

St Francis de Sales College

2023 Annual School Performance Report



SCHOOL CONTEXT INFORMATION

St Francis de Sales College provides a Catholic co-education for students from Early Learning to Year 12. St Francis de Sales College's Vision is to empower students to *"Be who you are, and be that well"*, through providing a quality, contemporary Catholic Education. Our school community is recognised for its caring, inclusive, and supportive approach that ensures students are encouraged to be the best that they can be, whilst participating in a journey in exploring and developing their own personal faith. Promoting the academic growth of all our students is undertaken acknowledging the uniqueness of each individual. The College values highly the development in our students of a dedication to reach their own level of personal excellence, whatever that may be.

As an Early Learning to Year 12 College, St Francis de Sales offers a continuity of learning across all levels of development. We enable students' educational growth to be advanced with a sense of long-term belonging to the community and to the development of individual self-worth and wellbeing. The College takes inspiration from our patron St Francis de Sales, who as result of his practical spirituality envisioned a world where all people are capable of achieving their goals and positively impacting on the world around them.

The College always strives to find new and innovative ways to support students' development, such as having students complete three years of the South Australian Certificate of Education in Years 10 to 12, increasing the breadth of learning offered to students and ensuring they have the best preparation for their Year 12 studies. In our Primary Years, innovative contemporary learning spaces utilise the skill sets of teachers in co-teaching relationship, planning, facilitating, and reviewing learning together. Breadth of experience is evident in many other areas of College life; from Student leadership, Vocational Education and Training opportunities, our Faith in Action group and our unique Basketball Academy.

The College's values engagement with the local community, as lived through our partnership with several community groups utilising our state-of-the-art Community Sports Centre. This emphasises to students and families the great benefits of living and learning locally in their Adelaide Hills community.

ENROLMENTS

Year Level	Enrolments
Reception	73
1	73
2	66
3	73
4	65
5	78
6	86
7	98
8	69
9	74
10	74
11	72
12	40
Total	941

Percentage of Indigenous Student Enrolments

In 2023 the College served 32 students who identified themselves of Aboriginal and Torres Strait Islander heritage, representing school population of 941 students.

Students with Disabilities

As Catholic Education now allocates resources for Students with Disabilities the data from the annual Nationally Consistent Collection of Data is imperative to maintain. In 2022 the College met the needs of 216 Students with Disabilities.

- Students with disabilities – 108 diagnosed, 108 imputed, 216 total
- 22 Indigenous students
- 101 students were classified in the category of being supported with Quality Differentiated Teaching Practices.
- 92 students were classified in the category of being supported with Supplementary Adjustments.
- 19 students were classified in the category of being supported with Substantial Adjustments.
- 4 students were classified in the category of being supported with Extensive Adjustments.

Teaching Staff Numbers

2023 teaching staff numbers were 68 at a Full Time Equivalent of 62.54

Non-Teaching Staff Numbers

2023 non-teaching staff numbers were 44 at a Full Time Equivalent of 32.35

TEACHER QUALIFICATIONS

Masters Degree	19
Doctorate	1
Honors	2
Diploma	13
Graduate Diploma	9
Bachelor Degree	49
Graduate Certificate in Catholic Education	16
Highly Accomplished Lead Teacher	2
Highly Accomplished Teacher	1

STUDENT ATTENDANCE

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	91.61	88.45	89.78	89.16
1	93.06	86.50	92.72	89.93
2	92.68	86.97	91.06	89.00
3	93.31	90.46	92.14	91.04
4	93.68	85.08	93.31	91.28
5	91.81	86.10	90.16	85.75
6	90.49	87.61	88.75	85.61
7	93.60	87.65	89.29	86.50
8	90.25	89.56	88.69	86.24
9	92.67	85.25	88.58	88.00
10	86.02	87.72	84.74	87.09
11	90.98	85.94	87.09	92.70
12	90.20	88.26	85.62	75.37

Procedures followed when students are absent:

- SMS message sent to parent's mobile.
- Exemption Forms from parent obtained prior to students' absence.
- Ongoing absences are monitored.
- Follow up by Leaders involving parental communication.
- Long term truancy reports made as required.

