionally, they make valued contributions to the culture of outreach to families by planning and catering for social and fundraising events.
- Significant community-based social justice initiatives allow students and staff to extend their compassion beyond the classroom, positively impacting the world around them.

Parent Satisfaction

I include statements taken from the School Improvement review held in 2024 to help clarify parent satisfaction:

- The school has established mutually beneficial partnerships with the local and wider community with the express purpose of improving outcomes for students.
 - Families are considered as integral members of the school community.
 - Partners have a high level of understanding of, and commitment to, the purpose of the partnership and its objectives.
 - Roles and responsibilities have been clearly defined. There is evidence that partnerships are being implemented as intended.
 - Staff collaborate effectively with partners to plan, implement, resource, and sustain partnership initiatives.
 - Trust, respect, and reciprocity between parties enables partnership success.
-

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.sfstrathfieldsaye.catholic.edu.au