

# 2020

## ANNUAL SCHOOL REPORT

# St Francis

Catholic College  
Edmondson Park



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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). 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 School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

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 2021.

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

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Parish Priest: Fr Bosco Son

Principal: Simon Abernethy

Date: 10 February 2021

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## Vision Statement

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St Francis is a Christ-centred K-12 Catholic College that draws on strong tradition and community partnerships to develop excellence in quality education and pastoral support. Our graduates are holistic, liberated, lifelong learners who reach their potential by living the Gospel values to become active, responsible global citizens.

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## Message from Key School Bodies

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### ***Principal's Message***

2020 has been a year of significant growth for St Francis Catholic College. Enrolments extended from Kindergarten to Year 10 and approximately 200 additional students joined the college. This was complemented with the addition of approximately twenty new staff and the construction of the second permanent building the 'Performance Centre' which included two state-of-the-art music rooms, four associated music practice rooms, a performance space for the College Band, a dance studio, a drama workshop, fitness gymnasium and a large undercroft area. These new facilities combined with the excellent new facilities in the 'Innovation Centre' for Science, Technology & Visual Arts will certainly support good learning in these specialist curriculum areas.

The college continued to refine its Positive Behaviours for Learning (PB4L) framework. It was key to inducting and explicitly teaching policy and procedures to students and their families for the developing college site. A strong sense of community among staff, students and parents remains evident despite COVID-19 challenges.

### ***Parent Involvement***

The college developed a collaborative framework known as 'Family College Partnerships' to build stronger engagement. This proved very successful and it was the intention to continue these face-to-face meetings with parents and carers throughout 2020, however, COVID-19 restrictions made it impossible to meet in person. One Zoom meeting of the Family College Partnership group went ahead to provide updates on college growth and the building program. It was well received.

*Parents and Friends Association Executive*

### ***Student Leadership***

St Francis College is committed to the development of the leadership potential of each student and provides leadership opportunities for all levels. Leadership skills are taught and students are encouraged to be involved in leadership opportunities in a variety of ways, both formal and informal. The college considers all leadership to be that which emulates Jesus Christ's model of 'servant leadership'. All students are encouraged to show leadership by following the college rules, to be respectful and lead with open hearts and open minds.

Students have a variety of opportunities to develop their leadership skills by volunteering for a number of opportunities. These include assisting on the College Open Day as well as the College Enrolments Day. The college has developed a culture over the past few years where there is a very high rate of students volunteering to assist in a number of areas.

The Middle Years "Eddies" group continued to function in 2020. Students in Year 7 and 8 were able to self-nominate to assist with the younger students during break time to support their social interactions. All students that were part of this team were involved in a workshop that taught restorative practice skills, elements of child protection and resolving conflict.

The Middle Years Leaders played a significant role in the orientation process of all Year 7 students for 2021 at the college. They collaborated with staff on the design of the day and also led sessions. To support the new students coming to the college they also further developed a Year 7 Orientation web page that was designed to provide information to make their transition to the college easier.

The Youth Ministry Leaders played an important role in establishing a relationship with CatholicCare Liverpool to organise Christmas Hampers. Each Pastoral Class, K-10, was given a family in the Liverpool area to organise a hamper for.

The new Leadership Year began in Term 4 2020. The leadership structure now includes one House Leader for Junior, Middle and Senior Years of Learning. Youth Ministry Leaders were also elected from the Senior Years.

*School Leaders*

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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-10 and has a current enrolment of 867.

The college was established in 2017 and is the result of a partnership between the Diocese of Wollongong and Edmund Rice Education Australia. St Francis 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 truly unique Catholic school. It will quickly grow to offer co-educational enrolments from Preschool to Year 12. St Francis is genuinely one school and is not a traditional primary school and high school co-existing on the one site. Being a P-12 school, St Francis will take advantage of specialist facilities and specialist teachers for students who may well be with the college for the full thirteen years of their compulsory education. The college is part of an international network of schools with links to schools in the Edmund Rice tradition in India, Ireland and Africa. This may allow students to learn more about life in different countries, encourage international relationships and may lead to opportunities for immersion as senior students.

