

2022

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). 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 2023.

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

St Francis Catholic College
130-150 Jardine Dr
Edmondson Park NSW 2174

Ph: 02 4645 3400
Email: info@sfccdow.catholic.edu.au
Website: www.sfccdow.catholic.edu.au
Parish Priest: Fr Bosco Son

Principal: Simon Abernethy
Date: 24 March 2023

Vision Statement

Vision: A K-12 Catholic college connected to the community and centred on student excellence.

Mission: With open minds and open hearts, we offer our community a liberating education that is committed to justice, compassion and service.

Message from Key School Bodies

Principal's Message

Following almost two years of considerable disruption caused by COVID-19, it was great to enter into St Francis Catholic College's sixth year and provide a full year of learning, spiritual and wellbeing opportunities.

In 2022 the college had its first Year 12 cohort and enrolments continued to increase substantially across K-12. Building plans were well underway for future stages of expansion of the St Francis College site and a continuing sense of excitement across all stakeholders was palpable across the college community.

NAPLAN results were impressive across all years - 3, 5, 7 and 9 and are clear testimony to the quality of learning and teaching provided at the college. At the end of the year, one student in Year 11 received a NSW Premier's Respect Award - a marvelous achievement and collectively, staff and students across K-12 worked together to build the academic culture of the college. Indeed, staff, students and the community at large are to be commended on being actively involved across the year and ensuring a successful 2022.

Parent Involvement

The college developed a collaborative framework known as "Family College Partnerships" (FCP) to help build stronger engagement with parents and families. Based on face-to-face meetings, two committees were established: a Care Committee to provide support to families experiencing grief, financial hardship or domestic violence and a Social Committee to emphasise inclusivity and encourage parents/carers to meet as a community.

In 2022, the Social Committee's activities included the hosting of a movie night for the SFCC community. The event was supported by local businesses who donated items which were raffled on the night. The event was a great success and raised a total of \$3,579. These funds enabled the Care Committee to assist two families in unfortunate circumstances. The Care Committee made two \$500 donations to support two families who were struggling due to significant health issues.

In addition to this, 'care kits' were developed with essential items for families enduring hardship such as domestic violence. These kits are stored on school grounds and available to be distributed as required.

FCP Committee Member

Student Leadership

Thanks goes to the staff and students for giving the student leaders and captains the opportunity and blessing to be the inaugural Student Leadership Team of St Francis Catholic College. This has been an opportunity that is rarely encountered and one which was a great honour. It was hoped a standard for future captains could be set and it was a memorable experience. This captaincy allowed for a chance to give back to the college which has given so much, and for that, thanks go especially to the leadership team and the Year 12 Pastoral Care team for being great advocates. Year 12, the final year of schooling, was filled with stress, great memories and growth. Through this captaincy, opportunities could be maximised throughout the final years of the college and the college could be brought together on many occasions to celebrate and come together.

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-12 and has a current enrolment of 1239.

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 has grown quickly to offer co-educational enrolments from Kindergarten 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 K-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.

Student Enrolments

Boys	585
Girls	654
Total	1239
Aboriginal & Torres Strait Islander	17
LBOTE	1041

The Diocesan Primary and Secondary 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 2022.

Student Attendance

Year Level	Male	Female
Kinder	88.5%	91.5%
Year 1	90.1%	91.6%
Year 2	91.3%	91.8%
Year 3	91.6%	91.2%
Year 4	92.2%	93.0%
Year 5	91.8%	92.0%
Year 6	90.3%	91.1%
Year 7	91.5%	90.3%
Year 8	90.4%	89.9%
Year 9	90.9%	88.7%
Year 10	87.6%	88.5%
Year 11	92.2%	91.4%
Year 12	94.7%	93.0%
Whole School	90.8%	90.8%

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 (5-12) each morning. Additionally, rolls are marked at the beginning of each period on the Compass student management system. Late students and early leavers register details at 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. 5-12). Summary reports of lateness, early leavers, explained and unexplained absences are printed from Yellowfin 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 Retention Rate

Year 10 Total Enrolment 2020	40
Year 12 enrolment at census date remaining in year 12 at the end of 2022	35
Actual retention rate (%)	88%

Student Attainment in Senior Years

Years 11 – 12 for 2022	
% of students undertaking vocational training or training in a trade during years 11 & 12	7%
% of students who have completed at least one (1) VET course in either year 11 or 12	14%
% of students in year 12 attaining the award of Higher School Certificate or equivalent vocational education & training qualification	100%

Destination Survey

2022	Year 10	Year 11	Year 12
Number of school leavers	11	5	35
University	0	0	26
TAFE / Tertiary	5	4	0
Employment	0	0	3
Other School	6	1	0
Other / Unknown	0	0	6

Staffing Profile

There are a total of 95 teachers and 29 support staff at St Francis Catholic College. This number includes 78 full-time, 17 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	87
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2022 was 93%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2021 to 2022 was 98%.

