

# St Francis de Sales College

## 2022 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 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 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 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 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 Vinnies Youth Group – Faith in Action, to our unique Basketball Academy.

The College's engagement with the local community is highly valued, lived through our College's partnership 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	76
1	64
2	54
3	64
4	69
5	61
6	65
7	66
8	75
9	80
10	39
11	55
12	59
<b>Total</b>	<b>828</b>

### Percentage of Indigenous Student Enrolments

In 2022 the College served 22 students who identified themselves of Aboriginal and Torres Strait Islander heritage, representing school population of 828 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

Indigenous students – 22

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

2022 teaching staff numbers were 64 at a Full Time Equivalent of 59.48

### Non-Teaching Staff Numbers

2022 non-teaching staff numbers were 37 at a Full Time Equivalent of 27.33

## Teacher Qualifications

Diploma	12
Graduate Diploma	6
Bachelor Degree	37
Graduate Certificate	10
Masters Degree	6
Honours	1

## Student Attendance

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	88.87	88.53	88.14	89.11
1	88.60	89.58	88.03	90.65
2	88.13	89.17	96.42	90.22
3	88.87	89.58	91.15	90.96
4	89.26	90.63	90.78	90.93
5	83.39	86.23	87.23	88.81
6	88.82	89.31	88.32	89.48
7	84.55	85.24	85.67	80.07
8	85.67	86.72	85.73	88.89
9	83.94	84.06	83.45	82.38
10	86.37	85.4	85.54	90.21
11	87.23	85.03	82.62	84.71
12	84.33	82.67	80.9	95.68

### 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 - 2022

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

<b>Year 3 Comparisons</b>	<b>Mean Score</b>	<b>Nat Mean Score</b>
Reading	421	439
Writing	394	422
Spelling	377	419
Grammar & Punctuation	390	435
Numeracy	368	401

<b>Year 5 Comparisons</b>	<b>Mean Score</b>	<b>Nat Mean Score</b>
Reading	520	510
Writing	474	485
Spelling	494	506
Grammar & Punctuation	493	500
Numeracy	488	489

<b>Year 7 Comparisons</b>	<b>Mean Score</b>	<b>Nat Mean Score</b>
Reading	547	544
Writing	536	530
Spelling	547	549
Grammar & Punctuation	525	535
Numeracy	542	548

<b>Year 9 Comparisons</b>	<b>Mean Score</b>	<b>Nat Mean Score</b>
Reading	584	580
Writing	580	560
Spelling	568	579
Grammar & Punctuation	572	577
Numeracy	579	586

## Senior Secondary Outcomes and Post School Destinations

SACE completion was achieved by 100% of students.

6 students achieved an Australian Tertiary Admission Rank in the 90s (top 10% of the state), with a further 9 in the 80s (top 20% of the state).

The Dux of the College received an ATAR of 94.55 with our next highest performing students receiving an ATAR of 93.85, and 93.45 respectively. Significant levels of attainment have been achieved by students in Vocational Learning, including students attaining full completion of Certificates I, II and III. A number of students attained the SACE, who would not have done so without their Stage 2 VET credits. 3% of students completed their SACE using their VET qualifications, with 35% of students who completed their SACE also studying VET.

### SATAC Data 2022 - University Offers

75% 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
UA	B Aviation
UA	B Occupational Therapy (hons)
US	B Software Engineering (hons)
UA	B Criminology/B Laws
UA	B Early Childhood Ed (Hons)
UA	B Health & Medical Science (Adv)
US	B Exercise and Sport Science
FL	B Education (Primary)
UA	B Science (Space and Astrophysics)
FL	B Medical Science
UA	B Architectural Design
FL	B Psychological Science
US	B Business - Marketing
FL	B Health Science/M Occ Therapy
UA	B Music (Music Ed and Ped)
US	B Outdoor Education and Environmental Lead
UA	B Nursing (Pre-reg)
FL	B Criminology
TB	B Music
FL	B Sci (Animal Behaviour)
FL	B Info Tech (Network – Hons)
FL	B Education (secondary)
US	B Social Work
UA	B International Relations DBL
US	B Human Movement
US	B Sci (Animal Behaviour)
UA	B Information Technology
FL	B Accounting and Finance
FL	B Health Sci (Phy and Neur)
US	B Arts (Languages)

