

2023

ANNUAL SCHOOL REPORT

St Francis

Catholic College
Edmondson Park



About this Report

St Francis Catholic College, Edmondson Park, is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report also outlines information regarding *Continuous Catholic School Improvement* Strategic Priority initiatives and developments of major interest and importance to the school community during the year and the achievements arising from implementing the school's Focus Areas and strategic Intent Statement and Goals.

Accordingly, the report demonstrates accountability to regulatory bodies, the school community and the CEDoW. This report has been approved by CEDoW to ensure compliance with all the NESA requirements for registration and accreditation.

This report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NESA, the report will be presented to the parent body and be available on the school's website by 30 June 2024.

Further information about the school or this Report may be obtained by contacting the school:

St Francis Catholic College, Edmondson Park
130-150 Jardine Drive
Edmondson Park NSW 174

Ph: 02 4645 3400

Email: info@sfccdow.catholic.edu.au

Website: www.sfccdow.catholic.edu.au

Parish Priest: Rev Bosco Son PP

Principal: Matthew McMahon

Date: 1 March 2024

Vision Statement

A K-12 Catholic College connected to the Community and centred on student Excellence.

Message from Key School Bodies

Principal's Message

2023 was another successful year for St Francis Catholic College. A new Principal commenced at the college, and a new college leadership structure (with the addition of a Deputy Principal) began alongside a number of new staff members.

Despite being in its seventh year, St Francis Catholic College has already established an impressive culture of academic excellence. In 2023, there was considerable achievement in NAPLAN in Years 3, 5, 7 and 9. This culture of excellence was further reinforced through a broad range of student accomplishments in various extracurricular academic pursuits. A Year 12 student won the Catholic Schools Debating Association's Public speaking competition, the Year 7 Da Vinci Decathlon Team emerged as the Illawarra Regional Champions, and two Tournament of the Minds Teams received honours. Furthermore, the Year 8 NSW Ethics Competition Team ranked eight, and students showcased their oratory skills with success in Public Speaking (First in the Diocese in Year 6) and Debating (MISA Champions in Year 8 and various rankings).

Student extracurricular involvement and community service continued to impress. This included outstanding performances in TAS and the creative arts (for example, MISA Dance, the College Band, Major Works, 'St Francis has Got Talent', and the Christmas Art Competition) and emerging achievements in sports were on show (especially by individual students and various sporting teams, such as the successful MISA Boys Indoor Cricket team). Additionally, the fair play of St Francis Catholic College students was commendable and often commented upon by opposing teams and spectators.

As the college continues to grow, its vision and mission are evident daily, and the local community's perception of it is burgeoning. Unsurprisingly, waiting lists for enrolment at the college continue to be in excess of available supply.

Parent Involvement

2023 was an industrious year with college parents and carers involved in Mothers' and Fathers' Day gatherings, information evenings, learning presentations, food stalls, student sporting carnivals and sacramental programmes.

While meaningful partnerships between the college and the home have existed in the past, 2023 was a time of taking stock and exploring new ways to enhance parent/carers involvement at the college.

Following the *Tell Them From Me Surveys* in May, a parent/carer Forum was held at the end of Semester 1, 2023. Over one hundred and twenty parents/carers attended and provided further feedback on what works well at the college and what can be enhanced. Key themes from the forum and subsequent table submissions included gratitude for what has been achieved so far, a desire to have even more opportunities to provide feedback and be involved, and a desire to see student opportunities better communicated or expanded.

In Term 3, a further feedback session was provided to consider what parent/carer groups will look like in 2024 and beyond.

Parent Executive

Student Leadership

2023 College Captains and Student Leaders viewed serving St Francis Catholic College as an honour. These opportunities would not be possible without the dedicated work of staff and students who continuously displayed genuine respect, support and an open mind. A deep appreciation is shared with them. Gratitude is also shared with the Class of 2023, not only with the community of students strengthened by unity and cooperation but with the leaders of pastoral care and the coordinators of the cohort who gave everything to enforce this every day. At its core, Captaincy was a privilege to return a great favour to the college that served as the foundation for a nurturing environment to grow and mature over several years. Thank you for the memories, the friendships, and the experiences that will be cherished forever.

2023 College Student Leaders

School Profile

St Francis Catholic College, Edmondson Park is a Catholic systemic co-educational school located in Edmondson Park. The school caters for students in Years K-12 and has a current enrolment of 1368.

The college was established in 2017 and is built on the charism and values of Blessed Edmund Rice. It is committed to providing quality Catholic education in a safe and nurturing manner. St Francis Catholic College works closely with neighbouring parishes, particularly Mary Mother of the Church Parish, Macquarie Fields, within whose boundaries the college is built.

St Francis is a genuinely unique Catholic College. It is a K-12 systemic Catholic school within the Wollongong Diocese and an associated school in the Edmund Rice Education Australia (EREA) network of schools throughout Australia, India, Ireland and Africa. The college operates as one school, not a traditional primary and high school coexisting on one site. Being a K-12 school, St Francis takes advantage of specialist facilities and specialist teachers for students who may be with the college for the entire thirteen years of their compulsory education.

Student Enrolments

Boys	632
Girls	736
Total	1368
Aboriginal & Torres Strait Islander	17
LBOTE	1127

The *Diocesan Primary Enrolment Policy and Procedures* exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.sfccdw.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2023.