Professional Learning

During 2022, 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 123 staff.

These days focused on:

- Curriculum - Literacy Focus K-12
- Spirituality - Deep Dive into the College Patrons connecting with values of compassion & service
- Wellbeing - Staff wellbeing and high performing teams (On Point Coaching & Consulting).

B. Other professional learning activities provided at school level including CEDoW run courses:

- Positive Behaviours for Learning (PB4L) (20 staff)
- Secondary Leading Learning Networks (8 staff)
- Learning for Leadership Middle Leaders Course (4 staff)
- Aspiring Leaders (2 Staff)
- Mentor Induction (2 staff)
- Mini Certificate of Gifted Education course (4 staff)
- Studies in Catholic Thought PD (3 staff)
- Early Career Teacher Training Days (4 staff)
- Literacy Instructional Coach Training (1 staff)
- DeCourcy Data Training PD (2 staff)
- Lamplighter Program (2 staff)
- Alight for the World Program (20 staff)

- Nationally Consistent Collection of Data Training (2 staff)
- Instructional Coach and Principal Network Meetings x2 (2 staff)
- Instructional Coach Network Meetings x3 (1 staff)
- Kindergarten SPOT Training (2 staff)
- Religious Education Coordinator Network Meeting (1 staff)
- EALD CEO Day (3 staff)
- NAPLAN Training (70 staff)
- Phonemic Awareness Professional Development x4 (2 staff)
- Principal and Assistant Principal Retreat (4 staff)
- Religious Education Coordinator Retreat (1 staff)
- Wollongong Environmental Network Contact Day (2 staff)
- Australian Early Development Census (3 staff)
- Apple Teacher Course (1 staff)
- Middle Years Learning Conference (2 staff)
- Mini COGE (4 staff)
- VET Training (3 staff)
- Shining Lights Retreat (1 staff)
- Transition to School PD (3 staff)
- Supporting Student Wellbeing PD (1 staff)
- Studies of Religion PD (3 staff)
- ACHPR Conference (1 staff)
- Aboriginal Education Training (2 staff)
- Challenging Maths PD (12 staff)
- Learning in Leadership (1 staff).

The average expenditure on professional learning per staff member was \$588.

Catholic Life & Religious Education

During 2022, the Religious Education, Identity and Mission (REIM) team worked closely together to build Catholic life in action. The college was fortunate enough to celebrate its first ever K-12 Mass in the new college hall for the Feast Day of Blessed Edmund Rice. What a beautiful occasion it was to have guests on site and new kindergarten students sitting in a hall of nearly 1,500 people. The Parish Priest and Assistant Parish Priest's presence at the college was pivotal in allowing the community to remain strong and to understand what it means to be a person of faith; guided by faith. Taking over one hundred staff members to the local parish church of Mother Mary of the Church, Macquarie Fields was a highlight during 2022, where for the first time, on the feast of the Assumption, all staff gathered as one community with parishioners and the Parish Priest to share in the Eucharist. The community was still able to celebrate the presence of Christ in an authentic manner in reimagined liturgies, via online streaming of events, pre-recorded prayers and videos and through meaningful prayers of petition. Year 6 were also lucky to participate in Mass with the Diocese's Bishop at *Our Lady Help of Christians*, Rosemeadow.

The official Opening and Blessing of the newly built college buildings occurred during 2022. The opening and blessing of the Technologies, Science, Creative and Performing Arts facilities, the Multipurpose Hall, and new General Learning Areas. It was an honour to organise such an event that was officiated by the Bishop of Wollongong, and the Diocesan Director of Schools. The Parish Priest and key dignitaries from Catholic Schools NSW were present for the presiding, as were local and federal politicians.

