

2021

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 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 2022.

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

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Edmondson Park NSW 2174

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Website: www.sfccdw.catholic.edu.au
Parish Priest: Fr Bosco Son

Principal: Simon Abernerthy
Date: 2 December 2021

Vision Statement

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.

Message from Key School Bodies

Principal's Message

2021 has been a year significantly impacted by COVID-19. Throughout Term 3 through to mid Term 4, students learnt remotely, with schools closed to onsite learning. COVID-19 restrictions throughout the academic year markedly affected the work of students and teachers and interactions with parents.

Despite these challenges, the community of St Francis experienced many highlights. The year saw strong growth in enrolments which extended from Kindergarten to Year 11 and approximately two hundred additional students joined the college. This was complemented with the addition of approximately eighteen new staff and the completion of Stage 3 & 4 buildings, providing a 1,700 seat college hall and a Middle Years Block with eighteen state-of-the-art classrooms and two practical activity rooms. 2021 NAPLAN results were particularly pleasing with students performing well above state and national means in all domains. The first HSC cohort commenced the HSC course of study in Term 4. The college presented its first College Captains, and a St Francis student was named as Diocesan Secondary Sportswoman of the Year.

Parent Involvement

The college developed a collaborative framework known as 'Family College Partnerships (FCP)' to build stronger engagement with parents and families. This proved very successful, and it was the intention to continue these face-to-face meetings throughout 2021. In March, FCP committees were established in two areas. A Care Committee was established to provide support to families experiencing grief, financial hardship or domestic violence. A Social Committee was also established to emphasise inclusivity and encourage parents/carers to meet as a community. Unfortunately COVID-19 restrictions made it difficult for these groups to meet and achieve their goals for the year.

Family College Partnership Committee Member

Student Leadership

For 2022, student leaders were chosen as two College Captains, two Junior House Captains (K-4), two Middle Years House Captains (Years 5-8) and two Senior House Captains (Years 9-12) and four Youth Engagement Leaders. This modest student leadership structure reflects the smaller senior cohorts which are typical of newly developed schools. It is anticipated that as the senior year group sizes increase, so too will the range of opportunities for student leadership.

Student leaders meet with the College Leadership Team and provide student voice to decision making. They act as role models to peers and provide pastoral support.

Student Leaders

School Profile

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-11 and has a current enrolment of 1,069.

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 takes 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.

Student Enrolments

2021 Enrolments	
Boys	505
Girls	564
Total	1,069
Aboriginal and Torres Strait Islander	17
LBOTE	894

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 2021.

Student Attendance

2021 Attendance	Male	Female
Kinder	95.5%	95.0%
Year 1	96.3%	95.9%
Year 2	94.9%	95.2%
Year 3	95.9%	96.9%
Year 4	96.1%	96.1%
Year 5	94.7%	96.0%
Year 6	95.2%	96.0%
Year 7	94.8%	94.6%
Year 8	94.6%	94.6%
Year 9	93.6%	94.2%
Year 10	94.7%	92.0%
Year 11	96.1%	95.1%
Whole school	95.6%	95.0%

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 (5-11) 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 5-11). 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.

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 Attainment in Senior Years

The Year 11 cohort 2021 is a small cohort of 38 students

Years 11 - 2021	
% of students undertaking vocational training or training in a trade during Years 11	0%
% of students who have completed at least one (1) VET course in either Year 11	18%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	na

Destination Survey

2021	Year 10	Year 11	Year 12
No of School Leavers	2	3	-
University	-	-	-
TAFE/Tertiary	0	0	-
Employment	0	3	-
Other School	2	0	-
Other/Unknown	0	0	-

Staffing Profile

There are a total of 83 teachers and 27 support staff at St Francis Catholic College. This number includes 68 full-time, 15 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	6
Proficient	77
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2021 was 96.4%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2020 to 2021 was 95%.