Student Attendance

Year Level	Male	Female
Kindergarten	89.1%	91.6%
Year 1	90.5%	92.5%
Year 2	92.4%	91.9%
Year 3	93.1%	93.4%
Year 4	93.2%	92.8%
Year 5	93.4%	93.6%
Year 6	91.8%	91.9%
Year 7	92.3%	91.2%
Year 8	91.4%	90.0%
Year 9	91.2%	90.7%
Year 10	90.7%	90.0%
Year 11	90.3%	91.5%
Year 12	95.2%	94.0%
Whole School	91.8%	91.6%

Management of Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

Daily roll marking is conducted electronically by staff in Period 1 classes (K-4) or Pastoral Care Classes (5 - 12) each morning. Additionally, rolls are marked at the beginning of each period on the Compass student management system. Late students and early leavers register details at the College Reception. Daily absence notifications are available in the electronic attendance system so teachers can monitor current student attendance information. Parents/Carers are contacted by SMS messages daily and by phone where absences exceed three consecutive days without explanation.

Monitoring student non-attendance or partial attendance is initially the responsibility of the classroom teacher (K-4) or Pastoral Care Class teacher (Yrs. 5-12). Summary reports of lateness, early leavers, and explained and unexplained absences are printed from Yellowfin and distributed to the classroom/Pastoral Care teacher who contacts parents/carers by phone, e-

mail or letter to discuss their child's attendance. Any student with an attendance concern is referred to their relevant Stage/Year Coordinator. The Stage/Year Coordinator deals with severe or ongoing concerns in conjunction with the Assistant Principal, Deputy Principal and/or the Principal. An attendance improvement meeting is arranged with all stakeholders to address the factors causing frequent absences and strategies are discussed to improve attendance and/or punctuality.

Where necessary, intervention is sought from the CEO where strategies have failed to restore regular attendance. Registered letters are sent to the last known address if a student leaves the college without notification and parent/carer contact cannot be made to verify the student's attendance. All attendance records are registered and maintained through the electronic databases of Compass.

All applications for leave are made to the college Principal in writing which outlines the purpose, location and duration of travel. The Principal consults with the Stage/Year Coordinator and Leaders of Learning to ensure learning outcomes, assessments and student progress are sustained where possible during a student's absence. Extended leave (over five days) is marked as unjustified on the roll.

All roll marking, attendance records and procedures are in compliance with the Catholic Education Office, Diocese of Wollongong Student School Attendance Guidelines and Procedures Policy (February 2019).

Student Retention Rate

Year 10 Total Enrolment 2021	61
Year 12 enrolment at Census date remaining in Year 12 at the end of 2023	57
Actual retention rate (%)	93%

Student Attainment in Senior Years

Year 11 – 12, 2023	
% of students undertaking vocational training or training in a trade during Years 11 and 12	26%
% of students who have completed at least one (1) VET course in either Year 11 or 12	26%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2023	Year 10	Year 11	Year 12
# of school leavers	10	7	57
University	0	0	41
TAFE/Tertiary	4	4	9
Employment	1	0	6
Other school	4	1	0
Other/unknown	1	2	1

Staffing Profile

There are a total of 103 teachers and 31 support staff at St Francis Catholic College in 2023. This number includes 72 full-time, 31 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional / Provisional	12
Proficient	91
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2023 was 94.59%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2022 to 2023 was 95%.

Professional Learning

During 2023, St Francis Catholic College personnel undertook a range of professional learning activities related to improving student outcomes, particularly through *Continuous Catholic School Improvement*.

These included:

- A. St Francis Catholic College whole school development days for all days focused on:
 - Induction, Policy, Procedures, Compliance, PB4L and Student Behaviour programs
 - Curriculum - Literacy Focus K-12
 - Spirituality - representatives from the CEO Catholic Life and Education Team
 - Wellbeing - Responding to and de-escalating Challenging Behaviours Workshop.
- B. Other professional learning activities provided at school level including CEDoW run courses:
 - CPR/Anaphylaxis/Asthma Training (130 staff)
 - Child Protection and Wellbeing Workshop with Pastoral Care Leadership Team (9 staff)
 - YellowFin data workshop with CEO staff and Pastoral Care Leadership Team (9 staff)
 - Learning in Leadership (10 staff)
 - MultiLit Literacy Training (8 staff)
 - Positive Behaviours for Learning (24 staff)