K-12 students supplied hundreds of emergency snack and hygiene packs to St Vincent de Paul Society Wollongong and 'winter woolies' to the Nagle Centre to help sustain the growing numbers of the jobless, homeless and vulnerable people within the Wollongong and Macarthur regions. The college made a donation to Caritas Australia's Project Compassion of \$2,960. Students also participated in a Crazy Sock Day which raised funds for the Catholic Missions. A total of \$1,182 was donated. Despite COVID-19, the REIM team ran a modified version of the Winter Sleepout to raise awareness of homelessness in Australia. The college community also supported CatholicCare Sydney and CatholicCare Wollongong for Christmas giving.

Youth Ministry was able to return to a more normalised program this year with the return of LIVE events in Terms 1, 2 and 4 and the LIVE Festival which was attended by forty nine Year 9-12 students in Term 3. The Youth Engagement Leaders had the opportunity to attend the annual CEDoW Youth Ministry Leaders retreat where students gained valuable skills and insights. Year 6 students were able to attend ACTIVATE Fire with the support of the Youth Ministry Leaders from various Macarthur Schools. During the year middle and senior years students also had the opportunity to engage in a Lenten Reflection Program and Alpha Youth during break times.

In terms of Religious Education, the areas of Catholic Social Teachings, interfaith dialogue, and the search for meaning were prioritised in the middle and senior years. The junior years used storytelling to gain meaning of scripture and Gospel values. The teachers delivered important content and continue to allow students to better engage in the Catholic faith by applying the Gospel values to real-life situations. Modelled on the Touchstones of Inclusive Community, Justice and Solidarity, Gospel Spirituality and Liberating Education, students accessed the Religious Education curriculum through story, scripture, technology and engaging with the wider community. Students from

Kindergarten to Year 10 study the Diocesan Curriculum. In Years 11 and 12, students have the option to study the NESA course Studies of Religion or Studies in Catholic Thought.

Religious Literacy Assessment

Year 4

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focused system collection of data in Year 4. The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese. The school cohort in 2022 consisted of 85 Year 4 students who sat the Religious Literacy Assessment on 1 August 2022.

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:

- value the lives of love and service led by saints (including Mary and the canonised Saints)
- examine ways in which they can be guided and challenged by the message of Jesus
- be attentive to ways in which they can apply the message of Jesus in reaching out and relating to others.

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 the significant events in the life of Jesus.

In the assessment, 0% of students were placed in the elementary level, 10% in the basic level, 25% in the sound level, 45% in the thorough level and 20% were in the extensive level.

Year 8

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2022 consisted of 117 Year 8 students who sat the Religious Literacy Assessment on 16 August 2022.

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

- knowledge of the structure of the Bible and some of its principal themes
- skills in applying Christian beliefs and principles to decision making processes.

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:

- explain Jesus' principal teachings
- identify the core values shown and espoused by Jesus.

In the assessment, 2% of students were placed in the elementary level, 27% in the basic level, 52% in the sound level, 16% in the thorough level, and 3% were in the extensive level.

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 2022:

Mission Dimension 1 – Mission and Catholicity

Focus Area/Strategic Priority: Establish a clearly defined evangelisation and Religious Education plan which responds to the charism, changing demographic and cultural profile of the college community, including engagement with local parishes and EREA.

Strategic Intent Statement: By the end of 2022, the college will develop and begin to implement a plan which outlines evangelisation and Religious Education from K-12 which promotes faith in action as a central tenet of our charism.

Mission Dimension 2 – Learning and Teaching

Focus Area/Strategic Priority 1: Develop and implement a K -12 Vision for Learning that is central to strategic planning and drives learning and teaching across the college.

Strategic Intent Statement: 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/Strategic Priority 2: Develop and implement a K -12 Vision for Learning that is central to strategic planning and drives learning and teaching across the college.

Strategic Intent Statement: 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/Strategic Priority: Use objective evidence and data to ensure effective transition of students K -12 maximising learning outcomes at each stage of learning. This would include the evaluation of the three stages of schooling that have emerged as part of the college (K-4, 5-8, 9-12). The analysis will focus on any transitional changes in learning growth.

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

School Review and Improvement components to be reviewed and rated in 2023:

Mission Dimension 1 – Mission and Catholicity

Focus Area: Formation in the Catholic Tradition

Strategic Intent Statement/Goal: By the end of 2023, there will be improved staff knowledge and understanding of the importance of prayer, liturgy and worship (Catholic tradition) and the Edmund Rice charism (Touchstones) of the college, so that staff are connected and empowered to teach students through a Catholic lens.

