



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



**St Francis**  
CATHOLIC COLLEGE

### St Francis Catholic College

109-141 Bulman's Road, MELTON 3337

Principal: Marlene Jorgensen

Web: [www.sfcc.vic.edu.au](http://www.sfcc.vic.edu.au)

Registration: 1811, E Number: E1318

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## Principal's Attestation

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I, Marlene Jorgensen, attest that St Francis Catholic College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 Mar 2024

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## About this report

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St Francis Catholic College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **Vision**

Our vision is to have every student come to know that each has an inherent human dignity as they are all made in the image and likeness of God.

### **Mission**

At St Francis Catholic College, our mission is that students come to understand that they are deeply loved by God.

We want to equip students with the skills and disposition that allow them to flourish and make a meaningful contribution to our local and global society.

We will develop in our students a desire to be models of Christ, called to place their faith into action.

We will challenge our students to follow the teachings of our Lord Jesus Christ, walk in his footsteps and in the words of St Francis to “preach the Gospel at all times and where necessary use words”.

The College nurtures the personal, spiritual, and academic growth of each individual in its community in an atmosphere of faith, care, challenge and encouragement.

We foster the growth of personal worth and develop the gifts of students through the pursuit of prayer, knowledge, communication and service.

While respecting individual differences, we challenge each other to use our talents to benefit all in our community.

We develop in students an appreciation for quality education and teach each to embrace inclusion.

We also promote personal excellence, self-discipline, resilience and a sense of responsibility. This is displayed in our respect and concern for the wellbeing of all.

In fulfilling our mission, St Francis Catholic College - the students, parents and staff - will be a visible and ongoing sign of God's presence in the world.

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## College Overview

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St Francis Catholic College (formerly Catholic Regional College Melton) is a multi-campus, co-educational secondary school. Our Melton West Campus opened in 1980 and caters for 1200 students in Years 7 to 12.

In 2023, our new Cobblebank Campus opened with 145 students in Year 7 and will grow to accommodate up to 1500 Year 7-12 students by 2028.

The College provides education for students in the Melton, Melton South and Bacchus Marsh parishes and embraces the charism of St Francis of Assisi.

The College, formerly known as Catholic Regional College Melton, was established on an 8.4-hectare site on Bulman's Road, Melton West, in 1980 as a Year 7-10 College.

It was part of the Catholic Regional College (CRC) Federation, which includes Year 7–10 campuses at Caroline Springs, North Keilor, and St Albans and a Year 11 and 12 campus at Sydenham. Students who completed Year 10 went onto the CRC Sydenham campus for their Year 11 and 12 studies.

In 2006, the CRC Council decided, after consultation with the Catholic Education Office, that the Melton campus would develop into a Year 7-12 college to cater for growing enrolments from Melton, Melton South and Bacchus Marsh.

After five years of planning and preparation, the College proudly hosted the first VCE classes at Bulmans Rd in 2011.

The last decade has seen significant growth as the school matured as a Year 7-12 provider in its own right.

More recently, it opened a second campus in Cobblebank, changed its name to St Francis Catholic College, and adopted a new uniform. It is no longer connected by name or governance to the Federation of Catholic Regional College schools.

On this journey, there have been many challenges and much joy. The College community continues together in hope and faith, inspired by its motto, Faith in Action.

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## Principal's Report

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It has been a year of significant milestones at the College. We began the year with an official name change from Catholic Regional College Melton to St Francis Catholic College. This decision followed extensive consultation with parents, students and staff and has set the scene for developing a strong charism founded on St Francis of Assisi.

We also adopted a new College motto, Faith in Action, and in 2023, our students and staff lived this out in many ways.

Students committed to volunteering weekly at the Melton Central Community Centre's Kids Reading Club run by Vinnies. They also took the first steps to establish a Vinnies Chapter for students.

During our Lenten Project Compassion campaign, students carried bags of rice and buckets of water in our annual Ks for Caritas event. Through our Winter Homelessness Appeal, we collected an extraordinary amount of much-needed goods for local charities.

A small but dedicated Bible Studies group met each week, and several staff members achieved accreditation to teach in a Catholic school. Our eight new House groups attended Mass on their patron's feast day.