- Supporting Student Behaviour (2 staff)
- EAL/D Network & Training (6 staff)
- Religious Education Coordinator Network Meetings (2 staff)
- Secondary Leading Learning Networks (13 staff)
- Instructional Coach Network Meetings (4 staff)
- Principal, Deputy Principal and AP Meetings (5 staff)
- Early Career Teacher Training Days (12 staff)
- ECT Mentoring Training Days (2 staff)
- CLIL Teacher Collaboration (72 staff days)
- Education in Motion - New Pedagogies for Deep Learning (5 staff)
- Secondary Curriculum Implementation - Australian Curriculum (105 staff)
- Secondary Improve Technology Quality Literacy (1 staff)
- KLA Curriculum Courses (Advanced & Mastery Classes) (35 staff)
- HSC KLA Paper 2 training
- Training Master Class (4 staff)
- Rock and Water PD (2 staff)
- Authenticity Society and Culture (3 staff)
- Mission One Heart Many Voices Conference (2 staff)
- Alight the World Program (15 staff)
- Shining light Retreat (2 staff)Studies in Religion (2 staff)
- Lamplighter Program (8 staff)
- World Youth Conference (1 staff)
- Pilgrimage to the Holy Land with the Bishop (3 staff)
- School Policy Writing (1 staff)
- Literacy Instructional Coach Training Days (2 staff)
- Mini GOGIE Inservice (2 staff)
- SISS - Blended online Autism training (6 staff)
- EDVal Timetabling Training (1 staff)
- Vocational Education Training (4 staff)
- Road Safety Education (2 staff)
- Aboriginal Education Training (3 staff)
- MAPA Training (15 staff)
- Oliver (Library) Training Days (2 staff)
- Maintenance & Outdoor Staff Certifications (Operating Elevating Machinery, Height Safety Training, Weed Spraying) (2 staff)
- First Aid Certificate Renewals (5 staff)
- Learn Technology (SPOTLIGHT iPads/Laptops) (1 staff)
- ICLT Training & Network Support Meetings (2 staff)

The average expenditure spent on professional learning per staff member was \$923.

Catholic Life & Religious Education

Reflecting upon the previous academic year, the community at St Francis Catholic College demonstrated a commitment to compassion and service within the realms of Religious Education, Identity, and Mission. Guided by the patron saints, St Francis of Assisi and Blessed Edmund Rice, and centered on the overarching theme of "Light of the World," the college has diligently endeavoured to make a positive impact on the lives of others.

Under the profound influence of St Francis and Blessed Edmund Rice, St Francis Catholic College students actively participated in various ecological initiatives and educational outreach programs. Noteworthy among these were successful fundraising endeavours for organisations such as Caritas, Catholic Missions and the Holy Child Program in Bethlehem, underscoring the college's unwavering dedication to global causes. These initiatives included the involvement of Minni Vinnies (Years 3 and 4), the Winter SleepOut and larger-scale projects like the Project Compassion Campaign, Winter Appeal, and Christmas Appeal, which included the provision of hampers for CatholicCare Wollongong. As a united community, the college raised substantial funds for Caritas, Catholic Missions, and the Holy Child Program in Bethlehem; Project Compassion 2023 - \$4,692; Crazy Sock Day - Catholic Missions \$890; Turkiye Earthquake Appeal - \$795; and Holy Child Program in the West Bank (equivalent to \$2,091 Australian dollars).

The Touchstone of Gospel spirituality has been a guiding principle in daily routines, instilling a culture of prayer and reflection while emphasising the significance of advocating for justice and equality. Furthermore, Year 6 celebrated mass with Bishop Brian alongside fellow schools from the Macarthur region at St Justin's in Oran Park.

The pilgrimage undertaken by three of the St Francis Catholic College staff members to the Holy Land proved to be a profoundly transformative experience, fostering personal growth and spiritual introspection as the staff engaged with the complexities of the region and reaffirmed the universal call for peace.

Religious Literacy Assessment

Year 4

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focused system collection of data in Year 4. The Religious Literacy Assessment Program was completed by eighty one students on 31 July 2023.

The performance of each student was described as elementary, basic, sound, thorough or extensive. It is noted that no student obtained an elementary result.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to demonstrate:

- knowledge of creation
- knowledge of the church.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition, especially in their ability to demonstrate an:

- awareness of how they experience the presence of Jesus in daily life
- awareness of how to link rituals of the tradition with values and lived experiences
- understanding of identifying Christian ways of relating to others.

In the assessment, 7% were in the basic level, 30% in the sound level, 34% in the thorough level, and 29% were in the extensive level.

Comparative data from 2022 and 2023 shows growth across all cognitive processes (knowledge of, working with, and applying). Four out of the five content strands showed growth across the data.

Year 8

The Religious Literacy Assessment Program for Year 8 students was under review and was suspended in 2023.

Continuous Catholic School Improvement

Continuous Catholic School Improvement (CCSI) is the overarching, linked and integrated system-wide process, designed to improve student outcomes through impactful school, leader and teacher practice and differentiated support from the Catholic Education Office (CEO). CCSI is focused on growth and improvement in faith, learning and well-being outcomes for all students. It involves systemic collaboration, inquiry, reflection and learning to identify and evaluate long-term and short-term priority areas for ongoing school improvement.

The purpose of CCSI is to provide CEDoW schools with a shared approach to strategic planning that is evidence-based, supports sustainable and ongoing improvement, and maximises local impact through alignment and collaboration across schools and the CEO.

CCSI Strategic Priority Areas - 2023

- Formation in the Catholic Tradition
 - Focus Areas: Students are supported to flourish through their deep knowledge and appreciation of Catholicity and their active participation in how it is lived and celebrated today; and Staff are able to authentically infuse Catholicity into learning and engage students in questions and topics in light of the Gospel and Catholic intellectual tradition.
 - Strategic Intent Statement/Goal: There will be improved student/staff knowledge and understanding of Catholic tradition and charism with enhanced prayer opportunities and liturgical practices.
- Student Learning and Wellbeing
 - Focus Area: Schools are providing high-quality pedagogy that supports all students to grow in their learning and achieve their academic best.
 - Strategic Intent Statement/Goal: By the end of 2023, the college will continue to develop and implement a common understanding of quality literacy instruction and how it can be embedded in classroom practice so as to enhance student learning outcomes.
- Belonging in a Connected Community
 - Focus Area: Students actively engage and feel safe and empowered to take co-responsibility for their learning and wellbeing at school.
 - Strategic Intent Statement/Goal: By the end of 2023, the Pastoral program K-12 will be developed to include greater student voice, further enhancing the response to current data. Embedded strategies will be grounded in contemporary evidence-based approaches.

