



# St Francis Catholic College, Edmondson Park

2024

## Annual School Report

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## About this Report

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

The Annual School Report is a formal document prepared in compliance with the NSW Education Standards Authority (NESA). It provides an overview of the school's performance, policies, and major developments throughout the year. The report lists Continuous Catholic School Improvement Strategic Priority Areas aligned with the School's Strategic Intents/Targets.

The document serves as an accountability measure for the school community, regulatory bodies, and CEDoW, ensuring that the institution meets NESA's registration requirements.

This report is made publicly accessible on the school's website after its approval by CEDoW, with a release date of 30 June 2025.

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

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Parish Priest: Fr Bosco Sangbok Son

Principal: Matthew McMahon  
Date: 21 March 2025

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## Vision - Statement

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St Francis Catholic College is a K-12 Catholic College connected to the community and centred on student excellence.

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## Message from Key School Bodies

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### Principal's Message

2024 was a standout year for St Francis Catholic college, marked by significant achievements and milestones. Now in its eighth year, the college continued to build its reputation for academic excellence, student engagement, and community spirit.

The academic success was particularly notable, with the 2024 HSC results placing it as the thirteenth best systemic Catholic school in NSW and 132 school overall in the state. The Year 12 cohort achieved 79 Band 6 results from 97 students, reflecting their dedication and the strength of teaching and learning programs. Strong NAPLAN performances in all cohorts reinforced this culture of excellence, alongside the continued implementation of New Pedagogies for Deep Learning, embedding critical global competencies within the curriculum.

Students excelled in public speaking and debating, achieving first place in the Diocesan Year 6 Debating competition, as well as top rankings in MISA Year 7 and Year 8 Debating. In public speaking, Year 10 and Year 11 students secured first-place finishes.

A major milestone was the official opening of new college facilities by Bishop Brian Mascord. The state-of-the-art Administration Block, Junior Year Classrooms, and modern Library provided dynamic and engaging learning spaces, with K-4 students settling into these areas from Term 3.

The college's commitment to community engagement was evident in the success of the 'Jump Rope for Heart' campaign, where K-6 students raised over \$32,000, the highest total in Australia. This effort highlighted the strong spirit of service and generosity within the community.

Co-curricular achievements remained a highlight, with the Year 8 team crowned Illawarra Regional Champions in the Da Vinci Decathlon, commendable performances in Tournament of Minds and STEM competitions, and outstanding results in VET, including Hospitality Student of the Year and VET Hospitality Trainer of the Year. Sporting success was also on display, particularly in girls' Diocesan and MISA Netball, as well as MISA Boys' Volleyball.

Throughout 2024, student leadership initiatives expanded, with students actively contributing to environmental and social justice programs. The establishment of the college's Parent Engagement Group, 'Friends of Francis' further strengthened the partnership between the college and families, fostering a supportive and engaged community.

Connections with the Parish expanded with increased opportunities within the sacramental program. Reflecting the structure of the college, St Francis has overall college Captains as well as Senior, Middle and Junior Years Leaders. Student Leadership is viewed as an opportunity to serve the college community and ensure growth and development across all facets of college life.

Student Leaders represent the six college, additionally 6 Portfolio areas of college life - Culture, Environment, Justice and Solidarity, Learning, Sport, and Wellbeing are represented in Middle and Senior Years. College leaders meet regularly with members of the pastoral and college leadership team to share ideas and develop initiatives. Student Leaders also play an instrumental role in the planning, organisation and execution of Junior, Middle and Senior Years assemblies.

As St Francis Catholic College continues to grow, 2024 stands as a year of success as reflected in the commitment of students, staff, and families in fostering an environment where excellence and service thrive.

### **Parent Involvement**

In 2024, the role of parent/carer involvement in the school community has become more dynamic and impactful, fostering a stronger partnership between families and the college. The Friends of Francis Committee serves as a space where volunteer parents/carers can come together to engage with school leadership and fellow parents.

This committee provides a platform for parents/carers to voice their thoughts and offer suggestions that directly impact the student experience and gain important information from the school executive. Face-to-face meetings serve as a forum for brainstorming and planning fundraising goals, social gatherings and community-building events, building a supportive, spirited atmosphere that benefits both students and faculty alike.

