St Francis de Sales College
2019 Annual School Performance Report

St Francis de Sales
COLLEGE

School Context Information

St Francis de Sales College provides a Catholic co-education for students from Reception 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 its 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 of our students is undertaken with the acknowledgement of the uniqueness of each individual. The College highly values the development in our students of a dedication to reach their own level of personal excellence, whatever that may be.

As a Reception to Year 12 College, and soon to be 6 months to Year 12 with the opening of the Alive Mt Barker Catholic Early Learning Centre in January 2021, St Francis de Sales offers a continuity of learning across all levels of development. We enable students' educational growth to be advanced within a sense of long term belonging to the community and to the development of individual self-worth and wellbeing. The College takes as its model 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 learning spaces utilise the skill sets of teachers in co-teaching relationships, planning, facilitating and reviewing learning together. Breadth of experience is evident in many other areas of College life, from Student leadership to our Vinnies Youth Group – Faith in Action, to our unique Soccer and Basketball Academies.

The College's engagement with the local community is highly valued, lived through our College's partnership with locals through our Community Sports Centre, emphasising to students and families the great benefits of living and learning locally in their Adelaide Hills community.

Enrolments

Year Level	Enrolments
Reception	51
1	45
2	46
3	43
4	44
5	58
6	67
7	48
8	55
9	74
10	60
11	57
12	61
Total	**709**

Percentage of Indigenous Student Enrolments
In 2019 the College served 17 students who identified themselves of Aboriginal and Torres Strait Islander heritage, representing 2.39% of the total school population.

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 2019 the College met the needs of 262 Students With Disabilities.

170 students were classified in the category of being supported with Quality Differentiated Teaching Practices.

80 students were classified in the category of being supported with Supplementary Adjustments.

12 students were classified in the category of being supported with Substantial Adjustments.

This represents 37% of the total school population in total.

Teaching Staff Numbers
2019 teaching staff numbers were 58 at a Full Time Equivalent of 51.32

Non-Teaching Staff Numbers
2019 non-teaching staff numbers were 35 at a Full Time Equivalent of 24.18

Teacher Qualifications

Advanced Diploma/Diploma	28%
Bachelor Degree	88%
Graduate Diploma/Graduate Certificate	33%
Master Degree	13%

Student Attendance

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	94.30	91.49	92.99	95.78
1	94.42	94.58	92.30	94.74
2	94.32	92.25	89.27	96.43
3	94.35	93.37	93.11	93.82
4	95.50	92.22	92.07	94.88
5	95.29	93.48	92.80	93.70
6	75.00	89.79	92.20	94.92
7	93.64	91.40	91.10	92.19
8	94.59	92.65	91.73	91.16
9	91.56	90.55	88.50	92.52
10	91.60	93.54	91.37	87.02
11	93.09	85.79	87.56	92.18
12	87.94	87.88	86.29	92.80
Average	**99.17**	**91.46**	**90.87**	**93.24**

Procedures followed when students are absent:

- SMS message sent to parent's mobile.
- Note from parent obtained upon student return.
- Ongoing absences monitored.
- Follow up by Leaders involving parental interview.
- Long term truancy reports made as required.

Year 3, 5, 7 and 9 NAPLAN results - 2019

The following figures indicate the percentages of students who are at, or above, the national minimum standards in each of the assessment categories:

Year 3	
Grammar and Punctuation	98%
Numeracy	93%
Reading	93%
Spelling	91%
Writing	98%

Year 5	
Grammar and Punctuation	98%
Numeracy	93%
Reading	93%
Spelling	91%
Writing	98%

Year 7	
Grammar and Punctuation	87%
Numeracy	96%
Reading	98%
Spelling	94%
Writing	87%

Year 9	
Grammar and Punctuation	90%
Numeracy	100%
Reading	99%
Spelling	99%
Writing	88%

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

Year 3 Comparisons	Mean Score	Mean Score Standard Deviation	Nat Mean Score
Reading	419.6	84.6	432.2
Writing	409.5	53.0	422.5
Spelling	399.6	81.3	418.9
Grammar & Punctuation	448.9	94.7	440.0
Numeracy	386.1	60.3	408.1

Year 5 Comparisons	Mean Score	Mean Score Standard Deviation	Nat Mean Score
Reading	502.2	69.8	505.8
Writing	463.4	59.6	474.1
Spelling	484.4	56.7	500.7
Grammar & Punctuation	492.0	89.3	499.1
Numeracy	489.3	59.7	495.6