CCSI Strategic Priorities Areas - 2024

The college's 2024 Goal incorporates various elements of the Diocese's strategic plan, *Lighting The Way 2023+*.

1. Formation in the Catholic Tradition
2. Student learning and wellbeing
3. Belonging in a connected community
4. System support for the core work of teaching
5. Ensuring Catholic schools continue to thrive.

2024 Goal: by the end of 2025, the new pedagogies for Deep Learning Framework will have been introduced and embedded across the college to enhance engagement and empower a community of connected and caring deep learners.

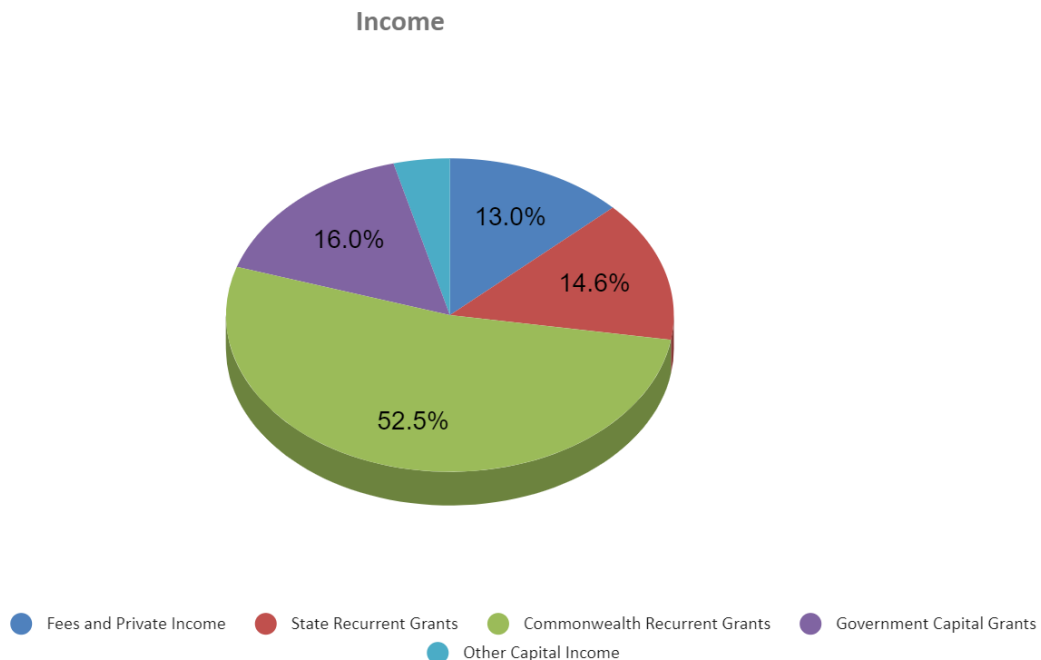
Financial Summary

Resource and capital expenditures were again prominent, with significant spending on IT equipment, the upgrade of basketball hoops and the purchase of a new fleet of photocopiers and printers. There was also notable spending in the VET and TAS departments, with the purchase of new equipment and upgrades of existing equipment to ensure compliance and curriculum requirements and needs.

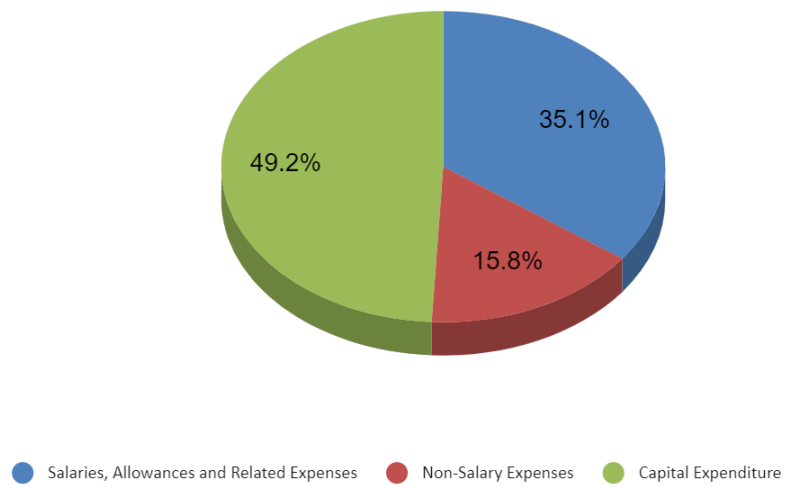
The school also successfully obtained a number of sporting grants which were used to deliver sporting programs to various year groups throughout the college and helped fund Tuesday sports programs.

Work commenced on Stages 5 to 7 of the college's building project which has started to take shape and will be a welcome addition to the college campus. The new space will incorporate Administration, a Library Resource Building and a Junior Years Building; these are set for completion in 2024.

