

2019

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.

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 2020.

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

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Parish Priest: Fr Bosco Son (SVD)

Principal: Simon Abernethy
Date: 27 March 2020

Vision Statement

St Francis is a Christ-centred P-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

2019 has been a year of significant growth for St Francis Catholic College. Enrolments extended from Kindergarten to Year 9 and approximately 200 additional students joined the college. This was complemented with the addition of approximately twenty new staff and the construction of the first permanent building the 'Innovation Centre' which included six science laboratories, a science preparation room, two food technology labs, a food technology preparation room, a commercial kitchen for Stage 6 hospitality, two woodwork rooms, a machining room, a construction room for Stage 6 VET construction, three visual arts rooms, a kiln, a multimedia room, two Maker Spaces, toilets and a canteen. The new facilities will certainly support good learning in these specialist curriculum areas.

The college continued to develop 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 new college site. A strong sense of community among staff, students and parents remains evident.

Parent Involvement

In 2019, the community was surveyed to determine how best to communicate and engage with parents and carers. The survey revealed that parents were enthusiastic to be involved in their children's learning however, were time poor and wanted to avoid long term commitments to traditional P&F structures.

The college developed a collaborative framework of 'Family College Partnerships' to build stronger engagement. Committees were formed with very specific focuses, aiming to meet, share ideas and opinions, and action initiatives in short periods of approximately four meetings.

The Family College Partnership committees for 2019 focused on the following areas:

1. How to make the school more inclusive and collaborative?
2. How does the FCP (Family Community PARTnership) best promote student learning with the broader community?
3. How should money raised through a community levy be spent?

The committees proved highly successful and feedback from parents was that they would be eager to be involved in similar committees the following year.

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 variety 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 2019. 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 2020 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 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-9, was given a family in the Liverpool area to organise a hamper for.

This year also saw the inaugural *St Francis Has Got Talent* event, an initiative of the Student Leaders, which was a success. Auditions were held for students from K-9 with fourteen acts being selected to perform; the talent was outstanding.

The new Leadership Year began in Term 4 2019. 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 for the first time.

School 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-9 and has a current enrolment of 667.

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

2019 Enrolments	
Boys	324
Girls	343
Total	667
Aboriginal and Torres Strait Islander	12
LBOTE	561

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 2019.

Student Attendance

2019 Attendance	Male	Female
Kinder	93.7%	92.6%
Year 1	95.0%	93.1%
Year 2	95.7%	94.4%
Year 3	92.5%	94.9%
Year 4	95.0%	92.9%
Year 5	92.4%	93.4%
Year 6	92.9%	95.1%
Year 7	94.3%	94.9%
Year 8	93.4%	91.3%
Year 9	93.9%	93.0%
Whole school	94.0%	93.5%

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 each morning. Additionally, rolls are marked at the beginning of each period on the Sentral 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 3 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 5-9). Summary reports of lateness, early leavers, explained and unexplained absences are printed from Sentral 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 SENTRAL 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).

Staffing Profile

There are a total of 48 teachers and 15 support staff at St Francis Catholic College. This number includes 45 full-time, 3 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	3
Proficient	45
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2019 was 98.4%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2018 to 2019 was 94%.

Professional Learning

During 2019 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 49 staff. These days focussed 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 WH&S
 - Assessment and Reporting
 - College Vision and Mission
 - PDP
 - SRI.
- B. Other professional learning activities provided at school level including CEDoW run courses:
- Child Protection
 - Understanding Dyslexia & Significant Reading Difficulties
 - Understanding Autism
 - Selective Mutism
 - i-Pad PD
 - Early Literacy PD
 - Transition for School

- Leading Learning Network Meetings
- Alight for the World
- 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
- Pastoral Care Policy PD
- Social Media Policy PD
- Edmund Rice Education Australia - a variety faith formation and leadership induction
- Pastoral Care Policy Project Team
- Leadership Retreats (Principal/Assistant Principal/REC)
- NAPLAN Online PD
- PDHPE New Syllabus Writing Team
- Mini COGE Gifted and Talented Course
- EAL/D PD
- New Science Syllabus PD
- New PDHPE Syllabus PD
- NCCD Modules
- Awaken Youth PD - Donna Redman
- Anxiety Workshop PD
- Resuscitation and Basic Emergency Care
- Understanding Personalised Learning and Support
- Suicide Prevention PD
- Alcohol and Other Drugs PD - Paul Dillon.