Professional Learning

Unfortunately COVID-19 restrictions had a significant impact on the number of professional learning opportunities available. During 2021 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 110 staff. These days focused on:
 - Positive Behaviours for Learning
 - Literacy Development K-10
 - Assessment & Reporting.
- B. Other professional learning activities provided at school level including CEDoW run courses:
 - Literacy for Instructional Coaches (2 staff)
 - Early Career Teacher Mentor/Mentee (8 staff)
 - National Consistent Collection of Data Training (5 staff)
 - Lamplighters Spirituality (4 staff)
 - VET Construction Training (1 staff)
 - VET Training Hospitality (1 staff)
 - Kinder Spot Training (1 staff)
 - Blended Online (Autism) Training (2 staff)
 - English as an Additional Dialect (EAL/D) Induction (3 staff)
 - Alight for the World (7 staff)
 - Challenging Maths (21 staff)

- Phonemic Awareness (3 staff)
- STEM (1 staff)
- Understanding & Supporting Behaviour for Early Career Teachers (4 staff)
- Tech 1 ICT Training (6 staff)
- Curriculum Support for Early Career Teachers (4 staff)
- Learning in Leadership (1 staff)
- Assessment & Reporting (2 staff)
- Differentiation in Mathematics (1 staff).

The average expenditure by the school on professional learning per staff member was \$186.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$408.

Catholic Life & Religious Education

St Francis had very few whole college celebrations such as feast days, liturgies, and assemblies this year due to significant COVID-19 restrictions. If celebrated events were generally “live streamed” to classrooms.

A culture of prayer was maintained and was evidenced in lessons both online and in classrooms.

Class teachers taught an academically rigorous curriculum based on the current Religious Education syllabus. Religious Education lessons were 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, which was conducted as a virtual online competition. Students were asked to reflect upon their understanding of scripture through Visual Arts. One of the students who had his artwork chosen for display in the Diocesan Christmas Art Competition won the Director’s Award. His artwork was then entered in the Sydney Christmas Art Competition (comprising finalists from Sydney, Bathurst, and Wollongong diocese) and was awarded a major prize.

The college made a donation to Caritas Australia Project Compassion \$4,315. The college normally supports Catholic Missions however students and staff were in lockdown during their normal appeal period. 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.

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 2021.

School Review and Improvement

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 2021:

Mission Dimension 1 – Mission and Catholicity

Focus Area: Catholic Life and Culture

Strategic Intent Statement/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.

Mission Dimension 2 – Learning and Teaching

Focus Area: Teaching practices

Strategic Intent Statement/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.

Focus Area: Planning, programming and evaluation

Strategic Intent Statement/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.

Mission Dimension 3 – People and Culture

Focus Area: Pastoral Care

Strategic Intent Statement/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.

School Review and Improvement components to be reviewed and rated in 2022:

Mission Dimension 1 – Mission and Catholicity

Focus Area: Religious Education - Faith in Action

Strategic Intent Statement/Goal: By the end of 2022, the college will develop a plan which outlines 'faith in action' as a central tenet of our charism.

Mission Dimension 2 – Learning and Teaching

Focus Area: Educational Potential - Literacy

Strategic Intent Statement/Goal: By the end of 2022, there will be a whole school approach to the teaching of Literacy so that there is consistent, quality instruction that meets the needs of all students.

Focus Area: Assessment

Strategic Intent Statement/Goal: By the end of 2022 the college will implement professional learning to ensure a differentiated and continuous school-wide focus on assessment, so that quality data is used to inform teaching and learning and monitor student achievement.

Mission Dimension 3 – People and Culture

Focus Area: Pastoral Care

Strategic Intent Statement/Goal: By the end of 2022 the college will develop , document and implement a whole school approach which supports key student transition points.

Financial Summary

Substantial resource expenditure has occurred throughout 2021 to cater for the approximately 200 additional students and twenty new staff. Construction of the new college hall and Middle Years Block was completed and this along with many resources for these buildings were a considerable part of the operating budget for 2021.

The college hall has been designed to accommodate 1,700 students and is a fantastic indoor venue for whole school assemblies, liturgies, Masses, celebrations, lessons, sport and provides an indoor playground venue to escape from poor weather.