The following graphs reflect the aggregated income and expenditure for St Francis Catholic College, Edmondson Park for the year ended 31 December 2023. This data is taken from the 2023 financial return to the Australian Government, Department of Education and Training.



Expenditure



Student Welfare

The college's pastoral care program seeks to meet the needs of students from Kindergarten to Year 12. The program is designed to build student personal character traits and empower them to become lifelong learners and engaged global citizens. An integral part of the Pastoral Care program, Digital Citizenship covers topics such as Digital Footprints, respectful behaviours online and promoting privacy and integrity when online.

The Pastoral Care program also includes guest speakers and agencies who engage students across K-12 through leadership programs such as 'Explore, Act, Discover' for Junior Years students, 'My Strengths' for Middle Years students and the 'RYDA workshop on Road Safety' for Senior Years students. Students are encouraged to build their knowledge and skills at every age and stage to engage with purpose and meaning in their lives. In response to survey data, further support and activities with providers in the area of cyber safety were engaged, focusing on Stage 3 and 4 students. This included workshops on social media and student harmony, Police Youth Liaison presentations, and Optus Digital Thumbprint presentations.

With the continued expansion of the college, the need arose for the Student Leadership Team to develop further to help meet the needs of the college. The structure of the Student Leadership team grew from two College Captains and two College Vice Captains to include the addition of House Captains and Portfolio Captains. The new Student Leadership Portfolios include Culture, Environment, Justice & Solidarity, Learning, Sport and Wellbeing. Opportunities for Student Leadership are available to Junior, Middle and Senior Years students to promote a shared and collaborative approach to engaging effective student voice in the life of the college.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents *Maintaining Right Relationships* is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. All schools follow the CEDoW's *Student Pastoral Care and Wellbeing Policy* and the associated *Student Anti-Bullying Procedure*. The Diocesan *Complaints Handling Procedures* form an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2023.

In compliance with the *NSW Reform Act 1990*, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines are available on the school website: <https://www.sfccdw.catholic.edu.au> or by contacting the school office.

Learning and Teaching

Introduction

At St Francis Catholic College, the approach to teaching and learning is centered on the principles of holistic development and a growth mindset. Through a combination of rigorous academics, enriching extracurricular activities, and a strong emphasis on character formation, teachers endeavor to equip students with the skills, knowledge, and values necessary to thrive in an ever-changing world.

Curriculum and Pedagogy

The curriculum is delivered in ways that are stimulating, supportive, and challenging. The college follows the NSW Education Standards Authority (NESA) syllabus for each course offered across K-12 and implements the curriculum requirements of CEDoW.

All Year 3, 5, 7 and 9 students complete the National Assessment of Performance in Literacy and Numeracy (NAPLAN) each year, with results provided to parents in June.

Stage 5 students complete two 200 hundred-hour elective courses, which expose them to a range of courses offered in Stage 6. A rigorous subject selection process in Year 10 ensures that students undertake an appropriate pattern of study in Stage 6 enabling them to achieve success in the Higher School Certificate (HSC). Stage 6 courses offered at St Francis are diverse and allow for ATAR and non-ATAR pathways.

Teachers work collaboratively with students to prepare them for university, TAFE, or other tertiary options, and for their future careers.

Assessment and reporting

In 2023, college leaders conducted learning walks to gain valuable insights into their colleagues' teaching practices and classroom environments. Learning walks have fostered a culture of collaboration and professional growth within the school community and have contributed to continuous improvement in teaching and learning outcomes.

The continuation of learning intentions and success criteria have played a pivotal role in guiding students toward achieving desired learning outcomes, fostering student engagement, motivation, and ownership. Moreover, learning intentions and success criteria have supported differentiation and personalised learning, as teachers have tailored their instruction to meet the diverse needs of students while providing a framework for effective feedback and assessment.

The college's approach to assessment emphasises its multifaceted nature, encompassing assessment for, as, and of learning. By embracing this comprehensive approach, teachers ensure that assessment serves not only as a means of measuring performance but also as a powerful tool for enhancing teaching and learning experiences in each of their classes.

'Best Start' Assessments were administered to all Kindergarten students in Term 1 to determine their understanding in literacy and numeracy. The Kindergarten teachers met with parents in Term 1 to discuss the results.

Student achievement across K-12 was reported at various times of the year through formal academic reports. Additionally, parent/teacher/student interviews occurred twice throughout the year and provided parents with the opportunity to discuss their child's learning progress.

Technology Supporting Learning

All students from Year 5 have their own MacBook Air computer. To assist with the transition into Middle Years learning, all students in Year 5 and Year 7 undergo a "Boot Camp" designed to provide them with essential digital literacy skills like setting them up to the network, learning the Google suite, and managing their online files appropriately. Furthermore, students were explicitly instructed on how to safely operate their computers, ensuring they prioritise online safety and responsible usage.

iPads continue to enhance student learning across K-4. Students were able to use a variety of educational applications to consolidate their learning. Google Classroom remained as the primary learning platform for students in Years 5-12.

Cross Curriculum

In 2023, there was an ongoing focus on the SFCC K-12 Literacy Plan. Teachers continued to develop and implement a common understanding of quality literacy instruction informed by evidence-based research. Professional development focussed on the PALS framework and enhanced teachers' abilities to plan quality learning experiences using this framework. Additionally, teachers agreed upon and utilised consistent writing scaffolds across K-12 including IBET, PEL, PEEL, and extended PEEL. The K-4 Instructional Coach and Years 5-12 Literacy Instructional Coach were instrumental in upskilling staff by visiting classes to explicitly co-teach literacy strategies.