### ***Student Enrolments***

2020 Enrolments	
Boys	424
Girls	443
Total	867
Aboriginal and Torres Strait Islander	15
LBOTE	741

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](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 2020.

## **Student Attendance**

<b>2020 Attendance</b>	<b>Male</b>	<b>Female</b>
Kinder	94%	93%
Year 1	91%	93%
Year 2	94%	94%
Year 3	93%	93%
Year 4	91%	92%
Year 5	93%	92%
Year 6	92%	92%
Year 7	93%	93%
Year 8	90%	90%
Year 9	91%	88%
Year 10	93%	92%
Whole school	92%	91%

### **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 Classes (5-10) 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 College Reception. Daily absence notifications are available in the electronic attendance system so teachers can monitor current student attendance information. Parents are contacted by SMS messages daily and by phone where absences exceed three consecutive days without explanation.

The monitoring of student non-attendance or partial attendance is initially the responsibility of the classroom teacher (K-4) or Pastoral Class teacher (Yrs 5-10). Summary reports of lateness, early leavers, explained and unexplained absences are printed from Compass and distributed to the classroom/pastoral teacher who contact parents 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. Serious or ongoing concerns are dealt with by the Stage/Year Coordinator in conjunction with the Assistant Principal and/or the Principal. An attendance improvement meeting is arranged with all stakeholders to address the factors that are causing the frequent absences and strategies are discussed to improve attendance and/or punctuality.

Where necessary, intervention is also sought from the CEDoW 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 contact cannot be made to verify the student's attendance. All attendance records are registered and maintained through the electronic databases of Compass and SAS2000.

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).

***Destination Survey***

<b>2020</b>	<b>Year 10</b>
No of School Leavers	5
University	-
TAFE/Tertiary	-
Employment	5
Other School	-
Other/Unknown	-

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## Staffing Profile

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There are a total of 70 teachers and 23 support staff at St Francis Catholic College. This number includes 59 full-time, 11 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	8
Proficient	62
Highly Accomplished / Lead	0

### ***Teacher Attendance and Retention***

The average daily teacher attendance rate for 2020 was 95.8%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2019 to 2020 was 93%.

### ***Professional Learning***

During 2020 St Francis Catholic College personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. St Francis Catholic College whole school development days involving 74 staff. These days focused on:
  - Pastoral Care and Positive Behaviours for Learning - merit system, house system, behaviour management, student tracking (academic and pastoral), first aid procedures
  - Compliance - Teaching and Learning program compliance, college structures, policies, procedures, child protection and WHS
  - Assessment and Reporting
  - Franciscan Spirituality
  - Staff & Student Wellbeing.
  
- B. Other professional learning activities provided at school level including CEDoW run courses:
  - Child Protection
  - Understanding Dyslexia & Significant Reading Difficulties
  - Understanding Autism
  - Selective Mutism
  - Apple Distinguished Teacher i-Pad Program
  - Early Literacy PD
  - Transition for School
  - Leading Learning Network Meetings
  - Alight for the World
  - Lamplighters Spirituality Program
  - Curriculum Compliance

- National Consistent Collection of Data
- Aboriginal & Torres Strait Islander (ATSI) network meetings
- Early Career Teacher PD
- Mentor Training
- Best Start Training
- Literacy and Numeracy Progressions Training
- Leadership IN Learning Course
- Leadership FOR Learning Course
- Aspiring Leaders Course
- Gifted and Talented network Meetings
- Secondary Religious Education PD
- PB4L Training
- Edmund Rice Education Australia - a variety faith formation and leadership induction
- Leadership Retreats (Principal/Assistant Principal/REC)
- NAPLAN Online PD
- Mini COGE Gifted and Talented Course
- EAL/D PD
- NCCD Modules
- Resuscitation and Basic Emergency Care
- Suicide Prevention PD
- Early Career Teacher Support Program.

The average expenditure by the school on professional learning per staff member was \$156.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$361.