<b>2022 VET COURSES</b>
Cert III in Animal Care and Husbandry (Rural Operations)
Cert III in Animal Care and Husbandry (Rural Operations)
Cert II Construction Pathways
Certificate III in Fitness
Cert II in Salon Assistant
Cert II eTechnology Careerstart
Cert III Partial in Hairdressing
Cert II Construction Pathways
Cert II Construction Pathways
Cert III Early Childhood Education and Care
Cert II eTechnology Careerstart
Cert III Individual Support
Cert III Information, Digital Media and Technology
Cert II eTechnology Careerstart
Cert II in Automotive Servicing Technology
Cert III Health Services Assistance
Cert II in Automotive Servicing Technology
Cert III Early Childhood Education & Care
Cert III in Individual Support

20 students from the College studied VET in 2022, with many of them now working within their chosen VET industry with either an apprenticeship or traineeship. Some others will focus on Year 12 in 2023 with the hopes to achieve SACE, ATAR, Apprenticeships or a Traineeship post school.

## School Income

In 2022 the College income included:

<b>Total Government Funding</b>	\$10,859,325.85
<b>Total Fee Collection</b>	\$3,645,030.85
<b>Total Other Income</b>	\$574,707.07
<b>TOTAL INCOME</b>	\$15,079,063.77

## School Satisfaction

During 2022, all key stakeholders (parents/guardians, staff and students) engaged in the Catholic Education South Australia's Living Learning and Leading Survey.

Survey results demonstrated strong satisfaction with the College in:

- Welcoming and Inclusive School.
- Infrastructure meeting the needs of students.
- School Safety.

Survey results demonstrated room for improvement in:

- Student agency in their learning and assessment.

## **School Improvement**

During 2022, 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 school improvement priorities in 2021, 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.
- Respond to 2021 LLL survey data with a focus on greater student engagement in liturgical celebrations, by achieving greater relevance and connection to areas of importance to them – e.g. sustainability.
- Strengthen connections to our Mercy heritage through development of a Mercy Immersion trip to Cambodia, and a focus on Mercy prayer.
- Completion of College-Parish Garden as PBL activity with Year 8s.
- Refining implementation of Crossways II in Reception to Year 9.
- Introduction of new SACE RE Courses in Years 10 & 11.

### **Teaching and Learning**

- Maintain Integrated Learning staff team in Year 7 HASS, RE and English, to embed 2021 progress.
- Use of Assessment2Practice Collaboration cycle PL in R-6 to support data interpretation and utilisation to shape teaching.
- Deliver and implement R-6 Numeracy Plan.
- Develop and implement an R-6 approach to reading, including a shared agreement for literacy block.
- Respond to 2021 LLL survey data, progressing work on our VfL focus actions for individual staff, and our whole of school goals:
- T9: Incorporating the voice of all students to shape the learning and drive the motivation to question and go deeper.
- D9: Valuing the learner's natural curiosity to drive inquiry and learner agency.
- Introduction of Cert III ECEC Course, and integration with Alive ELC.
- Feasibility of creation of a Dance Academy modelled upon success of Basketball Academy.
- Introduction of MultiLit Suite of Literacy support programs.

### **Community**

- Progress further uniform changes as arose from Board Uniform committee 2021.
- Development of site mural projects through Council contact, David Booth.
- Finalisation and launch of College Reconciliation Action Plan during NAIDOC week.
- Consolidation of Fathering Project, launched in 2021.
- Delivery of first alumni reunion events, and expansion of alumni as volunteers, especially in supporting student learning.

### **Leadership and Wellbeing**

- Implement a plan for utilisation of Pulse data, including structure for reviewing data and responding.
- Respond to 2021 LLL survey data re classroom environments 7-12 through developing processes to acknowledge "inspirational places to learn", and belong.
- Utilise Restorative Practices PL in 2021 to review PRP policy and procedures and redevelop as required.
- Engage all sectors of our community in our 2022 Heart Value of Integrity, with a special focus on parent community.
- Introduce new SACE "Spirituality, Religion and Meaning" RE course for all senior Student Leaders.

## **Stewardship and Sustainability**

- Leadership by Vinnie's group to educate to improve success of use of colour coded bins, reducing cross contamination.
- Infrastructure upgrade to College printers to a common brand that will enable web-based, 'follow me' printing, for increased efficiency and sustainability.
- Deliver Stage 2B of R-6 development.
- Meet timelines for BGA application for Dell redevelopment, including design work.