The average expenditure by the school on professional learning per staff member was \$444.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$540.

Catholic Life & Religious Education

St Francis celebrated its Catholic identity throughout the year through whole college celebrations such as feast days, liturgies, assemblies and through Religious Education classes 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 for Blessed Edmund Rice, St Francis of Assisi and the Assumption of the Blessed Virgin Mary. Further, the college held a Mass to celebrate the end of the school year and had representatives at Diocesan Masses such as the Diocesan Education Mass, the Diocesan launch of Projection Compassion, the Diocesan launch of Catholic Mission month and the Mass of Thanksgiving for the Retiring Director of Schools. Class Masses were held on the 1st and 3rd Thursday of each month throughout the year.

Liturgies were held for Ash Wednesday, Holy Week and Mary Mackillop Feast Day. A culture of prayer and celebration existed which was evidenced by college prayer at assemblies 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 and big books. 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 understandings of scripture through Visual Arts. The work of five students was considered worthy of display at the Wollongong Regional Art Gallery, with three students being named finalists 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.

Year 6 students participated in a day-long immersive spiritual experience, ACTIVATE Fire. A range of sessions were on offer throughout the morning and afternoon that 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 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 celebrated a special Mass with the Bishop and Year 6 students from ten other schools within the diocese. Bishop Mascord encouraged students to think about how they can be the light of Christ to others in their school, their parish, their home and in their community. The students then had the opportunity to have lunch with the other students and were entertained by the Wollongong Youth Ministry Team with a lunchtime concert.

Students in Years 6-9 had the opportunity to participate in LIVE events facilitated by the Wollongong Youth Ministry Team. This Encounter event included a lunchtime concert and twilight afternoon session and gave students the opportunity to experience live music, faith formation and spiritual development.

The students in Years 5-9 also 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:

- Years 5 and 6 - Peer Pressure
- Year 7 - Leadership
- Years 8 and 9 - Social Justice.

The college planned and promoted social justice by supporting charitable initiatives. Donations made by the college to Catholic Charities included: Caritas Australia Project Compassion \$3,006 and Catholic Mission Australia \$1,508. 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.

Various staff members participated in Diocesan spirituality programs and various spirituality programs offered by Edmund Rice Education Australia, as well as participating in a whole college spirituality day.

Religious Literacy Assessment

Year 4

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2019. The college cohort in 2019 consisted of 55 Year 4 students who sat the Religious Literacy Assessment on 19 August 2019.

The performance of each student was described as elementary, basic, sound, thorough or extensive.

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

- understanding of how we can reach out to others during the Christmas Season
- responses used during Mass.

The students' responses showed a need for them to develop their knowledge of the religious tradition especially in their ability to:

- recognise important signs and symbols used in our tradition
- identify the Sacraments of Initiation.

In the assessment 0% were in the elementary level, 11% in the basic level, 49% in the sound level, 40% in the thorough level, and 0% 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 college cohort in 2019 consisted of 60 Year 8 students who sat the Religious Literacy Assessment on 26th August 2019.

The performance of each student was described as elementary, basic, sound, thorough or extensive.

This high level of performance was particularly noticeable in their working with the Catholic tradition, particularly in the following areas:

- how we show care and consideration for God's creation
- key characteristics of life in early Christian communities.

The students' responses showed a need for them to develop their knowledge and capacity to apply the religious tradition especially in their ability to:

- describe the structure of the Bible
- Identifying the key characteristics of Catholic Communities.