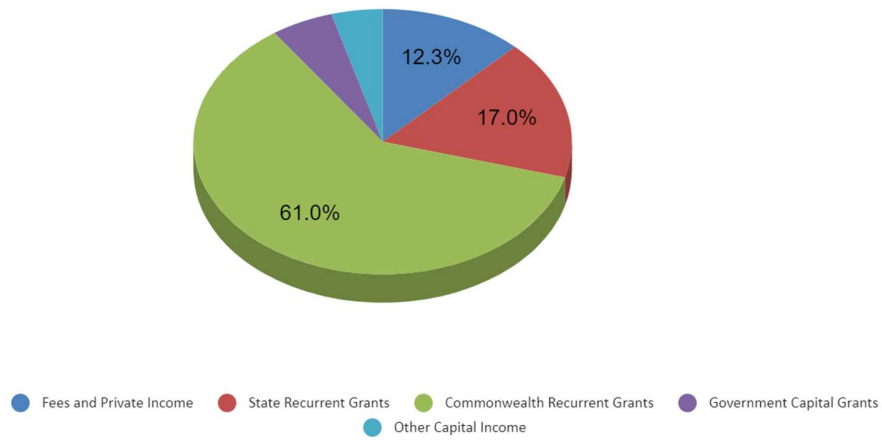
The Middle Years Block provides eighteen general learning classrooms with operable walls to create flexible learning spaces. Each links to a substantial breakout space for flexible collaboration and intervention. The block also has two Practical Activity Spaces which allow students specialist spaces to engage in arts and crafts.

The library was relocated at the end of 2021 to the former demountable Hall which afforded the library considerably more space and allowed for the incorporation of ICT support staff. It is hoped that the increased space in the library will accommodate more resources, students and lessons.

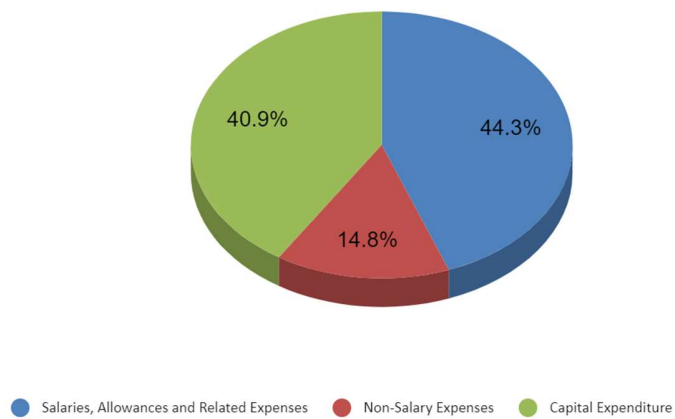
COVID-19 had an impact on both income and expenditure due to the cancellation of many routine activities and professional development opportunities.

The following graphs reflect the aggregated income and expenditure for St Francis Catholic College, Edmondson Park for the year ended 31 December 2021. This data is taken from the 2021 financial return to the Australian Government, Department of Education and Training.

Income



Expenditure



Student Welfare

Pastoral care at St Francis Catholic College aims to ensure that all students are able to develop spiritually, intellectually, emotionally, socially, and physically in an environment which is safe and conducive for learning. At St Francis, there is an understanding that pastoral care encompasses the shared responsibility of every member of the college community including staff, students and parents to ensure the wellbeing of every student.

The pastoral programs are underpinned by the charisms of St Francis of Assisi and Blessed Edmund Rice and centre around the values of inclusion, respect, liberation, social justice and love of the environment. Furthermore, with research indicating the clear link between wellbeing and academic achievement, aspects of positive wellbeing and social-emotional learning are integrated into most areas of the pastoral care programs.

2021 saw a refinement of existing programs to meet the individual needs of cohorts. Additionally, as the college entered into Stage 6, pastoral programs for this group primarily focussed on academic rigour, goal setting and study skills as students prepared for their HSC year commencing in Term 4.

The college's approach to pastoral care was significantly impacted by the lockdown and ongoing restrictions associated with COVID-19. This provided an opportunity for the pastoral care team to reflect upon past practices and develop new and creative modes of delivery to maintain student engagement and assess wellbeing, particularly throughout the period of remote learning. This included Zoom conferencing of lessons, meetings and other year group initiatives, digital wellbeing surveys, pre-recorded videos, wellbeing check-ins and ongoing phone calls to parents to encourage connectivity. A huge success was the House Cup Challenge, whereby students across K-11 uploaded videos, posters, chants etc to promote their House, generate House spirit and foster a sense of community across the college in the process.