YEAR 3, 5, and 9 NAPLAN RESULTS - 2023

The following tables allow comparison between the Colleges' mean score and the national average in each of the assessment categories:

Year 3 Comparisons	Mean Score	Nat Mean Score
Reading	392	404
Writing	409	417
Spelling	389	404
Language Conventions	393	409
Numeracy	403	407

Year 5 Comparisons	Mean Score	Nat Mean Score
Reading	493	496
Writing	440	483
Spelling	468	490
Language Conventions	477	496
Numeracy	468	488

Year 7 Comparisons	Mean Score	Nat Mean Score
Reading	518	536
Writing	488	534
Spelling	517	539
Language Conventions	515	539
Numeracy	528	538

Year 9 Comparisons	Mean Score	Nat Mean Score
Reading	559	565
Writing	563	567
Spelling	560	568
Language Conventions	544	556
Numeracy	555	568

SENIOR SECONDARY OUTCOMES AND POST SCHOOL DESTINATIONS

SACE completion was achieved by 100% of students.

7 students achieved an Australian Tertiary Admission Rank in the 90s (top 10% of the state), with a further 8 in the 80s (top 20% of the state).

The Dux of the College received an ATAR of 96.55 with our next highest performing students receiving an ATAR of 95.25, 94.55, 93.05, 92.35, 90.80 and 90.30 respectively. Significant levels of attainment have been achieved by students in Vocational Learning, including students attaining full completion of Certificates II and III. A number of students attained the SACE, who would not have done so without their Stage 2 VET credits. 11 (21.57%) students completed their SACE using their VET qualifications.

SATAC Data 2023 - University Offers

73% of students received first round offers from the universities and tertiary colleges– TB – Tabor College, UA: University of Adelaide, FL: Flinders University and US: University of South Australia, in a variety of courses:

UNI	COURSE
US	B INFO TECHNOLOGY
US	D CREATIVE STUD (ART DESIGN)
US	D HEALTH
FL	B EXERCISE SCIENCE
FL	B ENGINEERING SCIENCE
FL	B COMMERCE
FL	B CREATIVE ARTS (FASHION)
US	B AVIATION (PILOT)
UA	B SCIENCE
FL	B ENG (HONS) GEN
FL	B INTERNATIONAL RELATIONS & POLITICAL SCIENCE
FL	B EDUCATION (SECONDARY)
US	B BUS (PROP)/M FINANCE (FIN PLAN)
UA	B CONSTRUCTION MGT
US	B CLINICAL EXERCISE PHYSIOLOGY (HONS)
US	B INTERIOR ARCHITECTURE
UA	B MEDIA DBL DEG
UA	B MEDIA (MARKETING)
FL	B NURSING (PRE-REG)
US	B PSYCHOLOGY (HONS)
FL	B CRIMINOLOGY
FL	B CREATIVE ARTS (VISUAL)
US	B NURSING
FL	B EDUCATION (SECONDARY)
UA	B NURSING (PRE-REG)
UA	B INTERNATIONAL RELATIONS DBL
US	B PHYSIOTHERAPY (HONS)
FL	B LAWS (HON) LEGAL
FL	B MIDWIFERY (PRE-REG)
UA	B OCC THERAPY (HONS)
US	B ARCH STUDI/M ARCHITECTURE
FL	B PSYCHOLOGY (HONS)
US	B MED RAD SC (MED IMAGING)

2023 VET COURSES
Partial Certificate I in Automotive Vocation Preparation
Certificate II in Automotive Servicing Technology (Year 1)
Certificate II in Cookery
Certificate II eTechnology (career start)
Certificate II in Plumbing (Pre-Apprenticeship)
Certificate III in Allied Health Assistance
Certificate III in Animal Care and Husbandry (Rural Operations)
Certificate III in Beauty Services
Certificate III Early Childhood Education and Care
Certificate III in Fitness

17 students from the College studied VET in 2023, with 4 students securing apprenticeships in their chosen industry. 7 students are continuing their VET studies in 2024. Most VET students from 2023 hope to achieve SACE and ATAR, and 2 are actively pursuing apprenticeships.