### *Friends of Francis*

### **Student Leadership**

This academic year at St Francis has been a time of growth, connection, and shared experiences. The college community embraced a wide range of opportunities, including the college swimming and athletics carnivals, Harmony Week activities, and RUOK? day events. These moments brought students together, strengthening the bonds between year groups and fostering a sense of unity across the K-12 community.

The support and dedication of teachers and school leaders have been invaluable throughout the year. Their guidance, encouragement, and willingness to share their time and talents have had a lasting impact, shaping both the learning journey and the strong community spirit that defines St Francis Catholic College.

*College Captains*

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## School Profile

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### School Context

St Francis Catholic College is a Catholic systemic co-educational school located in Edmondson Park. The school caters for students in Years K - 12 and had an enrolment of 1496.

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, and 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.

The college completed its seventh stage of building projects in Term 2, 2024 providing high quality education facilities and state-of-the art specialist amenities available for all students.

### Student Enrolments

2024 Enrolments	
Boys	687
Girls	809
Total	1,496
Aboriginal and Torres Strait Islander	18
LBOTE	1,232

The [Diocesan 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. Documentation can be found on both the school website: [www.sfccdw.catholic.edu.au](http://www.sfccdw.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2024.

## Student Attendance

2024 Attendance	
Kindergarten	91.7%
Year 1	92.0%
Year 2	91.5%
Year 3	92.1%
Year 4	91.8%
Year 5	92.3%
Year 6	92.8%
Year 7	91.3%
Year 8	89.0%
Year 9	89.9%
Year 10	89.1%
Year 11	91.4%
Year 12	79.6%
Whole school	90.3%

## 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, monitor part or whole day absences.

Daily roll marking is conducted electronically by staff in Period 1 classes, and rolls are marked at the beginning of each period on the Compass student management system. Late students and early leavers register details at 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 for Years K-4, or Pastoral Care Class teacher for Years 5-12. Summary reports were reviewed from Compass and distributed to the classroom/Pastoral Care teacher who contacted parents/carers by phone, mail or letter to discuss their child's attendance.

Any student with an attendance concern is referred to their relevant Stage/Year Coordinator, who 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.

Applications for leave is made to the Principal in writing. 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 follow the CEDoW Student School Attendance Guidelines and Procedures Policy (February 2019).

#### Student Attainment in Senior Years

Years 11 and 12, 2024	
Percentage of students undertaking vocational training or training in a trade during Years 11 and 12	31%
Percentage of students who have completed at least one (1) VET course in either Year 11 or Year 12	31%
Percentage of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

#### Destination Survey

2024	Year 10	Year 11	Year 12
Number of school leavers	14	3	97
Further study	10	0	86
Workforce	3	1	5
Other/unknown	1	2	6



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## Staffing Profile

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There are 143 staff members consisting of 107 teachers and 36 support staff. There are 78 full-time, and 29 part-time teachers. In 2024, Aboriginal and/or Torres Strait Islander People represented 2.6% of the Diocesan schools' workforce.

### Teacher Accreditation Status

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

Teacher Accreditation Status	Number of Teachers
Conditional	4
Graduate / Provisional	5
Proficient Teacher	98
Highly Accomplished Teacher	0
Lead Teacher	0

In 2024, staff engaged in a comprehensive range of professional learning designed to enhance student outcomes with a particular focus on *Continuous Catholic School Improvement* (CCSI).

These initiatives were aimed at fostering both academic success and the holistic development of students in alignment with Catholic values, including deepening the integration of Catholic identity within the school community. This involved reinforcing the faith-based ethos in daily practices, curriculum design, and student engagement, ensuring that Catholic teachings and values remain central to the educational experience.

Staff were encouraged to explore innovative pedagogies that align with the principles of Catholic social teaching, fostering a learning environment that nurtures both intellectual and spiritual growth.

Additionally, professional learning centred on improving instructional practices, assessment strategies, and pastoral care, all with the goal of creating a more supportive and inclusive environment for students. By strengthening their professional capabilities, staff were better equipped to meet the diverse needs of students and further the mission of the school as a beacon of faith, service, and academic excellence.

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## Catholic Life & Religious Education

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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 'Love Conquers All', 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 Australia, Catholic Missions and Campbelltown and Westmead Children's Hospitals, underscoring the college's unwavering dedication to global causes.