In the assessment 5% of students were placed in the elementary level, 22% in the basic level, 33% in the sound level, 28% in the thorough level, and 12% 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 2019:

Key Area 1: Catholic Life and Religious Education

1.4 Parents, parishes and the broader Church

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

Key Area 2: Students and their Learning

2.5 Pastoral Care

Goal: Students are supported by a network of pastoral care which reflects the college's Mission & Vision for learning. Effective structures, services and programs are in place to ensure the care, welfare and safety of these students.

Key Area 3: Pedagogy

3.2 Provision for the diverse needs of learners

Goal: A holistic and inclusive approach to the provision for the diverse needs of students is clearly evident across the curriculum. The college has highly effective processes and practices to ensure that student's learning needs are identified and met through appropriate interventions.

3.5 Assessment

Goal: Assessments and procedures ensure comprehensive, timely and meaningful feedback which enhances learning. Data will be used to inform the teaching and learning process to continually improve whole school, cohort and individual student performance.

School Review and Improvement components to be reviewed and rated in 2020:

Key Area 1: Catholic Life and Religious Education

1.1 Vision and Mission

Goal: There is a strong commitment across the school community to its vision and mission. The college's vision and mission permeate all aspects of policy, planning and action. The college community creates, and is committed to, quality relationships characterised by respect for the dignity of all.

1.4 Parents, parishes and the broader Church

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

Key Area 2: Students and their Learning**2.5 Pastoral Care**

Goal: Staff and students are 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 are in place to ensure the care, wellbeing of staff and students.

Key Area 3: Pedagogy**3.2 Provision for the diverse needs of learners**

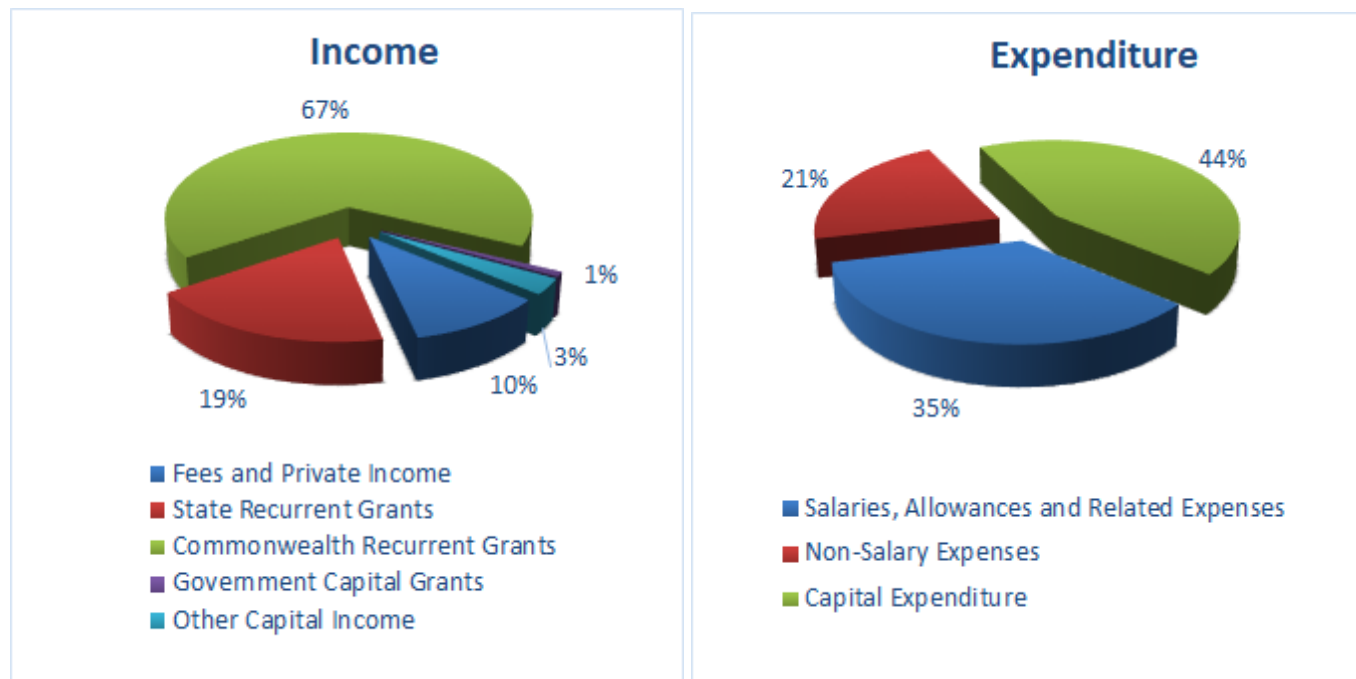
Goal: To provide a holistic and inclusive approach to the provision for the diverse needs of students is clearly evident across the curriculum. There is a proactive commitment and capacity to provide for the diverse learning needs of students.