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## Catholic Life & Religious Education

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St Francis celebrated its Catholic identity throughout the year through whole college celebrations such as feast days, liturgies, and assemblies. Also, through Religious Education programs and the creation of sacred spaces for prayer within classrooms. Liturgical celebrations were planned collaboratively with the Parish Priests of Macquarie Fields to ensure they were meaningful and appropriate to the students. Major feast days were celebrated by liturgical prayer for Blessed Edmund Rice and St Francis of Assisi via remote viewing. Further, the college “live-streamed” a Mass to celebrate the end of the school year and had representatives at Diocesan Masses such as the Diocesan Education Mass. Prior to remote learning, the college participated in the Diocesan launch of Projection Compassion. On returning to the college after remote learning students contributed to the St Vincent de Paul Appeal, ‘Knit for Need’ Winter Clothing Appeal. Class Masses were limited due to COVID-19 but those that occurred were held on organised dates in the early part of the year.

Liturgies were held remotely via Zoom for Holy Week and Mary MacKillop Feast Day. A culture of prayer existed which was evidenced by college prayer at assemblies, staff, and class prayer.

All class teachers taught an academically rigorous curriculum based on the current Religious Education Curriculum. The curriculum was further supported with ‘To Know, Worship and Love’ textbooks (with an Online platform), Understanding Faith Online, and various resources such as Storytelling Kits. Students in Years 5 and 6 were given the experience of participating in the Diocesan Christmas Art Competition where they were able to reflect upon their understanding of scripture through Visual Arts. The work of three students was considered worthy of display at the Wollongong Regional Art Gallery, with one student being named as a finalist and having their artwork entered into the Sydney Christmas Art Competition. At the Sydney Christmas Art Competition (comprising finalists from Sydney, Bathurst, and Wollongong diocese), three St Francis students received awards including 2nd overall, Artistic Achievement, and Highly Commended.

During Terms 1 and 2, remote learning was used as the primary means of pedagogy for K-4, utilising online platforms such as CEDoW “Pray School”, “Behind the Good News CEDoW” and Seesaw. For Middle/Senior Years, RE lessons were delivered via Google Classroom.

A regular “Junior and Middle Years/Senior Years” Religious Education section has been established in the college newsletter in order to highlight the Catholic Life of the college and allow access and inclusivity for all members of St Francis Catholic College community. These articles provide a snapshot of the learning which occurs in the RE classroom and any social justice initiatives occurring.

Year 6 students participated in a day-long immersive spiritual experience, named ACTIVATE Fire. A range of sessions were on offer throughout the morning and afternoon which included a mix of singing and prayer, discussion and reflection, games, workshops. It was based on the Year 6 Religious Education unit, Confirmation: Celebrating the Gift of the Holy Spirit. The experience gave the children a taste of the youth ministry initiatives which they will be offered in secondary school and a chance to share in the Catholic mission to spread the word and love of God through words and action.

Year 6 could not celebrate a special Mass with the Bishop and other Year 6 students in 2020 but they participated in a liturgy receiving a prayer card from Bishop Mascord that encouraged students to think about how they can care for others in their school, their parish, their home and in their community.

Students in Years 6-10 did not have the opportunity to participate in LIVE events facilitated by the Wollongong Youth Ministry Team this year due to COVID-19.

The students in Years 7&8 experienced NET Encounter Retreat days. Each day had a particular theme which was chosen to link with the pastoral needs of the students. Each retreat day was designed to engage students through a combination of creative media relevant to contemporary youth culture including music, drama, sports, games and the sharing of real-life stories, movie clips and newsworthy events to present the Gospel as a message that is relevant to students’ daily lives. The themes addressed were:

- Year 7 - Leadership
- Years 8 and 9 - Social Justice
- Year 7-10 Leaders 2021 had a Leadership day facilitated by the CYMW team which explored the challenges of leadership and their faith journey.

The college planned and promoted social justice by supporting charitable initiatives. Donations made by the college to Catholic charities included: Caritas Australia Project Compassion \$500, 'Knit for Need' Winter Clothing Appeal, and Catholic Mission Australia \$1,024 through Crazy Sock Day donations. The college also worked with CatholicCare, Campbelltown to support local families in need during the Christmas period. Staff and students collected food, presents and home essentials for the Christmas Hamper Appeal.