SCHOOL INCOME

In 2023 the College income included:

Total Government Funding	\$12,482,778.29
Total Fee Collection	\$3,808,553.82
Total Other Income	\$568,795.02
TOTAL INCOME	\$16,860,127.13

SCHOOL SATISFACTION RESULTS

In 2023, St Francis de Sales College administered the Living, Learning, Leading (LLL) surveys to parents, caregivers, teachers, leadership, education support officers and students, with responses received from 26 parents, 57 teachers and leadership staff, 14 education support officers and 577 students from years two to twelve. Using these responses, seven comprehensive feedback reports have been generated:

Constructs to Celebrate: 2023 Areas of Strength

Areas of strength identified in the 2023 LLL Parent & Caregiver Report include:

- The positive progress evident in the 2023 Progress Report that shows parents and caregivers are reporting higher Infrastructure.¹
- Infrastructure, which includes the high frequency with which parents and caregivers report that...
 - St Francis de Sales College's facilities and grounds are well maintained
 - St Francis de Sales College's facilities and grounds provide a stimulating and welcoming environment
 - The facilities at St Francis de Sales College meet the needs of their child/ren
- Learning Support, as reported by parents and caregivers with no religion
- Welcoming School, as reported by parents and caregivers with no religion

Overview: Positive Progress and Areas of Strength

The table below outlines the top areas of strength identified across the LLL components.

Identity	<p>In 2023, the top areas of strength identified in the Identity component include:</p> <ul style="list-style-type: none"> • Catholic Education, as reported by students in years two to six. • Religious Education Classes, as reported by students in years two to four. • Experiencing Catholic Identity, as reported by education support officers. <p>Further successes identified in the 2023 results include the positive progress, which includes the improvements evident in:</p> <ul style="list-style-type: none"> • Religious Education, as reported by students in years two to four and years ten to twelve. • Experiencing Catholic Identity, as reported by education support officers.
Learning and Wellbeing	<p>In 2023, the top areas of strength identified in the Learning and Wellbeing component include:</p> <ul style="list-style-type: none"> • Learning Support, as reported by students in years two to six. • Autonomy and Independence, as reported by students in years two to four. • Personal Competence, as reported by education support officers. <p>Further successes identified in the 2023 results include the positive progress, which includes the improvements evident in:</p> <ul style="list-style-type: none"> • Learning Support, as reported by students in years two to four. • Autonomy and Independence, as reported by students in years ten to twelve. • School Support, as reported by education support officers. • Personal Competence, as reported by teachers. • Student Influence, as reported by students in years five to twelve. • Student Reflection, as reported by teachers and students in years ten to twelve.
Community	<p>In 2023, the top areas of strength identified in the Community component include:</p> <ul style="list-style-type: none"> • Welcoming School, as reported by teachers, leadership, education support officers and students in years two to four. • School Safety, as reported by education support officers. • Partnerships, as reported by education support officers. <p>Further successes evident in the 2023 results include the positive progress, which includes the improvements evident in:</p> <ul style="list-style-type: none"> • Welcoming School, as reported by students in years two to six and years ten to twelve. • Parent-School Partnerships, as reported by parents and caregivers • Partnerships, as reported by education support officers.
Resourcing	<p>In 2023, the top areas of strength identified across the Resourcing component include:</p> <ul style="list-style-type: none"> • Infrastructure, as reported by parents, caregivers and students in years two to four. <p>Further successes evident in the 2023 results include the positive progress, which includes the improvements evident in:</p> <ul style="list-style-type: none"> • Infrastructure, as reported by parents, caregivers and education support officers.

Overview: Opportunities for Growth and Downward Trends

The table below outlines the areas for potential action identified in the 2023 feedback reports and any negative progress identified in the analysis of longitudinal data.

Identity	<p>Areas for potential action identified in the Identity component include:</p> <ul style="list-style-type: none"> • Catholic Education, as reported by students in years ten to twelve. • Religious Education Classes, as reported by students in years seven to twelve. Downward <p>trends evident in the longitudinal data include:</p> <ul style="list-style-type: none"> • Catholic Education, as reported by parents, caregivers and students in years two to twelve. • Religious Education Classes, as reported by students in years five to nine. • Experiencing Catholic Identity, as reported by teachers and leadership. • Catholic Identity Development, as reported by teachers and leadership.
Learning and Wellbeing	<p>Areas for potential action identified in the Learning and Wellbeing component include:</p> <ul style="list-style-type: none"> • Student Influence, as reported by teachers, leadership and students in years two to twelve. • Student Reflection, as reported by leadership, education support officers and students in years ten to twelve. <p>Downward trends evident in the longitudinal data include:</p> <ul style="list-style-type: none"> • Learning Support, as reported by parents, caregivers and students in years five to twelve. • Enjoyment of School, as reported by parents and caregivers. • Autonomy and Independence, as reported by students in years two to nine. • Student Influence, as reported by teachers, leadership and students in years two to four. • Student Reflection, as reported by students in years seven to nine.
Community	<p>Areas for potential action identified in the Community component include:</p> <ul style="list-style-type: none"> • Parent-School Partnerships, as reported by parents and caregivers • Welcoming School, as reported by students in years ten to twelve. <p>Downward trends evident in the longitudinal data include:</p> <ul style="list-style-type: none"> • Welcoming School, as reported by parents, caregivers, teachers, leadership and students in years seven to nine. • School Safety, as reported by parents, caregivers, teachers and leadership/ • Partnerships and Agency, as reported by teachers and leadership.
Resourcing	<p>Areas for potential action identified in the Resourcing component include:</p> <ul style="list-style-type: none"> • Infrastructure, as reported by students in years seven to twelve. <p>Downward trends evident in the longitudinal data include:</p> <ul style="list-style-type: none"> • Infrastructure, as reported by teachers, leadership and students in years two to twelve.