These initiatives included the involvement of Minni Vinnies (Years 3 and 4), the new Mini Vinnies group in Stage 3 and larger-scale projects like the Project Compassion Campaign, Winter Appeal, Winter Sleep Out and Christmas Appeal, which included the provision of hampers for CatholicCare Wollongong via the SFCC Wishing Tree. The community raised substantial funds for Caritas, Catholic Missions; Project Compassion - \$5,954; and Crazy Sock Day - Catholic Missions \$1,066.

The Touchstone of Inclusive Community 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, the Year 6 cohort celebrated mass with Bishop Brian Mascord alongside fellow schools from the Macarthur region at Holy Family, Ingleburn.

### Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-12 with a focussed system collection of data in Years 4 and 8. The Religious Literacy Assessment Program was successfully completed by 89 Year 4 students on 5 August 2024 and 170 Year 8 students on 4 November 2024.

### Year 4

The performance of each student was described as elementary, basic, sound, thorough or extensive. 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, the church, the liturgical year, of self and of others.

The students' responses (specific to question level) showed a need for them to develop their capacity to work with and apply the religious tradition, especially in their ability to:

- demonstrate growing familiarity with key signs, symbols, and rituals of the Catholic Tradition
- demonstrate reverence for the Bible.
- recognise holy people and saints as people who reflect God's goodness.
- identify the need for each to develop and use their gifts, and
- able to choose to be guided and challenged by the message of Jesus in their relating to others.

In the assessment, 4% were at elementary level, 17% were in the basic level, 44% in the sound level, 21% in the thorough level, and 14% were in the extensive level.

## Year 8

SFCC completed this assessment for the first time since 2022. The performance of each student in Year 8 was described according to the Common Grade Scale (A to E). Students demonstrated strong engagement with key aspects of Catholic faith and tradition, performing well in areas regarding Church history, ethical understanding, and reflecting their growing ability to apply religious knowledge to contemporary issues.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in all content areas. The college performed higher than the diocesan level, which is attributed to Literacy focused activities used in all RE programs.

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 interpret scripture-based questions. This area was a challenge for the cohort for various reasons however the following are areas to be noted:

- Complexity of Language: the language and context of scripture can be challenging, especially in older translations or those with dense theological concepts.
- Abstract Thinking: students might struggle to connect scripture to broader themes or contemporary issues due to the abstract nature of interpretation.
- Lack of Context: without understanding the historical, cultural, and theological background of a passage, students may find it hard to interpret its meaning or relevance.

In the assessment, there were no students placed in the elementary level, 14% in the basic level, 29% in the sound level, 29% in the thorough level, and 28% were in the extensive level.

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## Continuous Catholic School Improvement

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CEDoW's Lighting the Way strategic plan outlines five focus areas, these are: formation in the Catholic tradition, student learning and wellbeing, belonging in a connected community, system support for the core work of teaching, and ensuring Catholic schools continue to thrive.

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 wellbeing outcomes for all students. It involves systemic collaboration, inquiry, reflection and learning to identify and evaluate long-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 and ongoing cyclic inquiry that is evidence based, supports sustainable and ongoing improvement, and maximises local impact through alignment and collaboration across schools and the CEO.

### Lighting the Way Strategic Priority Areas - 2024

AIP 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.

- Formation in the Catholic Tradition
  - SSIP Strategic Intent/Target: 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 can authentically infuse Catholicity into learning and engage students in questions and topics considering the Gospel and Catholic intellectual tradition.
  - Indicators of Improvement: there will be improved student knowledge and understanding of Catholic tradition so that students are connected and empowered to fully participate in the Catholic community (SFCC Student Formation Plan established).
- Learning and Teaching and Literacy: Student Learning and Wellbeing
  - SSIP Strategic Intent/Target: schools are providing high-quality pedagogy that supports all students to grow in their learning and achieve their academic best.
  - Indicators of Improvement:
    - increase skills and frequency using learning design cycles; increased engagement in moderation and redesign; build explicit leadership strategy and capacity.

- review and refinement of agreed practices in literacy blocks & English lessons; consolidation of whole-school strategies and pedagogies for writing instruction; begin work with whole school on strategies and pedagogies for reading instruction.
- Belonging in a Connected Community
  - SSIP Strategic Intent/Target: students actively engage and feel safe and empowered to take co-responsibility for their learning and wellbeing at school.
  - Indicators of Improvement: all staff and the student leadership team to promote the House system to enhance the college culture and develop a strong sense of community.