Steps were taken to establish a Narragunnawali Reconciliation Action Plan (RAP) in 2020. A working group of three were brought together to carry out a reflective survey of St Francis in terms of reconciliation actions. A vision statement was written and a series of fourteen actions were identified to fulfill RAP submission requirements. A Reconciliation Action Plan (RAP) is a formal statement of commitment to reconciliation in line with our Catholic Social Teachings and College Vision and Mission statements. The working party is currently seeking feedback from Leadership and staff before submitting the RAP to Reconciliation Australia.

Staff members participated in Diocesan spirituality programs via Zoom and also participated in spirituality programs offered by Edmund Rice Education Australia via Zoom.

### ***Religious Literacy Assessment***

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *Religious Literacy Assessment* program for 2020.

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## School Review and Improvement

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School Review and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

### ***School Review and Improvement components reviewed and rated in 2020:***

#### **Key Area 1: Catholic Life and Religious Education**

##### 1.3 Catholic Life and Culture

Goal: By the end of 2020, the college will have provided numerous opportunities for the school community to participate actively in Catholic life & the life of the parish and the wider Church.

#### **Key Area 2: Students and their Learning**

##### 2.5 Pastoral Care

Goal: By the end of 2020, staff and students will be supported by a network of pastoral care which reflects the college's mission and vision for learning and is a shared responsibility between all members of the college community. Effective structures, services and programs will be in place to ensure the care, wellbeing of staff & students.

#### **Key Area 3: Pedagogy**

##### 3.2 Provision for the diverse needs of learners

Goal 1: By the end of 2020, a holistic and inclusive approach to the provision for the diverse needs of students is clearly evident across the curriculum. There is a proactive commitment and capacity to provide for the diverse learning needs of students.

Goal 2: The school provides a rigorous curriculum and programs which include high expectations for student learning. College programs are collaboratively planned and continuously evaluated and reflect a whole-school student-centred approach.

Goal 3: By the end of 2020, the college has highly effective processes and practices to ensure that students' learning needs are identified and met through appropriate intervention. Student progress is monitored, tracked, regularly reviewed and appropriately communicated.

### ***School Review and Improvement components to be reviewed and rated in 2021:***

#### **Key Area 1: Catholic Life and Religious Education**

##### 1.3 Catholic Life and Culture

Goal: By the end of 2021 the college will have provided a comprehensive range of programs and local initiatives so that students are educated to respect the human dignity of all persons and to exercise compassion for the poor and marginalised.

## **Key Area 2: Students and their Learning**

### 2.5 Pastoral Care

Goal: By the end of 2021 the college has effective structures, services and programs in place so that students discerned to be at risk of harm and needing intervention are identified, managed and supported.

## **Key Area 3: Pedagogy**

### 3.3 Teaching practices

Goal: By the end of 2021 the college will have a whole school approach to literacy so that all stakeholders have a shared understanding of quality literacy instruction.

### 3.4 Planning, programming and evaluation

Goal: By the end of 2021 multiple sources of data are analysed to assess learning across the college so that future planning strategically addresses areas of improvement and all teaching and learning programs meet the learning needs of every student.