Middle Years Learning

The college is committed to fostering well-rounded students and developing skills and capabilities in a number of areas. In Middle Years Learning, this was evidenced in various learning activities.

Inclusive Community Projects

Students were encouraged to be active members of their community. They took part in numerous experiences that allowed them to recognise the importance of empathy, compassion, and social responsibility and positively impact the world. Year 5 raised awareness of Energy Poverty in Timor Leste and constructed solar lights to be sent to the children. Year 6 helped to build community in the college by creating a Cardboard Carnival for students in the Junior Years, while Stage 4 students had the option of choosing their own Inclusive Community project.

Year 5 Bradfield City Project

A group of Year 5 students embarked on a visionary project that showcased their creativity, concern for the environment, and a profound understanding of the importance of wellbeing. These students were given the unique challenge of designing an attribute for the new Bradfield City that not only promoted wellbeing but also adhered to the principles of sustainability.

Year 7 Sustainable Food Truck

The Year 7 Food Truck Project was an interdisciplinary project encompassing Science, PDHPE, and Religious Education. Students designed and constructed a food truck utilising renewable energy and resources and promoting nutritionally balanced foods. Throughout the project, classrooms were transformed into dynamic spaces where students actively participated in discussions, group activities, and hands-on experiential learning to enhance engagement and foster a spirit of inquiry.

Aboriginal and Torres Strait Islanders

Aboriginal and Torres Strait Islander education remained a focus across all KLAs across K-12 to enhance understanding, empathy, and appreciation for Aboriginal culture and its people and to honour their strong traditions.

In Terms 1 and 2, the college worked collaboratively with a CEDoW Aboriginal Education Assistant and Artist. Through interactive methods, all students gained first-hand knowledge of Aboriginal traditions, built meaningful and respectful connections to culture, and learned to appreciate Aboriginal customs and practices.

The college community gathered for NAIDOC Week to celebrate and acknowledge the vibrant culture of Australia's first peoples. A local elder performed Welcome to Country and Catholic tradition and Aboriginal spirituality were intertwined in a liturgy. John Therry Catholic College students shared their rich culture and talents through a cultural performance. The college's Aboriginal and Torres Strait Islander families and other special guests were invited to a community lunch. Also in Term 3, a staff meeting focused on Aboriginal and Torres Strait Islander education led by CEO staff.

Meeting the needs of all students

Diverse Learning

In 2023, members of the Diverse Learning Team continued to collaborate to support students from Kindergarten to Year 12 with learning needs. Fortnightly case collaboration meetings occurred between Learning, Pastoral, Diverse Learning, and Leadership Team members.

Additionally, parents/carers met with members of the Diverse Learning Team to discuss their child's Personalised Plans (PPs). In 2023, there were three hundred and forty-three students at St Francis with a PP, which is used to document the support and adjustments provided to students with medical, academic, and social needs.

Learning at St Francis Catholic College is diversified through class structures, differentiated instruction and assessment, provision of elective subject choices in Years 9 and 11, and additional academic opportunities are offered through a range of extra-curricular activities. From Years 7 to 10, classes are designed with various mixed ability groupings, as well as an extension and enrichment class in the English, Mathematics, and Science lines.

Mixed ability groupings (extended, core, and supported) allowed for differentiation to occur with explicit teaching that catered to diverse learners' needs. Differentiation of teaching and learning programs, assessment, and learning experiences were supported by staff professional development.

Extension and Enrichment

Extension and enrichment initiatives at St Francis Catholic College are designed to foster a culture of intellectual curiosity and academic excellence amongst students. These initiatives go beyond the standard curriculum, offering challenging and stimulating opportunities for those seeking to delve deeper into specific subjects or explore new areas of interest. The varied initiatives provided students a platform to engage in advanced coursework, research projects, and hands-on experiences that extend their learning beyond the conventional classroom setting. The college's commitment to nurturing the talents and passions of its students was evident in the diverse range of enrichment activities and collaborative projects that encouraged problem-solving, critical thinking, and creativity. In 2023, selected students participated in various initiatives, including the Da Vinci Decathlon, Tournament of the Minds, the Ethics Olympiad, and STEM MAD.

Expanding Learning Opportunities

Students were provided with a range of opportunities both within the classroom and beyond to demonstrate their skills and talents in various fields, including academics, sports, and culture.

In 2023, the college offered the following extra-curricular initiatives:

- Tournament of Minds
- Premier's Reading Challenge
- Christmas Story Art Competition (Stage 3)
- Book Week Parade
- School Athletics Carnival
- School Swimming Carnival
- School Cross Country
- MISA Sports
- Gala Days
- Western Region and Wollongong Diocesan Swimming Trials
- Diocesan Cross Country
- Mini Vinnies
- Stem Mad
- Ethics Olympiad
- Da Vinci Decathlon

- Debating
- Inter School Public Speaking Competition
- ICAS
- MISA Youth of the Year
- Titration Competition
- Liturgical Ministries Training
- Environmental Group
- College Band
- Chess Club
- College Band.