The College also introduced a new uniform featuring our new logo, incorporating elements of our past as Catholic Regional College and expressing our new charism. Our uniform design was largely driven by student voice and input from our Parents and Friends Association. The result is a stunning, gender-neutral trans-seasonal uniform that caters to the needs of a wide variety of students.

Student wellbeing and flourishing are linked to a strong sense of belonging. Having grown so rapidly from a school of 600 to a large school of more than 1200, there was a need to provide students with a house system that allowed for both peer mentoring and deep connection to at least one significant person.

In 2023, we divided students into eight vertical House Groups. Having the same house mentor and house leader from years 7 to 12 will ensure that students are well-known and nurtured during their time at the college. The new house system has also fostered a sense of competition and will add to our Catholic charism as each house begins to explore the work and teachings of its patron.

Enrolment demand at the College has been significant for a number of years, prompting the need for a second campus. After many setbacks and delays that saw students spend three terms of 2023 at Melton Campus, we could finally move into a purpose-built, impressive



second campus of St Francis Catholic College at Cobblebank. Our staff and the first 145 students appreciated the beautiful surroundings and settled in well.

Our Cobblebank students' exit from Melton was closely timed with the commencement of the demolition of B Block at the Melton Campus. This building is the last remaining from the original buildings. A new Junior Learning Hub, which includes Food Technology and Science facilities, will be constructed throughout 2024.

As we look to 2024, we will continue to embed these changes into the fabric of daily life at the College. It is time to build on the house spirit that has begun to emerge and to look for ways to deepen our understanding of St Francis to enliven the faith journey of our staff and students.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

To ensure staff, students and parents have a clear understanding of the part that a Catholic school plays in God's Mission.

To ensure that our point of difference as a Catholic Learning Community is evident in all that we undertake.

### Achievements

Key achievements in further developing the religious dimension of the school include:

- Introduction of House Masses, linked to House Feast Days.
- Developed stronger connections with clergy of feeder parishes.
- Formalised involvement with Franciscan Schools Australia by becoming a member school.
- An increase in the number of staff with upgraded qualifications in Religious Education (RE).
- Maintained and promoted a calendar of RE/Faith accreditation and personal development opportunities including various online and external RE accreditation sessions.
- Provision of a Religious Education Scholarship for students continued.
- Formalised and introduced a Faith/Religious Education immersion to Italy (Assisi) for staff to further develop and embed the college's new charism.
- Increased music and singing at College Masses led by the College Ensemble.
- FRG Ministries was again promoted as an online provider for staff to meet MACS accreditation requirements.
- Daily prayers on Simon each morning to assist homeroom teachers with a commitment to the practice.
- Weekly reflections published in the College newsletter.
- Remembrance of deceased members of the St Francis Catholic College community through a liturgy on All Souls Day and maintenance of the garden and commemorative wall established in their honour.
- Numerous social justice events promoted at the College.
- Ongoing support for the position of Social Justice Coordinator. Social justice awareness is high and initiatives continue to be well-supported and promoted.
- Mother's Day and Father's Day liturgies and breakfasts continued.

## Value Added

- House Masses linked to House Feast Days.
- Daily prayers on Simon portal.
- Numerous social justice awareness-raising activities.
- Student leadership - Liturgy Captains and Social Justice Captains.
- Mother's Day and Father's Day liturgies and breakfasts.
- Prayer liturgies - All Saints Day Commemoration Service, Ash Wednesday, ANZAC Day.
- Project Compassion - various fundraising initiatives held throughout Lent.
- Attendance at St Patrick's Cathedral Mass celebration for Catholic Education Week.
- Preparation of students receiving Sacraments.

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## Learning and Teaching

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### Goals & Intended Outcomes

In line with the School's Improvement Plan our goals are:

- to improve outcomes in writing and numeracy in all subject areas
- to build teacher capacity in differentiation

### Achievements

Key achievements in learning and teaching include:

- Improved confidence and attitudes towards teaching reading and writing in Domain-specific areas through participation in the MACS two-year Secondary Discipline Literacy Project (SDLP). Literacy professional learning was provided by literacy consultant Kirstin Bourne.
- Further improvements in differentiation in lessons to support all learners and provide opportunities for student-directed learning. Staff used a combination of Microsoft Teams and Simon Lesson Plans to provide individualised lessons and communication as required for identified needs.
- Applied High Impact Teaching Strategies (HITS) to support the learning environment using Learning Intentions, Success Criteria, Questioning and Feedback.
- Continued our two-week Jumpstart program in November providing an introduction to the year ahead for current and incoming students. VCE-VM and VPC students obtained micro-credentials in food handling, barista training and first aid.
- Targeted assistance for Year 7-10 students through the Tutor Program helped them reach the required standards in numeracy and literacy. The dual benefit of the program was that it helped some eligible tutors obtain their Permission to Teach. This helped manage teacher shortages.
- The College Dux achieved an ATAR of 95.90, with the second highest student scoring 95.20. Galgani Tutors continued to inspire senior students with many accessing this resource to strive for individual excellence.
- Continued growth in the English Alternative Language (EAL) curriculum. Workshops and presentations were held for teaching diverse (NCCD) learners and differentiating in the classroom. Connections with EAL families continued to expand and the number of interpreters on staff increased.
- Examinations occurred in all subjects each semester for Year 10 and 11 students. This provided opportunities to experience the VCAA examination environment. Timed Assessment Tasks (TATs) were held each semester for Year 7 and 8 students. Year 9 students undertook exams in Semester 2 in English and Mathematics.

- Completed new Year 9 building extension, used for Project-Based Learning in Humanities, English, and Science. It also provided extra science laboratory space for increased enrolments.
- Provided equitable access to technology with all students now having a school-mandated device.
- Built and launched one of the first state-of-the-art smart classrooms in Victoria equipped with virtual and augmented reality technology. The Lumination Lab enables diversification in the curriculum and provides the opportunity to be immersed in abstract concepts. Students can experience 'real-life' immersion in countries, history, sports, and the microscopic world.
- Provided meaningful, hands-on learning experiences for the new VCE-VM and VPC certificates and the last VCAL-Intermediate class, completed in 2023. Applied Learning staff undertook workshops and increased their resources to deliver the new courses. Students designed items for sale in the Maker Space and participated in cooking classes and preserving olives picked from the kitchen garden. This continues to be an excellent way of translating the skills learned in numeracy and literacy classes.
- Education Perfect continued to be used by English and Language classes and provided detailed data on student progress for teachers. Mathematics and the Health and PE domains incorporated the program into classes.

## Student Learning Outcomes

- NAPLAN has moved to Proficiency Standards resulting in trends across year levels more difficult to assess. This year's focus was on improving writing and is identified as an area to be supported as indicated by the NAPLAN results. In most sections of the Year 7 NAPLAN tests, 60% or above showed exceeding or strong based on the proficiency scale. On average 25%-30% were in the developing stage. In most sections of the Year 9 NAPLAN tests, 50% or above showed exceeding or strong based on the proficiency scale. On average 35%-45% were in the developing stage.
- The college continued focusing on improving reading and writing through the MACS Secondary Literacy Project. Priorities for the Strategic Improvement Plan (2024-2027) include improving numeracy results with a whole-school approach. Explicit instruction is required to shift the current post-COVID downward trend.
- The median ATAR dropped from 62.88 (2022) to 58.13 (2023), and 40+ Study Scores dropped from 1.8 (2022) to 1.4 (2023). This trend was seen in a number of schools within the Western and Northern regions. Passive supervision has been increased for Private Study, with more staff covering extras to maintain better supervision for Year 12 classes and greater responsibility to be on task in 2024.
- Teachers continue to use formative and summative data (quantitative assessment results) to determine student progress on the learning continuum in Years 7-10 with the aim of achieving 12 months of growth for 12 months of learning.

- The total number of Year 12 students increased slightly from 144 (2022) to 148 (2023). The number of students attempting VCE increased slightly from 103 (2022) to 116 (2023). All students in 2023 received their VCE.
- The number of non-ATAR students increased. High-quality career advice meant students were much more aware of pathways and TAFE options leading to Bachelor courses if interested.
- All VCE VM and VCAL students in 2023 completed their certificates.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	519	58%
	Year 9	532	47%
Numeracy	Year 7	522	63%
	Year 9	538	50%
Reading	Year 7	533	69%
	Year 9	545	51%
Spelling	Year 7	533	71%
	Year 9	558	67%
Writing	Year 7	530	58%
	Year 9	552	54%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	27
VCE Completion Rate (includes VCE VM completions)	99.20%
VCAL Completion Rate (VCAL Intermediate)	88.20%

\*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

<b>Post-School Destinations as at 2023</b>	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

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## Student Wellbeing

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### Goals & Intended Outcomes

To introduce a consistent whole-school approach to student wellbeing. To develop and implement procedures that enhance and support students, enabling them to flourish in the learning environment and achieve a sense of belonging within the college.