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## Financial Summary

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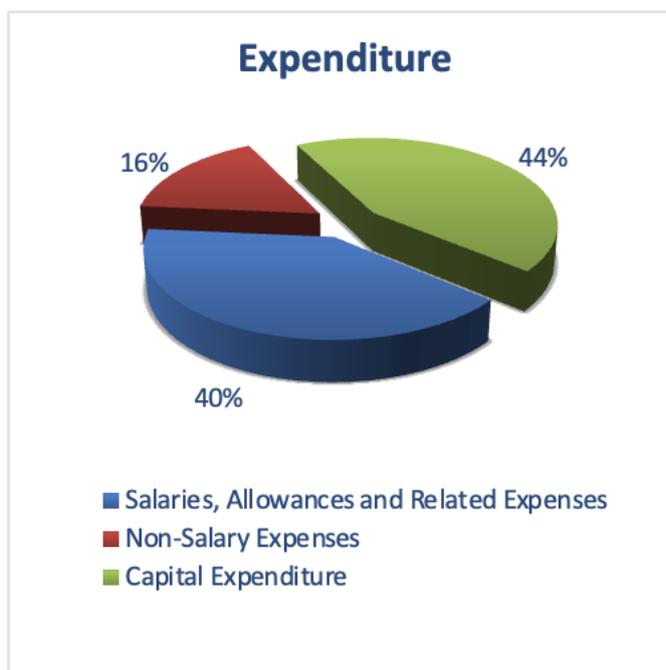
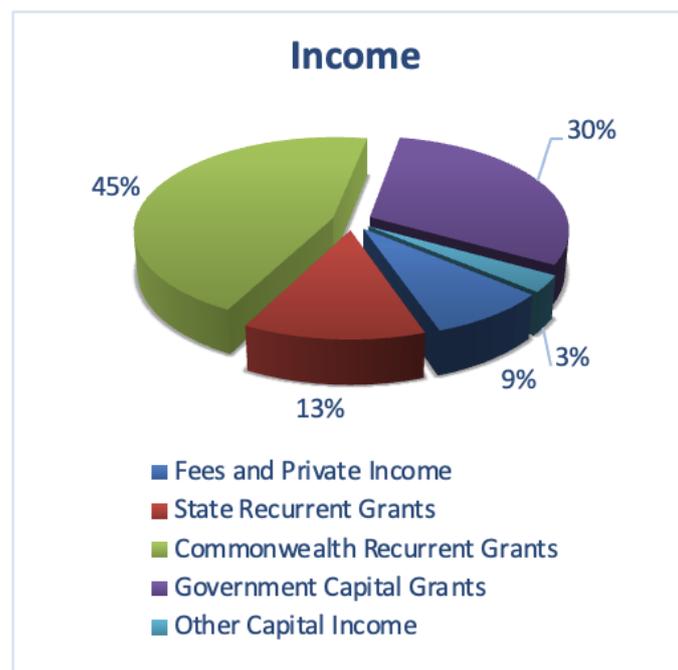
Substantial resource expenditure has occurred throughout 2020 to cater for the approximately 200 additional students and twenty new staff. Construction of the new 'Performance Centre' was completed and this along with many resources for this building was a considerable part of the operating budget for 2020. The Performance Centre provides music facilities, dance and drama theatres and a fitness gymnasium.

All Key Learning Areas (KLAs) required additional expenditure to establish teaching and learning resources. Significant investments were also made in learning technology resources and college library resources. Sporting and playground equipment additionally had to be planned and purchased.

Funds collected in the form of a Community Project Levy were retained. It is hoped that these funds will support the significant expenditure required to provide playground equipment for Junior Years students when the site can be accessed.

COVID-19 had an impact on both income and expenditure due to the cancellation of many routine activities and professional development opportunities.

The following graphs reflect the aggregated income and expenditure for St Francis Catholic College, Edmondson Park for the year ended 31 December 2020. This data is taken from the 2020 financial return to the Australian Government, Department of Education and Training.



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## Student Welfare

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The approach to pastoral care at St Francis Catholic College is founded on the Gospel values of respect, dignity, equity, fairness and justice where students can learn in a safe and supportive faith-filled environment that is inclusive of all people. Additionally the charisms of both St Francis of Assisi and Blessed Edmund Rice of presence, compassion, liberation, altruism, social justice and love of the environment are deeply embedded into the pastoral care program and merit system.

Every staff member in the college has the shared responsibility for monitoring student wellbeing and for engendering a harmonious and supportive environment. This team approach, based on respect for the dignity of each person, results in quality relationships between staff and students. Students are assigned to a classroom teacher (K-Yr 4) or pastoral care teacher (Yrs 5-10) who is primarily responsible for their day to day wellbeing and for addressing issues of concern with parents. This provides a style of caring where every student is treated as an individual with specific pastoral needs. The pastoral teacher is part of a team managed by a Stage/Year Coordinator, Junior Years Pastoral Care Leader, Assistant Principal Pastoral Care, College Counsellor and other members of the Leadership Team.