Vocational Education and Training

In 2023, the Vocational Education and Training frameworks delivered at St Francis Catholic College were Hospitality (Food and Beverage) and Construction. The college had one student from Year 12 completing Retail through an external Registered Training Organisation (RTO).

The 'Breezeway Cafe' for staff was established to enable Stage 6 Hospitality students to develop their industry-based skills in food and beverage. The cafe experience provided students with simulated service periods and customer interactions to build their confidence, skills, and understanding within the hospitality industry.

The University of Technology Wanago Program

The University of Technology Wanago Program is aimed at Year 11 students in an attempt to address national STEM workforce gaps. For the first time, this program was offered to students at St Francis Catholic College wishing to pursue a career in a STEM-related industry. In 2023, nine Year 11 students enrolled in the Wanago Program, completing courses in Engineering Studies, Software Design and Development, and Multimedia Technologies. These students will gain direct entry into the UTS Faculty of Engineering and IT undergraduate courses if they gain a minimum Band 4 in the Higher School Certificate in their respective subjects.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects, and presentations, and student work samples. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 3 and 5 with the results providing valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

This year four hundred and seventy-eight St Francis students participated in NAPLAN. All students in Years 3, 5, 7 and 9 undertook NAPLAN testing through an online platform, the only exception to this was the writing assessment Year 3 completed on paper. Students accessed NAPLAN online through the use of individual iPads in Year 3 and MacBooks in Years 5, 7 and 9.

In 2023, NAPLAN results were reported against four proficiency levels, Exceeding, Strong, Developing, and Needs Additional Support. This replaces the previous numerical NAPLAN bands and national minimum standards.

In Year 3 reading there were 78% of students who were proficient (achieving Exceeding or Strong). In writing, 87% of students were proficient. In spelling, 79% of students were proficient and in grammar and punctuation, 66% of students were proficient. In Year 3 numeracy, 77% of students were proficient.

In Year 5 reading, there were 92% of students who were proficient and in writing, 93% of students were proficient. In spelling, 91% of students were proficient and in grammar and punctuation, 81% of students were proficient. In Year 5 numeracy, 92% of students were proficient.

In Year 7 reading, there were 84% of students who were proficient and in writing, 75% of students were proficient. In spelling, 93% of students were proficient and in grammar and punctuation, 81% of students were proficient. In Year 7 numeracy, 84% of students were proficient.

In Year 9 reading, there were 75% of students who were proficient and in writing, 66% of students were proficient. In spelling, 87% of students were proficient and in grammar and punctuation, 66% of students were proficient. In Year 9 numeracy, 78% of students were proficient.

Reporting of Student Achievement

NAPLAN results are no longer reported as *Student Achievement in Bands* or against a *National Minimum Standard*.

From 2023, NAPLAN results in each domain are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected for the student at the time of the NAPLAN testing, based mainly on what has been taught in previous years of schooling.

Student achievement is shown against four levels of proficiency: *Exceeding*, *Strong*, *Developing*, and *Needs additional support*.

- Exceeding: the student's result exceeds expectations at the time of testing.
- Strong: the student's result meets challenging but reasonable expectations at the time of testing.
- Developing: the student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Each of the standards represents increasingly challenging skills and understandings as students move through the years of schooling.

Assessment Domains (results shown as %)	Year	Needs Additional Support	Developing	Strong	Exceeding
Reading	3	8	14	56	22
	5	0	8	58	34
	7	5	12	62	22
	9	2	22	65	10
Writing	3	2	11	73	13
	5	2	4	67	27
	7	3	21	55	20
	9	4	30	45	22
Spelling	3	3	18	50	29
	5	1	8	47	44
	7	2	5	59	34
	9	3	10	57	30
Grammar & Punctuation	3	4	30	53	12
	5	2	17	49	32
	7	5	14	63	18
	9	3	31	46	19
Numeracy	3	7	17	54	22
	5	1	7	68	24
	7	5	10	66	18
	9	2	20	66	12

Record of School Achievement

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records any completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC. The RoSA was granted to ten students in 2023.

Higher School Certificate

St Francis Catholic College congratulates all graduating students of 2023. Only the second HSC cohort in the college's history, the HSC results saw St Francis Catholic College rank one hundred and forty-six in the state (up three hundred and ninety-nine places from 2022). Included among the results were a range of excellent achievements in the 2023 HSC.

Highlights include:

- two nominations for SHAPE (NESA's annual HSC Design and Technology, Industrial Technology and Textiles and Design showcase)
- one student achieved fifth place in the state for Society & Culture
- one student received a High Distinction from the Society & Culture Association
- college Dux attained an ATAR of 98.35
- thirty-four St Francis students achieved a top Band result (Band6/E4).
- of the twenty-four subjects offered, nineteen were above the state average.

28% of students (16/57) received an ATAR of 85+. Pleasingly, most students received university offers for their preferred courses regardless of ATAR or entry mode. Two students also received a \$5,000 UOW Principal's Recommendation Scholarship.

The college congratulates the 2023 Year 12 cohort on their significant achievements.

