

St Francis de Sales College

2024 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	99
1	76
2	65
3	80
4	65
5	81
6	87
7	97
8	74
9	71
10	75
11	74
12	40
Total	984

Percentage of Indigenous Student Enrolments

In 2024 the College served 39 students who identified themselves of Aboriginal and Torres Strait Islander heritage, representing school population of 956 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 2024 the College met the needs of 238 Students with Disabilities.

NCCD: Overall total (2023 – 2024 based on August 2024 census):

- 238 Students with Disabilities.
- Students with disabilities – 187 diagnosed, 51 imputed, 238 total
- 21 students included in the NCCD were also children in care.
- 16 students included in the NCCD identified as Aboriginal and/or Torres Strait Islander
- 73 students received adjustments classified as Quality Differentiated Teaching Practices.
- 151 students' adjustments were classified as Supplementary.
- 13 students' adjustments were classified as Substantial.
- 1 student's adjustments were classified as Extensive.

Teaching Staff Numbers during 2024 were 72 at a full time equivalent of 66.5.

Non-Teaching Staff Numbers during 2024 Staff numbers were 47 at a full time equivalent of 34.13.

TEACHER QUALIFICATIONS

Masters Degree	23
Doctorate	1
Honors	2
Diploma	12
Advanced Diploma	2
Graduate Diploma	12
Bachelor Degree	75
Graduate Certificate in Catholic Education	21
Highly Accomplished Lead Teacher	2
Highly Accomplished Teacher	1

STUDENT ATTENDANCE

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	93.32	83.34	90.95	91.7
1	92.72	84.16	88.71	88.66
2	94.07	88.30	90.56	91.46
3	90.34	75.04	84.21	86.89
4	93.34	89.94	84.98	85.44
5	91.35	87.20	86.68	88.41
6	92.72	89.39	87.16	86.68
7	90.95	86.36	88.28	87.88
8	91.71	86.15	86.57	87.71
9	90.74	84.97	87.71	86.85
10	88.69	82.82	86.29	69.57
11	89.75	86.99	84.95	68.00
12	90.25	84.34	79.99	19.28

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 - 2024

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	405	404
Writing	410	416
Spelling	391	402
Language Conventions	382	409
Numeracy	401	404

Year 5 Comparisons	Mean Score	Nat Mean Score
Reading	489	491
Writing	467	485
Spelling	458	486
Language Conventions	474	498
Numeracy	467	489

Year 7 Comparisons	Mean Score	Nat Mean Score
Reading	542	535
Writing	530	540
Spelling	524	540
Language Conventions	532	537
Numeracy	533	539

Year 9 Comparisons	Mean Score	Nat Mean Score
Reading	562	565
Writing	567	573
Spelling	566	567
Language Conventions	548	556
Numeracy	554	566

SENIOR SECONDARY OUTCOMES AND POST SCHOOL DESTINATIONS

SACE completion was achieved by 100% of students.

1 student 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 94.40 with our next highest performing students receiving an ATAR of 89.40, 85.95, 85.55, 83.70, 82.15, 81.30 and 80.85 respectively. Significant levels of attainment have been achieved by students in Vocational Learning, including students attaining full completion of Certificates II and III. 5 students attained the SACE, who would not have done so without their Stage 2 VET credits (12.5%).

SATAC Data 2024 - University Offers

80% of students received first round offers from the universities and tertiary colleges: UA: University of Adelaide, FL: Flinders University and US: University of South Australia, in a variety of courses:

SATAC offer
FL B Science (Hons) Enhanced
FL B Education (Primary)
UA B Health and Medical Science
UA B Sci (Hons)
US B Primary Ed (Hons)
FL B Social Work
UA B International Relations
FL B Ed (Secondary)
FL B Nutrition and Dietetics
US B Bus (Fin Plan) M Prof
US B Laws (Hons)
US B Ex and Sport Sci/B Nutrition
FL B Science (Animal Behaviour)
FL B Bus (Event MGMT Tour)
US B Laws Double (Hons)
US B Arch Studies/M Architecture
US B Psych (Counselling)
US B Interior Architecture
FL B Ed (Sec Health)
US B Early Child Education (Hons)
US B Interior Architecture
US B Psych (Counselling)
US B Information Technology
FL B Sport and Active Rec

2024 VET COURSES
Partial Certificate I in Automotive Vocational Preparation
Certificate II in Automotive Servicing Technology (Year 1)
Certificate II in Automotive Servicing Technology (Year 2)
Advanced Electronic Music Production
Drone Pilot Taster Course
Introduction to Cookery
Certificate II in Construction Pathways
Certificate II in Engineering Pathways

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 in Christian Ministry and Theology
Certificate III Early Childhood Education and Care
Certificate III in Fitness
Certificate III in Individual Support (Disability)

36 students from the College studied VET in 2024, with 5 students securing apprenticeships in their chosen industry and 3 actively pursuing apprenticeships. 9 students will continue their VET studies into 2025. All VET students from 2024 hope to achieve SACE, with the majority intending to move into tertiary studies post-school.

SCHOOL INCOME

In 2024 the College income included:

Total Government Funding	\$14,215,754.49
Total Fee Collection	\$4,210,450.18
Total Other Income	\$716,515.98
TOTAL INCOME	\$19,142,720.65

SCHOOL SATISFACTION RESULTS

In 2024, 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 67 parents, 56 teachers and leadership staff, 7 education support officers and 652 students from years two to twelve. Using these responses, seven comprehensive feedback reports have been generated:

Constructs to Celebrate: 2024 Areas of Strength

Areas of strength identified in the 2024 LLL Parent & Caregiver Report include:

- The positive progress evident in the 2024 Progress Report that shows parents and caregivers are reporting higher satisfaction with the College 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
- Welcoming School, as reported by parents and caregivers

Overview: Positive Progress and Areas of Strength

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

Identity	<p>In 2024, 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 2024 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 2024, 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, teaching and leadership. <p>Further successes identified in the 2024 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 2024, 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 2024 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 2024, 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 2024 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 2024 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. <p>Downward 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 2024, 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 2024, formulated a set of priorities for further College development and growth. These priorities included:

- Our construction focus in 2024 was almost entirely directed to the Dell redevelopment.
- Construction was completed and possession given to the College, at the end of the school year, which provided us with the opportunity to start 2025 at full speed. The build provided a magnificent facility for our students and extended our ability to support our Arts Program with music rooms, a dance/drama centre and renewed Performing Arts Centre.
- Whilst this was our major focus during 2024, we also added a solid shade structure adjacent to our food and technology rooms, extended the design and technology rooms to improve storage capacity and add an additional classroom space as well as installing a new greenhouse and storage areas for our junior school students.
- The \$600 Capital Levy applied to each family's fee statement contributes significantly towards the creation of these fantastic new facilities and provides us with a solid base for further and broader enhancements in future years.

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 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 Yr 2 staff; and develop and implement the Shared Agreement for Reading.
- Continue to develop an R-6 approach to reading; including InitialLit training for Yr 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.
- 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.
- Engage all sectors of our community in our 2024 Heart Value of Wisdom.

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 to review PRP policy and procedures and redevelop as required.
- Engage all sectors of our community in our 2024 Heart Value of Wisdom.

Stewardship and Sustainability

- Embedding of Genesis project to continue to grow success of recycling of waste, reducing landfill footprint.
- Finalise College-wide installation of “follow me” printing, for increased efficiency and sustainability, and assess impact.
- 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.