Despite restrictions surrounding COVID-19 impacting on some elements of the Pastoral Care Program, the college maintained high quality pastoral care particularly during periods of remote learning through daily online wellbeing check-ins, regular phone calls to parents and live-streamed Zoom lessons, meetings and other year group activities.

In 2020, the college offered a variety of activities and programs that addressed many areas of wellbeing and social and emotional competencies and character strengths. Throughout remote learning, there was a heightened focus on resilience, mental wellbeing and social connectedness. Some of the activities and programs offered to students include:

- Digital Citizenship Program Kindergarten -Year 10
- Various leadership Programs including the Year 4 and Year 10 Buddy Program, Year 4 and Year 5/6 transition to Middle Years Program, Year 3 Leadership Program, Year 1 and 6 Buddy Program and Kindergarten Better Buddies Program with Year 5, EDDIES/JEDDIES Leaders
- Kindergarten and Year 7 Orientation
- Year 2 and Year 4 CatholicCare Mindfulness Program
- Social skills interventions (Kindergarten - Year 4)
- Elevate Study Program for Years 9 and 10
- Outdoor Education Camp for Years 7, 9 and 10
- Activate Fire
- Reflection days with guest speakers including Chris Doyle
- NET Encounter Days
- End of Stage celebrations for Year 4 and Year 8
- Supporting Catholic Charities, including St Vincent De Paul Winter Appeal, Catholic Care hampers, Knit 4 Need, Catholic Mission Socktober,
- Year 9 Youth Aware of Mental Health Program
- Introduction to Stage 6 Transition Program
- Year 10 Staff/Student Mentor program
- Middle Years/Senior Years Leaders and Youth Engagement Leaders (YEL's) - Leadership training day conducted by Catholic Youth Ministry Wollongong
- Gold Award Excursion
- Sabbath Week (Wellbeing Week)
- Year Group Pastoral Days
- Collaboration with Catholic Care Counsellors
- Embedding the Respectful Relationships Framework into the Pastoral Care Program

- Year 4 Cybersteam Program.

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*** forms 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](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2020.

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: [www.sfccdw.catholic.edu.au](http://www.sfccdw.catholic.edu.au) or by contacting the school office.

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## Learning and Teaching

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Professional development around teaching and learning in 2020 was driven by School Review and Improvement goals and Diocesan priorities.

### ***Curriculum and Pedagogy***

A significant focus for 2020 was to continue to build a strong culture of collaboration and reflection. Staff received professional development around what it meant to be part of a Professional Learning Community and timetables were designed to build in time for collaboration between staff. All teachers were organised into collaborative teams that worked on common goals.

Throughout 2020, teachers also received professional development on quality differentiation to ensure teaching and learning programs cater for the diverse needs of students. All staff worked on ensuring programs were collaboratively planned and continuously evaluated to reflect a whole-school student-centred approach. Furthermore, the school worked on developing highly effective processes and practices to ensure that students' learning needs are identified and met through appropriate intervention.

As a result, during 2020, the focus was on:

- quality differentiation
- rigorous curriculum and programs with high expectations
- reviewing and developing processes and practices in Diverse Learning.

The continuation of the K-4 Instructional Coach and 5-10 Literacy and Numeracy Instructional Coaches saw significant professional development and resources allocated to the improvement of Literacy and Numeracy K-10. Unfortunately, due to COVID-19, the college only had one collaborative inquiry in K-4 which had a focus on explicitly teaching vocabulary during modelled reading.

### **Middle Years Learning Attributes**

2020 saw the continual development across the six Essential Attributes of Middle Years Learning, they being: collaborative; integrative; student centred; engaging; skills focused; and pastoral.