Mission Dimension 2 – Learning and Teaching

Focus Area: Student Learning and Wellbeing

Strategic Intent Statement/Goal: By the end of 2023, we will have improved teacher knowledge of the core principles of literacy K-12 so that this can be embedded to enhance student learning. This will have been achieved through the implementation of agreed practices in literacy blocks and English lessons, and/or the consolidation of PALS.

Mission Dimension 3 – People and Culture

Focus Area: Student Learning and Wellbeing

Strategic Intent Statement/Goal: By the end of 2023, the Pastoral program K-12 will be developed to include greater student voice, further enhancing the response to current data. Embedded strategies will be grounded in contemporary evidence based approaches.

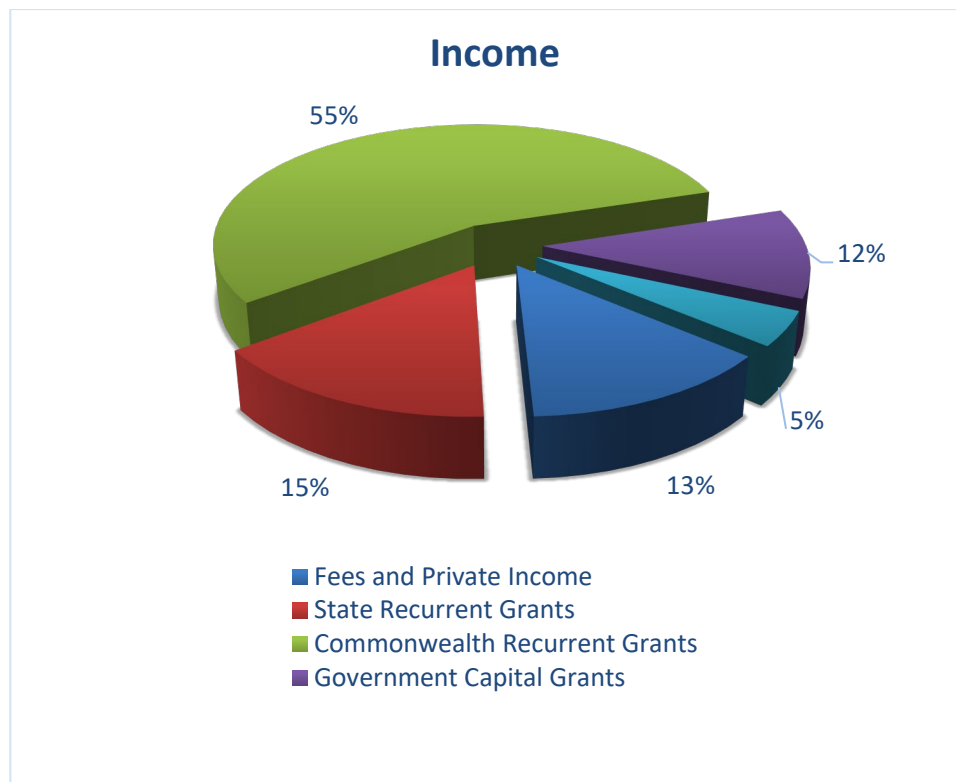
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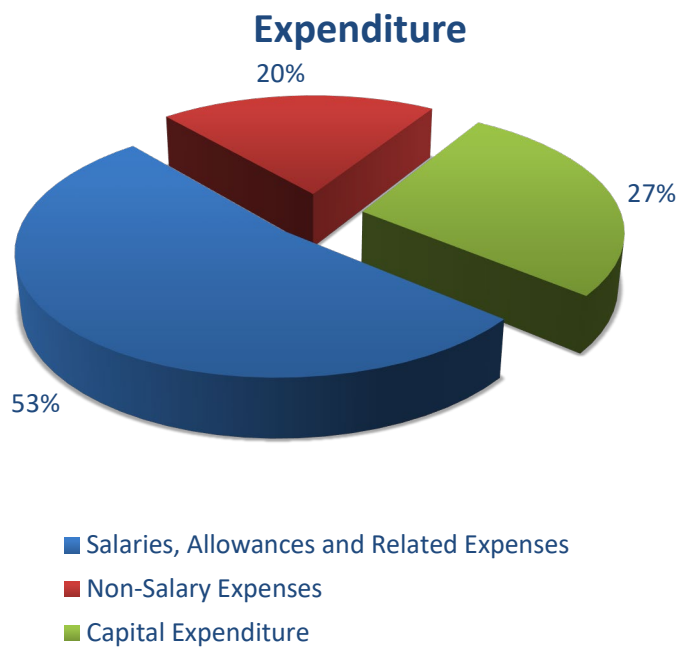
Resource expenditure was substantial in 2022 catering for an increase of two hundred students and fifteen more staff. In the years ahead, the school will continue to grow, reaching capacity at approximately 1,700 students. Construction of the central ramp was completed as well as the new carpark adjacent to the school's Innovation Building. Construction also commenced on the Administration Building, Junior Years Block and Resource Centre.