Financial Summary

Substantial resource expenditure has occurred throughout 2019 to cater for the approximately 200 additional students and twenty new staff. The new 'Innovation Centre' commenced construction and this along with many resources for this building was a considerable part of the operating budget for 2019. The Innovation Centre will provide early in the new year, many specialist rooms and facilities in the Technology & Applied Studies, Science & Visual Arts key learning areas of the college.

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.

The following graphs reflect the aggregated income and expenditure for St Francis Catholic College, Edmondson Park for the year ended 31 December 2019. This data is taken from the 2019 financial return to the Australian Government, Department of Education and Training.



Student Welfare

The College Pastoral Care Policy enables staff, students and parents to have a clear understanding of the essential elements of best practice in student wellbeing. Providing quality teaching and learning, having high expectations of students, providing a variety of support mechanisms and clear behavioural guidelines are all critical elements of successful student welfare. It also involves good communication, celebrating the many and varied attributes of young people and providing ways to establish quality interpersonal relationships.

The structure of Pastoral Care at St Francis Catholic College was transformed in 2019 in response to the appointment of the Assistant Principal – Pastoral Care, Junior Years Pastoral Care Coordinator and Middle/Senior Years Stage/Year Coordinators. The additional layers allowed for the provision of high-quality care and pastoral programs tailored to the specific needs of each year group which encompassed the College Vision-Action Statements and character strengths associated with social-emotional learning.

Kindergarten 2019 were offered a playgroup experience in the College Hall over several weeks to support their transition to school. Orientation days were held in Term 4 for all other year groups.

Across the various stages, the pastoral program focussed on areas including personal strengths, emotional literacy, goal setting and growth mindset, stress management and safe and friendly school environments.

Every student from Years 1-9 completed the eSmart Digital Licence accessed through the Alannah and Madeline Foundation. This program educated students on the importance of digital citizenship and provided useful strategies to remain safe online. Additionally, students in K-6 participated in a bullying and resilience workshop facilitated by Brainstorm Productions which complimented their pastoral program.

The college teaching staff and all students participated in RuOK? Day to promote mental health awareness and discussion surrounding adolescent mental health issues. Kindergarten to Year 2 students engaged in a six week Mindfulness Program facilitated by CatholicCare which encouraged students to develop increased observational skills and self-awareness. Students also addressed stress management through mindful breathing and meditation. Additionally, a number of students from K-6 participated in the Learning Links Program “Zones of Regulation” to address challenges in emotional and sensory regulation and social skills.

Students in Years 5 and 6 demonstrated their leadership qualities in Terms 3 and 4 by partnering up with Kindergarten through the Better Buddies Program. This evidence-based program promotes a range of values through the participation in various activities to reduce incidents of bullying. Buddies enhanced their social skills and developed positive relationships along the way. The end of the program was celebrated with a liturgy and a BBQ. Year 5 and 6 students also participated in a pastoral day which focussed on organisation and time management, developing empathy and resilience and working as a team. The afternoon session was a Koomurri workshop where students could paint their own boomerang.