### Lighting the Way Strategic Priority Areas - 2025

- Faith, Learning and Wellbeing focus.
  - SSIP Strategic Intent/Target: by the end of 2025, student growth will be enhanced by building the capacity of staff to integrate the college's approach to learning (New Pedagogies for Deep Learning).

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## Financial Summary

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Resource and capital expenditures remained a priority in 2024, ensuring continued investment in the college's facilities, equipment, and learning environments. Significant spending was directed towards IT equipment, enhancing digital learning resources for students and staff.

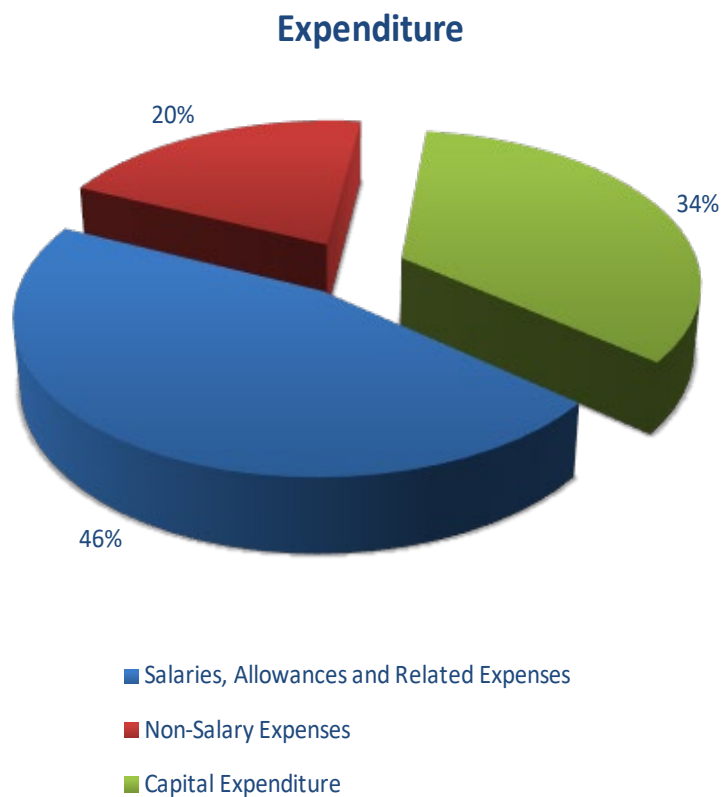
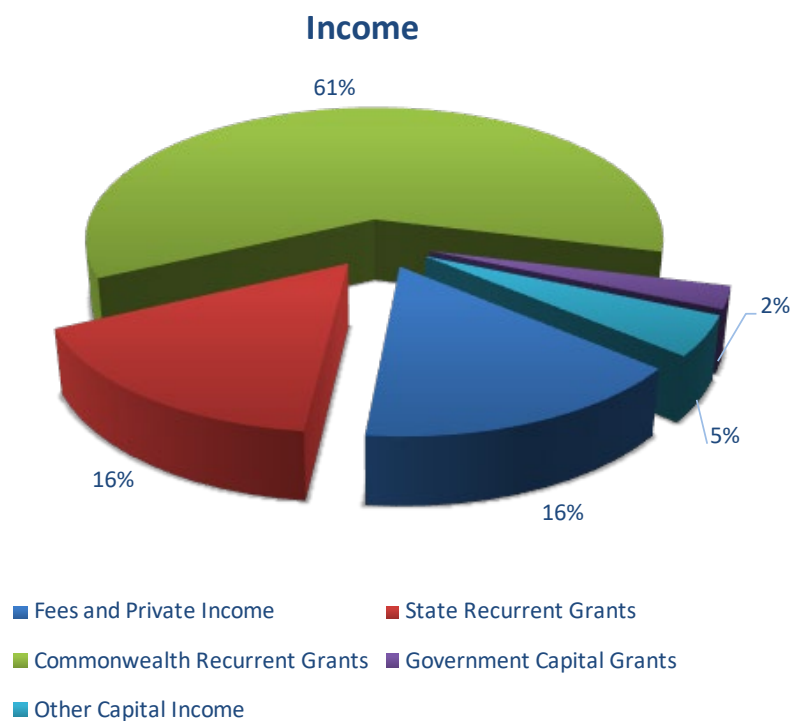
The college successfully secured a Sports grant, which funded a range of programs for various year groups and contributed to the continuation of Tuesday sports programs. These grants supported student participation and access to quality sporting opportunities.