**Pastoral:** All Middle Years Pastoral programs included the development of Social Emotional Learning Skills. The Inclusive Community Project was implemented in Stage 3 only this year. The project is designed to empower students to become community minded and active citizens who contribute positively to society and the global community. It is linked mainly to the Justice and Solidarity Touchstone of the Edmund Rice Charism.

**Collaborative, Engaging, Student Centred and Integrative:** Teaching teams worked together to design learning experiences. Teachers from various KLAS collaboratively planned learning and assessment experiences that included Interdisciplinary Projects in Years 5 and 7 and the Inclusive Community Projects in Stage 3. These projects were relevant and exploratory and connected our learners to real world experiences promoting imagination and curiosity.

**Skills Based:** The five Success Skills, Communication, Collaboration, Critical Thinking, Creative Thinking and Self Management was implemented into the Integrated Projects and some specific discipline areas to focus on developing 21st Century skills. These skills incorporate the national curriculum's general capabilities.

## ***Cross Curriculum***

### **EAL/D**

Data collected from the WSPELP (Language Background Survey) indicated a significant proportion of students with an EAL/D background. CEDoW supported the college with the employment of two specialist part-time EAL/D teachers and one specialist full-time EAL/D teacher to work with identified students from K to 10.

The whole staff engaged in professional development throughout the year which targeted the following:

- K-4 - Reading focus; Visual Literacy, Unpacking Phasing Data; Embedding EAL/D Strategies in Teaching and Learning Programs
- 5-10 - Writing Focus; Unpacking Phasing Data; Embedding EAL/D Strategies in Teaching and Learning Programs.

## ***Meeting the needs of all students***

### **Extension and Enrichment Program**

2020 saw the introduction of a full-time Extension and Enrichment Teacher to ensure the college continued to refine and improve the structures already in place to support students who require extension and enrichment.

At St Francis, the college believe in serving the needs of each individual learner by providing teaching and learning experiences both within and beyond the classroom that are authentic, relevant, dynamic and creative. The extension and enrichment opportunities offered endeavour to ensure the needs of all learners are met.

Initiatives included:

- QUBE Project
- ThinkCAP Program
- Da Vinci Decathlon
- Tournament of Minds
- Year 7, 8, 9 and 10 Extension English and Mathematics classes
- Mentoring Programs
- Some external camps and other opportunities on holidays/weekends e.g. Code Camp.

## ***Expanding Learning Opportunities***

### **Extra-Curricular**

As a developing college, students at St Francis were offered significant opportunities to participate in extracurricular activities. Some of the options available were:

- MISA debating
- environmental club
- choir
- MISA public speaking competition
- Aboriginal and Torres Strait Islander experiences
- sporting experiences such as gala days and carnivals
- Music Bus
- coding camp
- band
- Dance/drama/circus arts clubs
- MISA Youth of the Year
- CSDA Public Speaking.

Unfortunately, due to COVID-19, some of these initiatives did not run for the expected duration.

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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 and presentations. 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**

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *National Assessment Program – Literacy and Numeracy (NAPLAN)* testing for 2020.

### **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 five students in 2020.

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## Parent, Student and Staff Satisfaction

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The College's Family Community Partnership Program that was established in 2019 and liaises with parents and carers was suspended in 2020 due to COVID-19 restrictions.

Surveys conducted to determine parent, student and staff satisfaction indicated the following:

- Students felt well supported both pastorally and academically, demonstrated high levels of engagement in learning and felt that the college provides numerous opportunities for their spiritual formation. A small number of students identified that they found remote learning highly challenging, however the majority indicated that the work provided remotely allowed them to continue their learning successfully
- Parents were highly satisfied with the communication from the college, especially around COVID-19 alerts. Parents identified a loss of a sense of community when COVID-19 restrictions significantly confined their access to the college
- Staff feedback indicated that the introduction of remote learning had a significant impact on their workload however staff were satisfied that they had produced quality online work to support student learning. Staff satisfaction at the end of the year was high.

The college will participate in a Cyclic Review in 2021 and it is expected that significant parent, student and staff satisfaction data will be collected at this time.



**CATHOLIC EDUCATION**  
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