The tradition of camp continued for the Middle and Senior Years students which occurred in Term 1. Year 7 attended camp at Wedderburn Christian Centre where students were given the opportunity to focus on their own personal strengths and their spirituality. During the evening retreat, students reflected on the charism of the college, the various elements of the College Crest and the significance of House Patrons. For

the first time, Year 9 students attended the Great Aussie Bushcamp. They participated in a number of activities which encouraged them to face their fears, step outside their comfort zone and develop their leadership capacity.

Year 9 participated in the Youth Aware of Mental Health Program (YAM) facilitated by CEDoW to improve their mental health literacy. Additionally, students continued to work in partnership with CatholicCare through the MPower and Boys to Men: Breaking the Boy Code Programs. Both of these programs are designed to teach students the skills to maintain appropriate relationships, conflict resolution and gender expectations in contemporary society. Students engaged in workshops provided by the Macarthur Workplace Learning Program which encouraged them to consider future study and career pathways and appropriate subject selection for Stage 6.

Staff at the college developed new and reviewed existing policies and procedures. The college continued to implement the PB4L (Positive Behaviour for Learning Program) across K-9. The PB4L team met fortnightly and included members of the teaching staff, the College Leadership Team and the CEDoW. As the college significantly expanded in 2019, new rules and procedures needed to be put in place, inside and outside the classroom, to ensure students were safe and in a classroom environment conducive to learning. The PB4L team analysed the behaviour data and responded to the needs of the college by implementing explicit teaching and learning as part of the College Pastoral Program. Additionally, the minor and major behaviours matrix was reviewed by staff and updated in preparation for the transition to Compass. The new Student Pastoral Care and Wellbeing Policy was launched to staff in Term 4 for implementation in 2020.

A CatholicCare counsellor worked with the college for two days a week with students and parents from K-9. 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 2019.

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 2019 was driven by School Review and Improvement goals and Diocesan priorities.

Curriculum and Pedagogy

A significant focus for 2019 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 2019, teachers also received professional development around effective assessment in order to effectively build a whole school approach to assessment that enhances student learning outcomes. This followed on from the professional development in 2018 as a continued focus from CEDoW with Lyn Sharett's Assessment Framework.

As a result, during 2019, the focus was on:

- beginning the implementation of the National Literacy and Numeracy Learning Progressions
- students receiving comprehensive, timely and meaningful feedback on their performance
- staff having a shared understanding of assessments that enhance student learning outcomes.

With the introduction of Instructional Coaches in literacy and numeracy (Years 5-9) and the continuation of the K-4 Instructional Coach, the college engaged in two collaborative inquiries focusing on numeracy. This focus was determined by the college data collected from PAT, NAPLAN and localised numeracy assessments.

With a focus on assessment and using data to inform teaching and learning, teachers used the data collected to effectively track student achievement and meet the diverse needs of their students. To compliment this approach, staff participated in collegial meetings with the Diverse Learning Team to track student progress, plan and implement targeted interventions and develop quality differentiated learning and teaching experiences, including assessment.

Cross Curriculum

2019 saw the development of a cross curriculum approach to Middle Years Learning (Years 5-8). Teachers from various KLAS collaboratively planned learning and assessment experiences that incorporated the national curriculum's seven general capabilities. The experiences planned were highly relevant to the local context and allowed some student input into how they would be assessed.

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 three specialist part-time EAL/D teachers to work with identified students from K to 9.

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

- K-4 - Oral Language; Unpacking Phasing Data; Embedding EAL/D Strategies in Teaching and Learning Programs
- 5-9 - Writing Focus; Unpacking Phasing Data; Embedding EAL/D Strategies in Teaching and Learning Programs.

Meeting the needs of all students

With a focus on assessment and using data to inform teaching and learning, teachers used the data collected to effectively track student achievement and meet the diverse needs of their students. To compliment this approach, staff participated in collegial meetings with the Diverse Learning Team to track student progress, plan and implement targeted interventions and develop quality differentiated learning and teaching experiences, including assessment.