Student Achievement (Band Performance)

Band Performance (% in bands)		Bands 1 & 2	Bands 3 & 4	Bands 4 & 5
English Standard	school	0.0	83.3	16.7
	state	10.3	76.5	13.2
English Advanced	school	0.0	31.3	68.8
	state	0.6	32.3	67.2
Mathematics Standard 2	school	3.8	65.4	30.8
	state	17.7	50.7	31.6
Mathematics Advanced	school	0.0	33.3	66.7
	state	6.9	43.3	49.8
Biology	school	10.5	57.9	31.6
	state	10.6	57.4	32.0
Business Studies	school	0.0	41.7	58.3
	state	11.8	52.1	36.1
Music 1	school	0.0	25.0	75.0
	state	2.0	29.0	69.0
Studies of Religion 1	school	0.0	28.6	71.4
	state	3.2	48.2	48.6
Industrial Technology	school	0.0	100.0	0.0
	state	14.2	62.1	23.7
Community & Family Studies	school	0.0	56.3	43.8
	state	7.8	56.4	35.9
Personal Dev, Health & Physical Education	school	0.0	100.0	0.0
	state	10.4	58.6	31.0

Student Achievement (Mean Performance)

Band Performance (%)	Students	School	State
English Standard	30	73.8	70.1
English Advanced	16	82.0	81.7
Mathematics Standard 2	26	76.4	71.8
Mathematics Advanced	9	80.6	78.0
Biology	19	72.5	73.3
Business Studies	12	81.1	73.8
Music 1	8	80.2	82.1
Studies of Religion 1	28	41.5	38.8
Industrial Technology	6	68.0	70.9
Community & Family Studies	16	76.2	74.5
Personal Dev, Health & Physical Education	6	71.2	73.0

Comparative Performance over time

Band Performance (%)	2022	2023
English Standard	73.5	73.8
English Advanced	81.2	82.0
Mathematics Standard 2	69.8	76.4
Mathematics Advanced	68.0	80.6
Biology	65.1	72.5
Business Studies	70.3	81.1
Music 1	79.5	80.2
Studies of Religion 1	37.9	41.5
Industrial Technology	69.1	68.0
Community & Family Studies	75.0	76.2
Personal Dev, Health & Physical Education	67.0	71.2

Parent, Student and Staff Satisfaction

St Francis Catholic College values the importance of feedback, and it demonstrated this by using a range of mechanisms to garner input across 2023.

Pleasingly, community satisfaction continued to be strong in 2023. Enrolment applications continued to exceed capacity, showing a strong sense from members of the local community that they wish to be a part of St Francis Catholic College.

Parents

Existing parents/carers were also highly praiseworthy about the college's educational and pastoral care aspects. This was demonstrated through positive feedback and commentary across various formats.

A "Tell Them From Me" (TTFM) survey was one critical means of gaining a sense of community satisfaction in 2023. An external agency conducted this survey to survey parents/carers, students and staff, with two hundred and seventy two parents/carers completing the Parent Report. Results are measured on a scale out of ten.

Most parents/carers readily recognise high expectations set by staff eg homework expectation (8.1) and teachers expecting students to pay attention in class (8.0). They readily identified that staff and the college have created a climate where students feel safe going to and from school (8.1). Pleasingly, the college's PB4L is working in the opinion of parents/carers with "My child is clear about the rules for school behaviour", scoring (8.5).

At the end of Semester 2, 2023, over one hundred and twenty St Francis parents/carers attended a Parent/Carer Forum to provide further input and to discuss areas that 'must be kept' and areas that 'may be enhanced'. Once again, there was much positive input from parents/carers and much gratitude for what has been established at the college. It became apparent from the various table discussions and input workshops that enhanced clarity may allay some of the concerns and requests that parents/carers had for more extra-curricular activities. While there were some contradictory areas of feedback (eg the amount of homework given), parents/carers also acknowledged that a revised format for parent/carer groups at the college was worthwhile.

Staff

Students and staff were overwhelmingly happy with St Francis Catholic College. In staff responses to the TTFM survey, staff readily identified the college's learning culture – with typical scores between 8 and 9.5. Staff identified that data was used to inform learning decisions (8.5). Staff rated teaching strategies at the college to be (8.9). While most staff provide regular feedback to students (8.9), staff did recognise that there could be greater scope for additional written feedback to students. In keeping with PB4L structures, staff surveys showed strong results with "I establish clear expectations for classroom behaviour" - scoring

(9.5), and “I set high expectations for student learning” scoring (9.4). Meeting individual needs also scored very well, with staff regularly monitoring the progress of individual students (8.8), and creating personal education plans with clear goals for students with special learning needs (8.5). Student exit surveys also valued the positive relationships that students have developed with their teachers.

Staff also utilised Pivot data across 2023 (external data supplied by Pivot Professional Learning) to assess their pedagogy and receive individualised student feedback. Staff opted into these surveys and were able to discuss feedback at their own Professional Development Plan meetings.

Students

Students were also highly satisfied with the college and their learning in general. Students who completed the TTFM survey recognised St Francis Catholic College as an inclusive school (8.4). They commented on meaningful opportunities to utilise technology in the classroom and recognised high expectations of staff. Student perception of intellectual engagement was above the TTFM mean on all three measures, and 88% of students recognised positive behaviours at school and positive hedonic well-being. Additionally, open-ended feedback from the survey showed that students possessed great pride in the college itself.

CatholicCare surveys (annual surveys held by the external agency that coordinates counselling at the college) indicated that family relationship issues caused the most challenges for students. A slight increase in students presenting to see a counsellor at the college was identified, as was a slight increase in students demonstrating feelings of anxiety surrounding their studies.