The ramp is designed as a centrepiece of the school linking most of the school buildings via an array of stairs and ramps. The carpark is an extension of the existing carpark design with a turning loop linking to the 'kiss and ride' area of the school. It has provided an additional fifty six parking spots primarily for college staff. In addition to the central ramp and carpark, landscaping work has taken place to ensure a free flowing and environmentally aesthetic feel to the new works.

With reduced COVID-19 impacts, it was a far more regular year in regard to face-to-face teaching and learning and typical expenses incurred by schools.

The following graphs reflect the aggregated income and expenditure for St Francis Catholic College, Edmondson Park for the year ended 31 December 2022. This data is taken from the 2022 financial return to the Australian Government, Department of Education and Training.





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 students.

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, in response to there being a 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.

Much of the 2022 pastoral program focused on the aftermath of the pandemic and the college community attempting to adapt to the new normal whatever that was to look like. As restrictions somewhat eased, the pastoral team considered it a priority to undo and repair some of the ongoing social and emotional impacts of remote learning and rebuild meaningful respectful relationships and sense of belonging amongst students.

Pastoral lessons taught each fortnight throughout the year had a focus that aligned with the needs of the grade. In Kindergarten and Year 1, the students participated in the Kindy Kids program with CatholicCare counsellors to help foster social-emotional skills, building, resilience, and connection for students starting Kindergarten and Year 1 students learning to be at school again after an interrupted year in 2021. Kindergarten and Year 1 also participated in the Better Buddies Pastoral program while fostering their relationships with their Year 5 and 6 Buddies.

In Year 2, students participated in a mindfulness program run by CatholicCare which centred on developing their mindfulness skills and regulating their emotions. Year 2 also focused on creating and maintaining supportive relationships and safely facing their fears.

Year 3 participated in a Zones of Regulation program to develop skills of managing their emotions and identifying strategies to assist when they may be in the Yellow, Blue or Red Zone. In Term 3, Year 3 also had a focus on developing their Leadership skills and capacity as they move into being the leaders of the Junior Years students in Year 4 in 2023. Students participated in a Leadership Day led by ExploreDiscoverAct and learnt to identify leadership qualities in themselves and their peers.

Students in Year 4 also worked with CatholicCare on developing their Mindfulness skills. They participated in team building activities to strengthen their relationships with their peers and enhance their group work skills. In Term 4, students focused on their transition to Middle Years Learning and preparation for the changes to their learning in 2023. Students used diaries, learnt to read timetables and visited the Middle Years building to prepare for the change. Year 4 students celebrated the end of their Junior Years learning with a Year 4 Disco.

A significant milestone for the college was the first Year 12 cohort which coincided with the induction of the inaugural College Captains. Additionally, Year 12 students experienced their first ever overnight retreat. The theme, "Life to the Full" provided them with opportunities for personal

reflection and encouraged students to seize every opportunity as they prepared for the HSC and life beyond school. Students engaged in study skills workshops and various activities to assist them with HSC preparation throughout the year.

Students in Years 7-9 attended camp at the Great Aussie Bushcamp, Tea Gardens and Kincumber. They participated in a range of activities and were given the opportunity to step outside of their comfort zones and focus on their own personal strengths. Year 10 engaged in an outdoor experience at Somerset which required them to cook their own meals and pitch their own tent. Once again, Year 9 participated in the Youth Aware of Mental Health Program (YAM) facilitated by CEDoW to improve their mental health literacy. Year 6 attended an overnight excursion to Canberra as part of their HSIE curriculum.