As a result, during 2019, the focus was on:

- having evidence of quality differentiated learning experiences
- developing the capacity of staff to identify and support students with English As an Additional Language/Dialect (EAL/D) needs and those from culturally diverse backgrounds

and ensuring that the MSPEC Team has developed processes and practices to ensure that students' learning and pastoral needs are identified and met through appropriate intervention.

Expanding Learning Opportunities

2019 saw the construction of the first permanent building onsite at Edmondson Park. The '*Innovation Centre*' houses numerous specialist learning spaces and along with professional development for staff, it will play a significant role in expanding the learning opportunities at St Francis Catholic College. Innovative and well-appointed learning spaces are provided within this building for Science, Technology and Applied Studies and Visual Arts key learning areas.

ICAS

The ICAS Assessments series is designed to assess students' ability to apply classroom learning in new contexts, using higher-order thinking and problem-solving skills. In 2019, St Francis Catholic College invited students from Year 2 to Year 9 to participate in the following assessments:

- English
- Mathematics
- Science
- Digital Technologies (Yrs 3-9).

Extra-Curricular

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

- debating
- environmental club
- choir
- public speaking competition

- Aboriginal and Torres Strait Islander experiences
- sporting experiences such as gala days and carnivals
- Music Bus
- coding camp
- band.

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. 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.

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.

Please Note: Figures have been rounded to the nearest whole number.

NAPLAN 2019: % 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	5	24	71	7	65	28
	National	11	35	53	12	49	37
Writing	School	2	16	83	2	70	28
	National	6	41	51	19	62	17
Spelling	School	2	19	80	6	48	46
	National	13	37	48	14	51	34
Grammar & Punctuation	School	3	14	83	11	44	44
	National	11	31	57	17	47	34
Numeracy	School	3	31	66	13	65	22
	National	12	47	40	14	55	29

NAPLAN 2019: % in Bands		YEAR 7			YEAR 9		
		Bands 4 and 5	Bands 6 and 7	Bands 8 and 9	Bands 5 and 6	Bands 7 and 8	Bands 9 and 10
Reading	School	9	59	32	17	66	17
	National	15	54	29	20	57	21
Writing	School	14	67	19	26	66	9
	National	28	55	15	38	48	12
Spelling	School	7	51	43	11	67	20
	National	16	52	30	20	57	21
Grammar & Punctuation	School	15	57	27	29	54	17
	National	19	50	29	25	55	19
Numeracy	School	12	46	42	20	69	11
	National	15	49	34	16	58	24

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 2019: % AT or ABOVE NMS		YEAR 3	YEAR 5	YEAR 7	YEAR 9
Reading	School	98	98	99	97
	National	96	95	95	92
Writing	School	100	100	99	94
	National	96	93	89	82
Spelling	School	100	96	96	97
	National	93	94	93	92
Grammar & Punctuation	School	100	96	96	94
	National	95	92	92	90
Numeracy	School	100	98	98	97
	National	96	95	94	96

Parent, Student and Staff Satisfaction

Parents and carers were surveyed at the end of 2019 to provide some data on satisfaction levels. The survey had 197 responses, which represented 36% of parents.

The results indicate that parents and carers are very pleased with their decision to enrol their child at the college. Parents agreed that there is good communication between the college and themselves, especially if their child was experiencing any difficulties. Parents generally felt comfortable in providing suggestions and also indicated that they received appropriate responses when they raised any concerns. Parents who had participated in the Family College Partnership Program were very positive about this initiative.

Parents also reported that their children felt safe at the college and that the college understands their children's learning needs and challenges them appropriately. In 2020, the college will be seeking to strengthen the Family College Partnership program and seek to improve communication with families. The development of additional permanent buildings, associated facilities and establishing better transport links will be further priorities for 2020.



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