### Achievements

- The introduction of a new, whole-school house structure that fosters connections and a greater understanding between year levels and enhances each student's sense of belonging to the College. House spirit was developed through many different activities, including morning Mentor Group sessions, house assemblies, Mass to celebrate house patrons' feast days, and celebrations of student achievement.
- Embedded the Core Wellbeing Values of Community, Empathy, and Endeavour across all year levels. Students are formally recognised at the end of each term for living our core values. The student who encompasses all three core values is awarded the Domestique Award. The awards recognise students for their selfless acts, thinking of others, and contributing to the good of their class, even when their actions seem to go unnoticed.
- Further developed our Student Expectation Framework with input from students, staff, and families. Our Positive Behaviour 4 Learning group was introduced to lesson plans that staff could use to guide students in the expected behaviours.
- Hosted a staff professional development day that built staff capacity to understand Positive Behaviour 4 Learning. Led by Jack Mather from Melbourne Archdiocese Catholic Schools, the day focused on undesirable student behaviour, how to reframe it positively, and how to explain expectations to students in a way that they could follow.
- Provided opportunities for students to develop leadership skills and collaborate with students from other local secondary schools. They attended the Melbourne Secondary Youth Leadership Conference, the Melton City Council Youth Forum and participated in a leadership course facilitated by YLead. Year 9 student volunteers also received training to prepare them for the Year 7 Peer Support Program.
- Successful social justice initiatives engaged students, promoted collaboration among year levels, and raised funds for many community groups.
- Offered House competitions and activities at lunchtimes throughout the year to develop and enhance House spirit.
- Introduced wellbeing check-ins using Skodel for Year 7 students to assess their readiness to learn and provide them with tools and resources to manage their own wellbeing.



- Introduced Social Stencil, a Social-Emotional neuro-affirming program that teaches practical social concepts and strategies to build peer relationship skills and a culture of respect, understanding, care, and collaboration.
- Delivered targeted and relevant student programs that included presentations from:
  1. the Proactive Policing Unit (Years 8, 9 and 10) focusing on the danger of weapons, vaping and physical altercations.
  2. Batyr (Years 9 and 10), focusing on positive messages regarding mental health. Students in Years 11 and 12 were presented with a follow-up program called Stressed Out.
  3. The Pat Cronin Foundation (Years 10 and 11). The One Punch Presentation focused on empowering young people to handle conflict.
  4. Melton Council (Years 10 and 11) focusing on road safety.
- Provided parent webinars and information sessions, curriculum for students, and staff wellbeing sessions as part of our collaboration with The Resilience Project.
- Received Place-Based Partnership funding to provide students with access to the Western Bulldogs Leadership program.

## Value Added

The Resilience Project

FIRE Carrier Program

NAIDOC Week Refugee Week

Cultural Diversity Week

International Women's Day

Caritas Project Compassion

Winter Sleepout

Sports Association for Catholic Co-educational Secondary Schools (SACCSS) membership

VCE Awards Ceremony

Year 7-11 Awards Ceremony

Core Wellbeing Values and Domestique Award

ANZAC Day and Remembrance Services

School Assemblies

College Production

College Swimming and Multisport Carnival

Athletics Carnival

College Ensemble and Vocal Ensemble

Student Representative Council

Year 7 Elevate study skills session

Pat Cronin Foundation presentation

Batyr Presentations

Proactive Policing Presentations

Enlighten Education Presentation

Year 9 RITE Journey Program and ceremonies  
Year-level camps, sports and activity days  
Western Bulldogs Leadership program  
Foundation House Program  
RUOK?Day  
Lunchtime Clubs  
House Welcome evening

## **Student Satisfaction**

Data from the 2023 Melbourne Archdiocese Catholic Schools Improvement Survey (MACSSIS) shows:

School engagement remained consistent with past years and almost in line with the MACS average. Among the Year 7 cohort, it was 5% higher than the MACS average.