Student voice was highly effective in driving pastoral programs across various year groups. Largely through surveys, students were provided with opportunities to express concerns or suggest topics they would like addressed through the pastoral program. Based on data obtained, this year programs focused on emotional regulation, conflict resolution, respectful relationships and changing gender perceptions and expectations in contemporary society.

Students across the college engaged in whole school events including Harmony Day and RUOK? Day. Additionally, they participated in a presentation about cyber safety led by the local Police Liaison Officer, which provided students with the opportunity to reflect on their technology usage and their own digital footprint.

The Years 7-12 College Swimming and Athletics Carnivals took place in Terms 1 and 2 and the reintroduction of inter school sport meant that MISA, Gala Days and Diocesan Carnivals were once again held.

The college continued to implement the PB4L framework (Positive Behaviour for Learning Program) across K-12. The PB4L team met regularly and included members of the teaching staff, the College Leadership Team and CEDoW. The PB4L team analysed Compass data, evaluated college procedures and responded to the needs of the college by implementing explicit teaching and learning as part of the Pastoral Program.

CatholicCare counsellors continued to work with the college for four days a week with students and parents from K-12. CatholicCare also ran programs that supported targeted students in their social and emotional learning.

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 2022.

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

Introduction

Professional development around teaching and learning in 2022 was driven by School Review and Improvement goals and Diocesan priorities.

Curriculum and Pedagogy

Throughout 2022 a sustained pedagogy and assessment practices continue to be prioritised within all KLAs. Teachers' classrooms continued to reflect their ongoing commitment to assessment, with visible learning elements including: learning intentions, success criteria and examples of student work displayed in classrooms. Professional Learning Team (PLT) meetings and digital data walls have continued to assist and support teachers in the tracking of student growth in learning, in relation to the strategies being implemented in assessment.

The whole-school assessment schedule at St Francis is a comprehensive document indicating when crucial assessments take place, how they are administered, by whom and where the results are to be recorded. Analysis of this data has highlighted areas for instruction and upon re-assessment at the next collection point in the year, has highlighted student progress. The assessment schedule allows staff at all levels to understand student progress and provides information to guide decisions about processes that may need to be developed and improved within the curriculum.

Cross Curriculum

In 2022, St Francis Catholic College explored explicit literacy pedagogies to support students in becoming increasingly literate, in order to engage with and contribute to their world. The PALS Framework was launched this year and focused on students' knowledge and understanding of Purpose, Audience, Language and Structure across reading and writing texts. PALS was implemented K-12 across all KLA's. Staff engaged in professional development to deepen their understanding of PALS and enhance their ability to plan quality learning experiences using this framework.

The college has developed core principles for literacy which will continue to be a focus in 2023 and beyond, with the continued support of the K-4 Instructional Coach and 5-12 Literacy Instructional Coach, in response to student data and building teachers' capacity in literacy instruction.

Meeting the needs of all students

In 2022, members of the Diverse Learning Team continued to take a collaborative approach to supporting students from Kindergarten to Year 12 with diverse learning needs. This has involved regular case collaboration meetings between Learning, Pastoral, Diverse Learning and Leadership Team members. During 2022, members of the Diverse Learning Team met with parents/carers to discuss the students' Personalised Plans (PPs). At present, there are 325 students at St Francis with a PP. The plans are required to document the support and adjustments provided to students with a range of needs, including medical, academic and social.

Learning at St Francis Catholic College is diversified via many means, including class structures, differentiated instruction and assessment, provision of elective subject choices in Years 9 and 11, and additional academic opportunities which take place in various forums. From Years 7 to 10 classes are designed with a variety of mixed ability groupings, as well as having an extension and enrichment class in the English, Mathematics and Science lines.

Gifted Education

In 2022 Extension and Enrichment was explored in more detail across K-12. The college had many staff complete the Mini Certificate of Gifted Education in order to be better able to identify and support gifted and highly capable students across KLA's. Two St Francis students were identified as highly capable and requiring acceleration in the area of Mathematics. These Year 4 students were accelerated to Year 6 Mathematics in 2022.

During 2022, all Years 2, 4 and 7 students were screened using the Australian Council for Educational Research (ACER) General Ability Test (AGAT). Identified students then participated in the SLOSSON Intelligence Test to further determine learning potential. These results were discussed with parents/carers and staff.

During 2022, selected students from Years 4 and 5 participated in the SPLICED program. This program provided an opportunity for these students to respond creatively to a diocesan wide challenge.