SCHOOL IMPROVEMENT

During 2023, the College utilised data collected from a range of sources, including Catholic Education South Australia's Living Learning and Leading Survey and in conjunction with progress made on College's Annual Improvement Plan in 2023, formulated a set of priorities for further College development and growth. These priorities included:

Catholic Identity

- Provide ongoing staff formation in the leading of prayer with students.
- Continue focus on greater student engagement in liturgical celebrations commenced in 2022, by achieving greater relevance and connection to areas of importance to them.
- Strengthen connections to our Mercy heritage through development of a Mercy Immersion trip to Cambodia.
- Provide opportunity for Year 11 students to participate in the MEA Young Mercy Leaders' Pilgrimage in July.

Teaching and Learning

- Review Interdisciplinary Learning in Year 7 HASS/RE/English, to determine value of expanding model to other Year levels/Learning Areas.
- Implement an Interdisciplinary Learning unit incorporating HASS, HPE and RE for Year 8 that builds on the concepts of leadership introduced in year 6, leads to the identity unit in Year 10, and lays foundations for the new Year 12 Research Project Activating Identities and Futures.
- Continue to develop an R-6 approach to reading; including InitialLit training for Year 2 staff; and develop and implement the Shared Agreement for Reading.
- Support staff capacity to enact the 2022 R-6 Numeracy Shared Agreement.
- Enact and build upon 2022 VfL Shared Agreement on Learning Intentions and Co-constructed Success Criteria, in conjunction with the 2023 whole school VfL focus (Discover 3 – Showing students that learning is our College's core business by our commitment to learning in our preparation, delivery, assessment and review of our teaching programs), integrated with the principles of "Clarity".
- Develop R-12 scope and sequence variations consistent with v9 of Australian Curriculum
- Continue to resource MultiLit Suite of Literacy support programs; gathering longitudinal data of waves 1-4, to use with other reading data (eg Lexile) to make actionable goals and plans moving forward.

Community

- Measure, gauge and review success of change to new uniform supplier in meeting the changes desired in the Board uniform review. Survey of Junior School parents was undertaken and showed a significant improvement in satisfaction of parents with respect to the access to the new provider, availability of all items and customer service provided.
- Finalise and launch College Reconciliation Action Plan.
- Further development towards self-sustainability of Fathering Project, launched in 2021.
- Build upon first alumni reunion event held in 2022 by holding the 08/13/18 reunion. Grow alumni database; and expand involvement of alumni as volunteers in the College, especially in supporting student learning.

Leadership and Wellbeing

- Consider current practices for utilisation of Pulse data, including structure for reviewing data and responding, and how it value adds to the case management of students.
- Utilise data collected from students and staff in 2022 to review PRP policy and procedures and redevelop as required.
- Engage all sectors of our community in our 2023 Heart Value of Respect.

Stewardship and Sustainability

- Embedding of Genesis project to continue to grow success of recycling of waste, reducing landfill footprint. Included the manufacture and installation of a planter box outside the Reception classrooms that represented the re-use of 5 tonnes of landfill
- Finalise College-wide installation of “follow me” printing, for increased efficiency and sustainability, and assess impact. Commenced a relationship with Fuji that represented both an improvement in costs overall, with improved technology and the largest percentage (99.5%) of the recycling/re-use of discarded items such as toner cartridges.
- Maintain timeline program to finalise designs, obtain approvals, undertake tender, and appoint builder and commence construction of The Dell redevelopment. Works commenced in September 2023 with an estimated date for completion in October 2024. Proposal submitted by Mossop Constructions was at a better than anticipated number which has enabled all design aspects sought from the project to be implemented in full.