School climate showed a positive increase from 2022.

Teacher-student relationships increased significantly from 2022 and were almost in line with the MACS average. Among Year 7s they were above the MACS average.

Student Voice has remained consistent with previous years and is almost in line with the MACS average.

Enabling Student Safety increased from the previous year and is almost in line with the MACS average.

## **Student Attendance**

The College believes that student attendance is a measure of student wellbeing and is linked with academic achievement. It is crucial to build peer relationships, a sense of belonging, connectedness to the school community and improved educational outcomes.

Just as important, students who regularly miss school may experience long-term difficulties with their academic achievement by missing out on critical learning activities.

Parents are expected to contact the College Attendance line to notify of their child's absence. However, if this does not occur when a student is absent from school, an SMS is sent to the

parent/guardian alerting them to their child’s absence. If the parent does not respond, follow-up contact occurs from the College.

Parents also have access to a report of student attendance through PAM.

House Leaders and all teachers can access a daily report of student absence. If a student is absent for multiple days, the House Mentor will contact home, and the relevant House Leader will contact the parent/guardian to organise a meeting.

If there is a wellbeing concern regarding the student’s absence, the House Leader will contact parents/guardians and organise a meeting with the student and their family to discuss the concerns and offer support to re-engage in school life. College counsellors or psychologists will become involved by conducting parent interviews and, occasionally, home visits.

A formal letter is sent to parents of students with high absences if the student has not returned to school. A return-to-school plan is written in conjunction with the student and family.

Parents and guardians can be offered support from Orange Door or Headspace to assist with re-engaging their child if they find attending school difficult. If a student’s attendance is below the threshold of 30%, Navigator will be engaged to offer targeted support to help them return to school on a regular basis.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	77.8%

<b>Average Student Attendance Rate by Year Level</b>	
Y07	89.1%
Y08	87.6%
Y09	85.1%
Y10	85.3%
Overall average attendance	86.8%

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## Leadership

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### Goals & Intended Outcomes

To continue to provide staff with a wide range of professional learning opportunities to support their accreditation to teach in a Catholic school and meet the objectives of the College Strategic plan.

To continue to use data to help improve student outcomes via reflective practice. This goal was addressed by embedding the Classroom Climate Questionnaire (CCQ) developed by Curtin University as well as the use of Pat M and Pat R data.

### Achievements

Key achievements in 2023 include:

- Continued to implement the College Masterplan.
- Successfully inducted a significant number of new staff to the College following a significant changeover at the end of 2022.
- Continued the work of the consultative mechanism in the creation of important positions of leadership.
- Continued development of a pedagogical practice that builds on the use of platforms such as Teams.
- Implemented the Classroom Climate Questionnaire (CCQ) as a significant part of the Annual Review Meeting Process.
- Continued training in de-escalation strategies through Team Teach to build capacity in staff and improve staff wellbeing.
- Regular Tuesday afternoon staff meetings and targeted professional development and work in faculty teams.
- Embedded the ARM process among teaching staff.
- Applied a collaborative approach to both Learning and Teaching and pastoral programs such as PB4L.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

Description of Professional Learning undertaken in 2023

Restorative Practices

Berry Street

Positive Behavior for Learning (PB4L)

Specific VCE Studies preparation and information sessions on VCE Administration Literacy Projects for MACS

Numeracy and Literacy professional learning

De-escalation techniques

Growth Coaching and Mentoring

ESL professional learning Differentiation techniques

High Impact Teaching strategies

Secondary Leaders in Religious Education courses.

VCAA exam marking

NAPLAN Data interpretation and training

A continuation of Domain Professional Learning across the teaching staff Protective practices for non-teaching staff

Subject Association Conferences

Gifted and Talented Students Student Support/Services Student Wellbeing

Religious Education/Liturgy Technology/eLearning VCAL and VET professional learning

Disability Training OHS Training

First Aid: Asthma, Anaphylaxis and FIRST Aid

### **Expenditure And Teacher Participation in Professional Learning**

The College entered the final year of its Strategic Plan with an ongoing emphasis on both literacy and numeracy.

Several staff members were involved in the MACS literacy project. The project's focus, along with related professional learning opportunities, was to embed literacy across all subject areas.