Expanding Learning Opportunities

At St Francis Catholic College, students were provided with a range of opportunities both within the classroom and beyond to demonstrate their knowledge, understanding and skills in creative, authentic and purposeful ways. In 2022, the college sought to meet the diverse needs of students by offering the following initiatives:

- SPLICED
- Tournament of Minds
- Have Sum Fun Online (Mathematics)
- Premier's Reading Challenge
- Christmas Story Art Competition (Stage 3)
- Book Week Parade
- School Athletics Carnival
- School Swimming Carnival
- School Cross Country
- Western Region and Wollongong Diocesan Swimming Trials
- Diocesan Cross Country
- Mini Vinnies
- Stem Mad
- Inter School Public Speaking Competition
- ICAS
- MISA Youth of the Year.

Vocational Education and Training

In 2022, the VET Frameworks delivered at St Francis Catholic College were Hospitality (Food and Beverage) and Construction. The college had one student from Year 11 completing external study at TAFE through the E-VET initiative.

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 and 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 459 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, 96.6% of the students were above the NMS. In spelling, 93.3% of students were above the NMS and in grammar and punctuation, 94.4% of students were above the NMS. Year 3 Numeracy: There were 92% of students who were above the NMS.

Year 5 - Literacy: There were 97.7% of students who achieved above the NMS in reading. In writing, 91% of students were above the NMS. In spelling, 95.5% of students were above the NMS and in grammar and punctuation, 97.8% of students were above the NMS. Year 5 Numeracy: There were 96.5% of students who were above the NMS.

Year 7 - Literacy: There were 93.4% of students who achieved above the NMS in reading. In writing, 93.9% of students were above the NMS. In spelling, 95.2% of students were above the NMS and in grammar and punctuation, 91% of students were above the NMS. Year 7 Numeracy: There were 91.6% of students who were above the NMS.

Year 9 - Literacy: There were 89.6% of students who achieved above the NMS in reading. In writing, 80.9% of students were above the NMS. In spelling, 93.9% of students were above the NMS and in grammar and punctuation, 83.3% of students were above the NMS. Year 9 Numeracy: There were 94.7% of students who were above the NMS.

Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement.
 Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement.
 Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement.
 Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement.

NAPLAN % in Bands	Year Level	Year 3			Year 5		
		Bands 1 & 2	Bands 3 & 4	Bands 5 & 6	Bands 3 & 4	Bands 5 & 6	Bands 7 & 8
Reading	School	2	28	69	1	40	59
	National	11	33	54	11	48	39
Writing	School	2	31	67	8	38	55
	National	7	41	50	18	56	25
Spelling	School	6	28	66	3	30	67
	National	15	36	48	14	48	37
Grammar & Punctuation	School	5	28	67	1	60	39
	National	12	34	52	14	53	31
Numeracy	School	7	45	48	2	47	51
	National	15	50	34	16	57	25

NAPLAN % in Bands	Year Level	Year 7			Year 9		
		Bands 1 - 5	Bands 6 - 7	Bands 8 - 10	Bands 1 - 6	Bands 7 - 8	Bands 9 - 10
Reading	School	7	65	29	10	61	29
	National	15	56	27	23	54	21
Writing	School	6	53	41	19	59	22
	National	22	52	24	33	49	17
Spelling	School	5	44	51	6	64	30
	National	17	49	33	21	60	17
Grammar & Punctuation	School	9	61	30	17	53	31
	National	21	54	24	27	49	22
Numeracy	School	8	48	43	5	68	27
	National	19	48	32	19	59	20

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 % at or above NMS		Year 3	Year 5	Year 7	Year 9
Reading	School	99	99	100	98
	National	95	95	94	90
Writing	School	99	97	98	98
	National	96	93	91	84
Spelling	School	98	99	99	99
	National	92	94	93	92
Grammar & Punctuation	School	98	99	98	96
	National	94	95	92	87
Numeracy	School	97	99	99	100
	National	95	95	92	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 2022.

Higher School Certificate

In 2022, Year 12 students at St Francis Catholic College were the first cohort to complete the Higher School Certificate (HSC). There were thirty five students in the cohort with thirty two of these students completing an ATAR pathway and three completing a HSC + pathway. There were dual DUX recipients with an ATAR of 88.00.