Despite the disruptions associated with COVID-19, several initiatives and programs were able to proceed which focussed on wellbeing and social and emotional development. Additionally, throughout remote learning, pastoral programs addressed mental and physical health, mindfulness, social connectedness, year group cohesion and gratitude. Some of the initiatives and programs offered to students include:

- Digital Citizenship Program Kindergarten - Year 11 and Cyber Safety presentation by the Police Liaison Officer
- Social skills interventions (Kindergarten - Year 4)
- Learning Links Programs - Zones of regulations, Stop think do, Take Action
- Year 2 Catholic Care Mindfulness Program
- Various leadership Programs including the Year 4 and Year 5/6 transition to Middle Years Program, Year 3 Leadership Program and Kindergarten Better Buddies Program with Year 5, EDDIES/JEDDIES Leaders
- Appointment of College Captains, House Leaders and Youth Engagement Leaders
- Kindergarten and Year 7 Orientation
- Study Programs for Years 9, 10 and 11 (Elevate Education and Prue Salter from Enhanced Learning)
- Outdoor Education Camp for 9 and 10
- Activate Fire

- Reflection days with guest speakers
- NET Encounter Days
- End of Stage celebrations for Year 4 and Year 8
- Transition and Pathways Program
- Duke of Edinburgh Program
- Supporting Catholic Charities, including St Vincent De Paul Winter Appeal, CatholicCare hampers, Catholic Mission Socktober
- Introduction to Stage 6 Transition Program
- Year Group Pastoral Days
- RUOK? Day
- Collaboration with CatholicCare Counsellors.

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. No changes were made to these Diocesan documents in 2021.

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 or by contacting the school office.

Learning and Teaching

Professional development around teaching and learning in 2021 was driven by School Review and Improvement goals and Diocesan priorities.

Curriculum and Pedagogy

A significant focus for 2021 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.

Teachers were also engaged in professional development throughout 2021 that was focused on identifying and effectively utilising key data sets, in order to streamline data collection and enhance the quality of teaching and learning programs. The college Literacy and Numeracy Assessment Overview was refined to enable student academic progress to be tracked efficiently in a digital database. Professional Learning Team meetings had a focus on the analysis of learning growth and areas of need and this information informed the college's Collaborative Inquiry focus on reading comprehension. Furthermore, in 2021 a Literacy Team was formed to develop a whole school approach to literacy, to ensure that all staff have a shared understanding of quality literacy instruction. Staff were involved in professional development sessions to ascertain their knowledge and understanding of quality literacy instruction and to begin to develop a K-10 Literacy Plan. This plan will continue to be developed throughout 2022.

The continuation of the K-4 Instructional Coach and Year 5-11 Literacy Instructional Coach saw significant professional development and resources allocated to the improvement of literacy and numeracy K-11. Unfortunately, due to COVID-19, the college only had one Collaborative Inquiry in K-4 which had a focus on reading comprehension.

Middle Years Learning Attributes

2021 saw the continual development across the six Essential Attributes of Middle Years Learning, they being: collaborative; integrative; student centred; engaging; skills focused; and pastoral. Students from Years 5, 6 and 7 were involved in Ignite Days and Ignite Lessons, which were designed to develop the MYL success skills.

Pastoral

All Middle Years Pastoral programs included the development of Social Emotional Learning Skills. The Inclusive Community Project was implemented in Stage 3 and Year 7. 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. The project was limited this year due to it starting in remote learning.

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
- 5-11 - 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. This continued in 2021.

At St Francis, the college believes 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
- 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.

Student Achievement

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

NAPLAN is implemented for students in Years 3, 5, 7 & 9 and the results provide 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 412 St Francis students participated in NAPLAN. All students in Year 3, 5, 7, & 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 MacBook's in Years 5, 7, & 9.

Year 3 Literacy: There were 96.6% of students who achieved above the national minimum standard (NMS) in reading. In writing, 97.7% of the students were above the NMS. In spelling, 97.7% of students were above the NMS and in grammar and punctuation, 97.7% of students were above the NMS. Year 3 Numeracy: There were 95.4% of students who were above the NMS.