The College also continued to use both PAT and NAPLAN data to review the progress of the students in literacy and numeracy and it is pleasing to report that there was a significant improvement, especially in literacy. Numeracy will continue to be a focus of the new Strategic Plan.

In terms of pastoral care, Berry Street continued to be a focus, particularly for our House leaders as the College continues to embed strategies that can immediately be used in the classroom. The Berry Street model develops an understanding of the benefits of trauma-informed teaching that creates a supportive and trauma informed positive education classroom.

Growth coaching was also a focus in 2023. Many middle leaders attended a variety of workshops that helped teachers reflect on their work and make improvements in their practice.

Many staff continued to develop their pedagogical practices by attending learning area conferences, VCE workshops, and exam marking sessions.

Number of teachers who participated in PL in 2023	214
Average expenditure per teacher for PL	\$151.22

### **Teacher Satisfaction**

Across nearly all domains, from Student Safety to Catholic Identity, staff indicated an improved positive endorsement.

Most significantly, the positive perception of the school's overall social and learning climate increased by 18%, staff-leadership relationships recorded a 19% increase, and psychological safety recorded a 15% increase.

Overall, staff felt the College was making significant strides across all aspects of their work.

2023 demonstrated that teachers have settled back into a normal day-to-day work environment. The College transitioned back into running its normal activities, including

excursions, camps, parent-teacher evenings, and sports. Student behaviour in the yard settled, with staff indicating that they were feeling safer when on yard duty.

The focus was on teaching and learning programs and embedding the House System across both campuses.

Staff wellbeing was a priority in 2023. The College Leadership team initiated many social events that were well-received.

Staff feedback indicated that collegiality and collaboration were strong, with feedback and collaboration in teams resulting in very high efficacy.

Again exit interviews for staff leaving the College were overwhelmingly positive with constructive comments made about the induction process, feedback and performance.

The College recruited many new staff members across all areas. We also employed a leader for our team of psychologists, adding to the college pastoral team.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	12.7%
Graduate	17.1%
Graduate Certificate	1.9%
Bachelor Degree	32.9%
Advanced Diploma	5.1%
No Qualifications Listed	30.4%

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	146
Teaching Staff (FTE)	137.8
Non-Teaching Staff (Headcount)	95
Non-Teaching Staff (FTE)	81.6
Indigenous Teaching Staff (Headcount)	2

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## Community Engagement

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### Goals & Intended Outcomes

To maintain a connection with the College community in particular parents and guardians.

### Achievements

The College continued to build links with families and the broader community in 2023. Key achievements include:

- Mother's and Father's Day liturgy and breakfast.
- Year 12 2022 reunion BBQ and catch up.
- Year 12 2013 Reunion
- House Welcome Evenings
- College Production. Students from local feeder primary school invited to matinee performance.
- Information nights, awards ceremonies, and presentations.
- Well-planned and consistent communication to families about important information concerning school matters. Emails and weekly newsletter used to disseminate information in a timely manner.
- A continued increase in the College's social media presence (Facebook, Instagram and LinkedIn).
- Maintenance and enrichment of existing links with the parish, community and local schools.
- College tours by student leaders.
- Parents and Friends meetings.
- Reading Club participation continued. Students attend Melton Community Centre to help younger children with their reading.
- Mothers from our local community joined us for cooking, jewellery making and henna art for Harmony Week.
- Students and staff attended local Remembrance Day service.
- Grade 6 transition program.
- Families and community members including our MACS representatives invited to school assemblies during Reconciliation Week and NAIDOC Week.
- Elders invited to Harmony Day celebrations and classes to support cultural learning.



## Parent Satisfaction

In 2023, we saw a significant increase in the response rate to the annual Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS). This increase in engagement allows for meaningful comparisons between 2021 and 2023

Data from the 2023 MACSSIS indicated high levels of parent/guardian satisfaction.

The Family Engagement, School Fit, School Climate, Student Safety and Catholic Identity domains all showed an increase in the 'percentage positive' compared to 2021, with the biggest increase recorded in the Communication domain, which rose from 57% to 69%.

The percentages in almost every domain were equal to or above the MACS average.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sfcc.vic.edu.au](http://www.sfcc.vic.edu.au)