Two students achieved a Band 6 result. 18% of students received an ATAR of over 80. Most students received university offers for their preferred courses. One student received the \$5,000 UOW Principal's Recommendation Scholarship. The college congratulates these students for their achievements.

Band Performance (% in bands)		Bands 1 - 2	Bands 3 - 4	Bands 5 - 6
English (standard)	School	0.0	84.2	15.8
	State	12.0	72.5	15.5
English (advanced)	School	0.0	44.4	55.6
	State	0.9	32.0	67.2
Mathematics Standard 2	School	6.3	75.0	18.8
	State	18.2	52.7	29.1
Mathematics Advanced	School	12.5	87.5	0.0
	State	5.5	45.5	49.0
Biology	School	36.4	59.1	4.5
	State	20.3	52.9	26.8
Business Studies	School	0.0	85.7	14.3
	State	9.7	55.5	34.9
Music 1	School	0.0	75.0	25.0
	State	1.9	28.4	69.6
Studies of Religion 1	School	0.0	55.0	45.0
	State	4.0	55.1	40.9
Industrial Technology	School	0.0	100.0	0.0
	State	13.4	64.7	21.9
Community & Family Studies	School	0.0	85.7	14.3
	State	5.3	61.8	32.9
Personal Dev, Health & PE	School	0.0	92.3	7.7
	State	20.1	53.8	26.1

Student Achievement (Mean Performance)

Band Performance (%)	Students	School	State
English (standard)	19	73.5	69.9
English (advanced)	9	81.2	81.5
Mathematics (standard 2)	16	69.8	70.9
Mathematics (advanced)	8	68.0	78.3
Biology	22	65.1	70.0
Business Studies	14	70.3	74.0
Music 1	4	79.5	81.9
Studies of Religion 1	20	37.9	37.9
Industrial Technology	5	69.1	70.3
Community & Family Studies	7	75.0	74.8
Personal Dev, Health & PE	13	67.0	69.8

Comparative Performance over time

School Performance (%)	2021	2022
English (standard)	n/a	73.5
English (advanced)		81.2
Mathematics (standard 2)		69.8
Mathematics (advanced)		68.0
Biology		65.1
Business Studies		70.3
Music 1		79.5
Studies of Religion 1		37.9
Industrial Technology		69.1
Community & Family Studies		75.0
Personal Dev, Health & PE		67.0

Parent, Student and Staff Satisfaction

Data was gathered through a number of forms and forums to determine parent, student and staff satisfaction. Various information was collected through Google survey, discussion opportunities at staff meetings, FCP meetings and through student exit surveys and leaders meetings.

Parents/carers were generally satisfied with the structures and processes implemented within the college. There were opportunities for discussion and questions through the parent information sessions and through other options such as email and direct phone contact.

Attendance at Parent/Teacher/student meetings was also quite high (in excess of 90%) and this allowed for discussion of student achievement and an opportunity for dialogue with parents about improving student achievement. Parents/carers were also generally happy with the approach the college took toward the continued academic, social and spiritual focus. Academic reporting continued to be an area for improvement and this was addressed in the first Year 12 reports where a new reporting format was developed.

The college engaged in the *Tell Them From Me Survey* with students from Years 7-12, as well as teachers and parents/carers from K-12. The survey looks at how schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey provided results based on data from 166 parent/carers respondents whereby the college scored above the regional mean in all aspects of the survey.

Parent/carer data indicated that there was a strong belief that the school supported student learning, including the expectation that teachers required homework to be completed and have students pay attention during class (8.1). There was a belief that students knew rules well (8.4) (a clear indication of the success of the college's PB4L approach) and that parents/carers believed students felt safe at school (8.1). The lowest rating for the college reflected a desire for additional extra-curricular activities being provided at St Francis. Student surveys obviously included a broad range of viewpoints across Years 7-12. Interestingly, student participation in sport (60 compared to 48) and in extracurricular activities (29 compared to 25) was higher than in relation to TTFM norms. 91% of students indicated positive behaviours at school. Student data in the 'interested and engaged' category was also higher than TTFM norms. Staff data showed great satisfaction and 'harmony' among staff. In particular, survey data identified high scores (8.8, 8.0, 8.8) where staff worked with school leaders to create safe and orderly school environments and establishing challenging and visible learning goals. Assessment strategies were discussed with colleagues often (9.0) and high expectations of students (9.1) scored very high compared to TTFM Norms.