The college also received a \$5,000 sustainability grant from Liverpool Council which funded and contributed to the continuation of the college's environment & sustainability programs as supported by students.

Investment in the VET and TAS departments remained a key focus, with funding allocated to safety upgrades and the purchase of a panel saw in the timber workshop and ensuring hospitality equipment met compliance requirements. These improvements aligned with curriculum needs and industry standards, reinforcing the college's commitment to providing high-quality vocational education.

A major milestone in 2024 was the completion of Stages 5, 6, and 7 of the college's building project. These new facilities, including an Administration Block, a Library Resource Building, and a Junior Years Building, now serve as vital spaces for learning, collaboration, and school operations. Their completion marks a significant step forward in the ongoing development of the college campus.

The following graphs reflect the aggregated income and expenditure for St Francis Catholic College, Edmondson Park, for the year ended 31 December 2024. This data is taken from the 2024 financial return to the Australian Government, Department of Education and Training.



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## School Policies

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Catholic schools in the Diocese of Wollongong are committed to fostering a safe, nurturing, and supportive environment for all members of the school community. This commitment is guided by the principles, guidelines, and procedures outlined in the [Code of Conduct Policy](#) which provides a framework for school leaders, students, staff, parents, and the wider community to cultivate a culture of safety, respect, and care.

In 2024, several actions were taken to actively promote respect and responsibility within the school community. These included targeted programs aimed at teaching students about respectful relationships, responsible decision-making, and the importance of empathy and kindness in all interactions. Schools also implemented peer support programs and student leadership initiatives that empowered students to model positive behaviours and mentor their peers. Ongoing staff professional development focused on restorative practices have further strengthened the emphasis on resolving conflicts constructively and maintaining harmonious relationships within the school.

All schools strictly adhere to CEDoW's [Student Pastoral Care and Wellbeing Policy](#) and the [Student Anti-Bullying Procedure](#), which emphasise student welfare and ensures that any incidents of bullying are dealt with promptly and effectively. These policies, along with the [Diocesan Complaints Handling Procedures](#), reflect the Diocese's ongoing commitment to transparency, accountability, and continuous improvement in creating safe and respectful school environments.

These key documents can be accessed on the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). It should also be noted that no changes were made to these documents in 2024.

In accordance with the NSW Education Reform Act 1990, corporal punishment is prohibited in all schools within the Diocese of Wollongong, further emphasising the commitment to creating a respectful and supportive learning environment for all students.

For additional information or to access policies and guidelines, please visit the school's website [www.sfccdw.catholic.edu.au](http://www.sfccdw.catholic.edu.au) or contact the school office directly.



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## Learning and Teaching

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At St Francis Catholic College, faith, learning, and wellbeing are deeply connected, forming the foundation of a holistic education that prepares students to navigate an increasingly complex world. In 2024, staff have continued to foster an environment where these three pillars work simultaneously ensuring that students grow academically, spiritually, and emotionally and strive for personal excellence to achieve their personal best.

The college delivers a curriculum that is both stimulating and challenging. From Years K-12, staff continued to embrace New Pedagogies for Deep Learning (NPDL), a learning framework that equips students with the competencies needed for an ever-changing world. By emphasising the 7C's, creativity, collaboration, communication, critical thinking, character, citizenship, and Catholicity, NPDL has empowered students to engage with real-world challenges in meaningful ways. By integrating NPDL principles, teachers have fostered deeper levels of student engagement, inquiry-based learning, and authentic student-led projects that extended beyond the traditional classroom.

A comprehensive assessment approach encompassing assessment for, as, and of learning ensured that evaluation served not only as a metric for performance but also as a catalyst for enhanced teaching and learning. Kindergarten students participated in 'Best Start' assessments to determine their foundational literacy and numeracy skills, with results shared with parents in Term 1. Formal academic reporting occurred biannually, supplemented by parent-teacher-student interviews. In 2024, the college introduced Learning Conferences for Years 7 and 8 students, providing them with an opportunity to engage in reflective discussions with their parents about their academic progress and learning goals.

The use of Performance Achievement Tests (PAT) Maths and English tests continued in 2024 and they provided valuable data on student learning. Students in Middle Years Learning continued to engage in various inclusive community or interdisciplinary projects that developed their skills in critical thinking, collaboration, and creativity.