Year 5 - Literacy: There were 94.3% of students who achieved above the NMS in reading. In writing, 93.3% of students were above the NMS. In spelling, 94.3% of students were above the NMS and in grammar and punctuation, 91% of students were above the NMS. Year 5 Numeracy: There were 94.3% of students who were above the NMS.

Year 7 - Literacy: There were 88.6% of students who achieved above the NMS in reading. In writing, 86.2% of students were above the NMS. In spelling, 93.4% of students were above the NMS and in grammar and punctuation, 87.8% of students were above the NMS. Year 7 Numeracy: There were 91.9% of students who were above the NMS.

Year 9 - Literacy: There were 88.8% of students who achieved above the NMS in reading. In writing, 77.7% of students were above the NMS. In spelling, 91.5% of students were above the NMS and in grammar and punctuation, 84.1% of students were above the NMS. Year 9 Numeracy: There were 90.6% of students who were above the NMS.

NAPLAN 2021: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	3	23	73	6	37	58
	National	10	33	55	12	47	40
Writing	School	2	26	72	7	60	33
	National	6	40	53	17	61	20
Spelling	School	2	17	82	6	26	69
	National	13	36	50	15	47	38
Grammar & Punctuation	School	2	14	83	9	38	53
	National	11	34	54	16	49	35
Numeracy	School	4	39	57	6	46	49
	National	13	49	37	15	55	30

NAPLAN 2021: % in Bands		YEAR 7			YEAR 9		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	11	68	21	11	68	21
	National	17	54	28	24	53	21
Writing	School	14	55	32	22	50	28
	National	25	54	20	36	48	14
Spelling	School	7	44	49	8	64	28
	National	15	52	32	22	56	21
Grammar & Punctuation	School	12	56	32	16	60	24
	National	23	50	26	27	52	21
Numeracy	School	8	55	37	9	64	27
	National	16	48	34	18	59	22

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest band for each year (Band 1 in Year 3, Band 3 in Year 5, Band 4 in Year 7 or Band 5 in Year 9) or if they have been exempt from NAPLAN.

Students in the second band for each year (Band 2 in Year 3, Band 4 in Year 5, Band 5 in Year 7, or Band 6 in Year 9) are achieving AT the NMS.

Students in all other bands are achieving ABOVE the NMS.

NAPLAN 2021: % AT or ABOVE NMS		YEAR 3	YEAR 5	YEAR 7	YEAR 9
Reading	School	99	99	95	99
	National	96	95	94	90
Writing	School	98	98	95	94
	National	97	94	90	83
Spelling	School	99	99	95	97
	National	93	94	94	91
Grammar & Punctuation	School	99	97	94	92
	National	95	94	91	88
Numeracy	School	97	98	96	96
	National	96	95	94	95

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 2021.

Parent, Student and Staff Satisfaction

St Francis Catholic College participated in a Cyclic Review Process in 2021. The process involved a panel of nine external people from the CEDoW, Edmund Rice Education Australia and independent consultants who visited the college, reviewed documentation and conducted a series of interviews with students, staff and parents to generate strategic goals for the next cycle of St Francis' development.

'Tell Them From Me' surveys of staff, students and parents were conducted as part of the Cyclic Review to determine parent, student and staff satisfaction. They indicated the following:

- Students felt well supported both pastorally and academically, demonstrated high levels of engagement in learning (even remote learning) and felt that the college provides numerous opportunities for their spiritual formation. A number of students identified challenges associated with COVID-19 restrictions and its impact on their wellbeing
- Parents were highly satisfied with the communication from the college, especially around COVID-19 alerts and information on restrictions. Parents identified a loss of a sense of community when COVID-19 restrictions significantly confined their access to the college. Parents viewed the college as inclusive and as having high standards in respect of learning and behaviour
- Staff feedback indicated that although COVID-19 had had a significant impact on school life and their workload; they were very positive about working at St Francis, were positive about the academic progress of students and in general their approach to remote and onsite learning. Staff satisfaction and morale was high.



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