Year 7 Comparisons	Mean Score	Mean Score Standard Deviation	Nat Mean Score
Reading	531.3	58.7	548.3
Writing	498.2	48.7	513.2
Spelling	515.1	63.7	546.1
Grammar & Punctuation	509.4	65.2	541.7
Numeracy	522.8	57.3	554.4
Year 9 Comparisons	**Mean Score**	**Mean Score Standard Deviation**	**Nat Mean Score**
Reading	579.7	54.8	581.3
Writing	547.7	70.8	548.8
Spelling	581.8	52.4	582.2
Grammar & Punctuation	559.0	67.1	573.6
Numeracy	572.0	47.2	592.1

Senior Secondary Outcomes and Post School Destinations

SACE completion was achieved by 100% of students.

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

The Dux of the College received an ATAR of 93.35 with our next highest performing students receiving an ATAR of 92.80, 90.55, and 88.85 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. 14% of students completed their SACE with VET qualifications.

SATAC Data 2019 – University Offers
69% of students received first round offers from the three universities – UA: University of Adelaide, FL: Flinders University and US: University of South Australia, in a variety of courses:

UA - B HEALTH & MEDICAL SCI
UA - B MARKETING
UA - B SCIENCE
Uni SA - B LAWS DOUBLE (HONS)
UA - B TEACHING SEC/ARTS
Uni SA - B EXERCISE AND SPORT SCIENCE/B PSYCHOLOGICAL SCIENCE
Uni SA - B HUMAN MOVEMENT

UA - B ENGINEERING (HONS) (ELECTRICAL & ELECTRONIC) DBL
Uni SA - B PSYCHOLOGY (HONS) (COG NEURO)
Uni SA - B EARLY CHILD EDUCATION (HONS)
Uni SA - B SOFTWARE ENGINEERING (HONS)
Uni SA - B SECONDARY EDUCATION (HONS)
Uni SA - B JOURNALISM/B ARTS (CREAT)
Uni SA - B HEALTH & MEDICAL SCI
FL - B HEALTH SCIENCES
UA - B CRIMINOLOGY
FL - B SCIENCE (PALAEONTOLOGY)
FL - B SCIENCE (ANIMAL BEHAV)
Uni SA – Diploma of HEALTH
FL - B BUSINESS (MARKETING)
FL - B NURSING (PRE-REG) (3)
FL- B ENGINEERING SCIENCE
Uni SA - B ARTS (HISTORY & GLOBAL)
Uni SA - B SCIENCE (WILDLIFE CONSERV)
UA - B SCIENCE
FL - B DISABILITY & DEVELOP EDU
FL - B CREATIVE ARTS (VISUAL)
FL - B TOURISM AND EVENTS COMB
FL- B ENGINEERING SCIENCE
Uni SA - B CONSTRUCTION MGMT

In 2019 St Francis de Sales College had 36 students study a VET pathway. The students partook in a wide range or courses which are listed in the below table:

VET Courses
Certificate II Creative Industries
Certificate III Fitness
Certificate III AIE Game Design
Certificate I Doorways to Construction (Building and construction)
Certificate II Doorways to Construction
Certificate I Vocational Pathways
Certificate II Kitchen Operations
Certificate II Electrotechnology
Certificate III Rural Operations Animal Care and Husbandry
Certificate III Rural Operations
Certificate I Animal Studies
Certificate II Automotive Servicing Technology
Certificate III Health Services Assistant
Certificate III Tourism
Certificate III Fitness
Certificate III Retail
Certificate III Animal Studies

School Income

In 2019 the College income included:

Total Government Funding	$9,660,632.13
Total Fee Collection	$3,410,430.53
Total Other Income	$440,697.42

School Improvement

During 2019, the College utilised data collected from a range of sources and in conjunction with progress made on school improvement priorities in 2018, formulated a set of priorities for further College development and growth. These priorities included:

- College Vision for Leaning (VfL) launched in community and used to shape professional conversations in teams to impact classroom practice
- Continuation of Professional Learning for primary staff in E-6 Pedagogy Project
- Parish partnership to develop Community Garden space
- Faith in Action student social justice group expanded
- College Strategic Plan 2020-2024 established
- Learning Improvement Team established, focused on student outcomes
- Capacity building of staff for SEQTA suite, including “Engage” establishment and use
- House Shields/Mercy Cup enculturated
- Connections with our two Hills-Murray sister schools, expanding activities to include shared staff Professional Learning
- Finalise plans for R-6 rebuild and Alive Catholic Early Learning Centre and commence construction.