Stage 5 students undertook 2, 200-hour elective courses, providing exposure to a range of disciplines offered in Stage 6. A rigorous subject selection process in Year 10 ensured that students pursued an appropriate academic pathway for the HSC, offering both an HSC or HSC + option.

The college delivered Vocational Education and Training (VET) courses in Stage 6 in Hospitality (Food and Beverage) and Construction. The SFCC 'Breezeway Café' continued to allow Hospitality students to gain practical industry experience in food and beverage service. Students have also completed courses through the NSW School of Languages and Secondary College of Languages.

In 2024, 24 students across Stage 6 were enrolled in STEM courses including Engineering Studies, Industrial Technology (Multimedia) and Software Design and Development offered externally by the University of Technology Sydney (UTS) Wanago Program. Students enrolled in these courses gain the opportunity for direct entry into UTS upon achieving a Band 4 or higher in their respective HSC subjects.

The Diverse Learning Team remains integral in supporting students with individualised learning needs. Fortnightly case collaboration meetings, along with parent consultations, ensured Personalised Learning Plans (PPs) were effectively implemented. The college promoted differentiated instruction across mixed-ability groupings in Years 7–10, alongside dedicated extension and enrichment opportunities in English, Mathematics, and Science.

Extension and enrichment programs across all stages of learning fostered intellectual curiosity, with students participating in initiatives such as the Da Vinci Decathlon, Ethics Olympiad, and STEM MAD. These programs provided avenues for advanced academic engagement and problem-solving.

At St Francis Catholic College, students are encouraged to develop talents across academic, cultural, and sporting domains. In 2024, the college offered a breadth of extracurricular activities, including debating, public speaking, chess, liturgical ministries, environmental initiatives, and a variety of sporting competitions at regional and diocesan levels.

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## Student Achievement

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The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects, 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

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 using individual iPads in Year 3 and MacBooks in Years 5, 7 and 9.

In Year 3 reading, there were 72% of students who were proficient (achieving Exceeding or Strong). In writing, 90% of students were proficient. In spelling, 80% of students were proficient and in grammar and punctuation, 70% of students were proficient. In Year 3 numeracy, 79% of students were proficient.

In Year 5 reading, there were 83% of students who were proficient and in writing, 87% of students were proficient. In spelling, 83% of students were proficient and in grammar and punctuation, 76% of students were proficient. In Year 5 numeracy, 83% of students were proficient.

In Year 7 reading, there were 80% of students who were proficient and in writing, 80% of students were proficient. In spelling, 87% of students were proficient and in grammar and punctuation, 71% of students were proficient. In Year 7 numeracy, 85% of students were proficient.

In Year 9 reading, there were 83% of students who were proficient and in writing, 83% of students were proficient. In spelling, 92% of students were proficient and in grammar and punctuation, 71% of students were proficient. In Year 9 numeracy, 76% of students were proficient.

### Reporting of Student NAPLAN Achievements

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	4	24	48	24
	5	1	16	58	25
	7	5	14	55	26
	9	1	16	58	25
Writing	3	1	9	73	17
	5	1	12	63	24
	7	2	17	60	21
	9	1	16	53	30
Spelling	3	6	15	49	30
	5	2	15	43	40
	7	1	12	53	34
	9	2	5	64	29
Grammar & Punctuation	3	6	24	54	16
	5	6	18	57	19
	7	5	24	55	16
	9	3	25	49	23
Numeracy	3	6	15	63	16
	5	3	13	69	15
	7	3	13	66	18
	9	4	20	68	8

## Higher School Certificate

In 2024, St Francis Catholic College had 97 students sit the HSC examinations. The HSC results saw St Francis Catholic College rank 132 in the state (up 14 places from 2023).

Highlights include:

- college Dux attained an ATAR of 98.6 and was also a distinguished achiever
- 20% of students achieved an ATAR above 90
- of the 24 subjects offered, 22 were above the state average (92%)
- 2 nominations for SHAPE (NESA's annual HSC Design and Technology, Industrial Technology and Textiles and Design showcase)
- 1 nomination for Encore (Outstanding performances and compositions by students presented for the 2024 HSC Music examinations).
- 32 students achieved a top Band result (Band 6/E4).
- St Francis Catholic College ranked the 13th highest systemic Catholic School in NSW
- 1 student received a \$5,000 UOW Principal's Recommendation Scholarship.

St Francis Catholic College congratulates all graduating students of 2024 on their wonderful achievements.

### Student Achievement (Band Performance)

Band Performance (%in bands)		Bands 1 & 2	Bands 3 & 4	Bands 5&6
English Standard	School	0.0	77.3	22.7
	State	7.6	79.0	13.4
English Advanced	School	0.0	8.0	92.0
	State	0.5	31.9	67.6
Mathematics Standard 2	School	10.2	59.3	30.5
	State	16.8	54.4	28.8
Mathematics Advanced	School	0.0	20.0	80.0
	State	5.2	44.8	50.0
Biology	School	0.0	70.8	29.2
	State	11.8	52.6	35.6
Business Studies	School	0.0	38.5	61.5
	State	12.8	49.7	37.5
Investigating Science	School	4.9	51.2	43.9
	State	7.0	57.0	36.0
Personal Development, Health & PE	School	0.0	50.0	50.0
	State	8.9	56.1	35.0
Studies of Religion I	School	2.9	55.1	42.0
	State	3.7	52.5	43.8
Studies of Religion II	School	0.0	30.0	70.0
	State	5.1	48.1	46.8

### Student Achievement (Mean Performance)

Band Performance (%)	Student Total	School	State
English Standard	67	76.9	71.4
English Advanced	25	85.3	82.0
Mathematics Standard 2	60	73.9	71.6
Mathematics Advanced	20	85.9	78.4
Biology	24	74.4	73.9
Business Studies	53	80.7	73.5
Investigating Science	41	77.5	74.6
Personal Development, Health & PE	17	80.6	74.0
Studies of Religion I	69	39.2	38.4
Studies of Religion II	11	82.6	77.5

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## Parent, Student and Staff Satisfaction

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St Francis Catholic College continued to uphold high standards of education, student well-being, and community engagement throughout 2024. As the college grows, so does its commitment to fostering a supportive and dynamic learning environment where students, staff, and parents feel valued. Feedback from parents/carers, students, and staff reflected strong levels of satisfaction, with high expectations for learning, behaviour, and communication remaining key strengths.

### Parents/carers

Parental/carer satisfaction remained strong in 2024, with feedback highlighting the college's commitment to communication, student well-being, and behaviour expectations.

The Tell Them From Me (TTFM) survey, completed by parents/carers measured key aspects of school satisfaction. Parents/carers recognised the college's clear behaviour expectations and commitment to student safety as strengths. Communication remained high, with parents/carers feeling well-informed and expressing confidence in school communication).

The establishment of the Friends of Francis further strengthened connections between the college and parents/carers. The college also ran information sessions by a Clinical Psychologist on helping children to learn and CatholicCare presentations on using social media appropriately and on moving into puberty for Stage 3 students.

### Students

Students continued to report high levels of engagement and inclusion at St Francis. The TTFM survey confirmed that students valued the high expectations set by staff (higher than TTFM norms) and felt supported in their learning environment.

The CatholicCare survey, which monitors student well-being, again identified family relationships as the most common challenge affecting students. A slight increase in students accessing college counselling services reflected a growing awareness of available support. While survey statistics on self-regulation and self-confidence were significantly higher than TTFM norms, academic-related anxiety remained an area for ongoing student well-being initiatives.

The 2024 Year 12 Exit Survey reflected a high level of student satisfaction at St Francis. When asked whether Year 12 had been a positive experience, 81% of students rated it 4 or 5 on a 5-point scale, with fewer than 4% providing a rating of 1 or 2. 82% of students felt well cared for during their time at the college, highlighting the strength of the pastoral care and support systems in place. These results affirm the college's commitment to holistic education, ensuring that students not only achieve academic success but also feel supported and engaged throughout their journey.



## Staff

Staff at the college remained highly engaged and committed to delivering quality education. TTFM staff responses reflected a collaborative and supportive teaching culture, with broad discussions about teaching and assessment scoring highly. Teachers also expressed confidence in the college's learning environment, reporting - feeling they could work with school leaders to create a safe and orderly school environment, establishing clear expectations for classroom behaviour, and setting high expectations for student learning.

Staff continued to utilise Pivot Professional Learning data to refine their teaching approaches and provide students with quality learning experiences.

## Conclusion

The 2024 community satisfaction results reaffirm St Francis Catholic College's commitment to excellence in education, student well-being, and staff development. High expectations, clear behaviour guidelines, and a culture of collaboration and continuous improvement remain central to the college's success.