



Melbourne Archdiocese
Catholic Schools

2024

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

Registration: 1811, E Number: E1318

Principal's Attestation

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 01 Apr 2025

About this report

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](#).

Governing Authority Report

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

Vision and Mission

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.

College Overview

St Francis Catholic College is a multi-campus, co-educational secondary school situated in one of the fastest-growing areas in Australia.

Our Melton 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.

Principal's Report

After the new beginnings of 2023, 2024 has been marked by major building projects and the embedding of important practices across the College.

Faith and Catholic Identity

The College celebrated significant liturgical events throughout the year, including our Opening Mass, House Masses, Graduation Mass, Feast Day Mass, and End-of-Year Masses for both staff and students. A Catholic Identity Working Party was established to develop a College-wide master plan that will ensure the Franciscan charism is visible and meaningful across both campuses.

In 2024, staff were supported to participate in a pilgrimage to Assisi—a formative experience that will continue to inform our efforts to help all staff engage deeply with the spirit of St Francis.

Community Engagement

Our community events once again drew strong attendance from parents and guardians. Events such as the House Welcome Evenings, Mother's Day and Father's Day Breakfasts, and Information Evenings highlighted the strength of our partnerships with families.

Strategic Direction and Learning

Early in the year, the College launched its new 2024–2027 Strategic Plan, shaped by the Term 4 review. The plan outlines three clear goals and provides a strong foundation for the next phase of growth.

In 2024, MACS introduced a new Vision for Instruction – Flourishing Learners, which sets out clear, mandated expectations for Catholic schools across Victoria. A key message is the central role of explicit teaching in achieving student growth and success.

The College remained fully staffed for most of the year, supporting stability in learning. Our Positive Behaviours 4 Learning (PB4L) Working Party developed a series of lessons designed to explicitly teach expected student behaviours in line with our Student Expectations Framework.

Building and Facilities

Several significant projects were undertaken in 2024.

Cobblebank Campus

- Construction of the Creativity Hub (Stage 2) is underway and will provide new spaces for Design Technology and the Creative Arts.
- A synthetic grass oval with a cricket pitch, benches, and an equipment shed commenced in December.
- Stage 1 was officially opened in Term 4. The design, by Baldasso Cortese, is inspired by Jeffrey Smart's painting *Container Train in Landscape*, with bold colours giving each building a unique identity. A landscaped cloister sits at the heart of the campus, linking the site's architectural features with our Catholic identity. The Tau cross, a symbol of St Francis, also features prominently, and our Red Building features a mural of four Catholic scientists: David Unaipon, Dr Sr Mary Glowrey, Gregor Mendel, and Howard Florey.

Melton Campus

- The Brindisi Building, a new two-storey hub replacing the original B Block was completed. The building includes facilities for Science, Food Technology, multipurpose classrooms, makerspace, and alfresco dining.

Catholic Identity and Mission

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.

The College community celebrated the blessing and official opening of the Cobblebank campus, led by Bishop Martin Ashe and Father Alex Clemente, marking a significant milestone in our growth.

Eighteen students successfully completed the Sacraments of Initiation Program, which was supported by the Assistant to the Director of Faith and Mission and the Liturgy Coordinator, deepening their faith journey.

A new St Francis Catholic College Prayer Book was created and a prayer renewal plan was initiated to guide ongoing spiritual reflection in the school community.

Prayer tables based on House Patrons were established in Mentor groups, further fostering a connection to our values and traditions.

The Bible Circle was launched for staff and students, offering an ongoing space for personal and communal faith exploration.

We held Faith and Mission alignment meetings with key coordinators to ensure that our programs and initiatives reflect our core values.

The College saw an increase in staff members gaining qualifications in Religious Education, ensuring that we continue to offer strong faith-based education.

A comprehensive calendar of Religious Education and faith accreditation opportunities was maintained, promoting ongoing professional development for staff.

We maintained a strong tradition of spiritual engagement through whole-campus Masses and liturgical celebrations, including the Opening School Mass, Ash Wednesday, Stations of the Cross, ANZAC Day, Year 12 Graduation Mass, and the End of Year Mass and Awards Ceremony.

The College proudly observed the Feast Day of St Francis with a special Mass and Celebration Day, deepening our connection to the Franciscan charism.

Weekly reflections were published in the College newsletter, encouraging reflection and fostering a sense of community across the school.

Daily prayers were shared via Simon to support mentor teachers and staff, ensuring a continued commitment to daily reflection and prayer.

Each House celebrated its Feast Day with a Mass, reinforcing community spirit and House pride.

Our relationships with local clergy and feeder parishes continued to grow, fostering collaboration and shared values.

Music and singing by our College Ensemble and Concert Band continued to enhance Masses and other key events.

Our annual Faith Formation Day, held in collaboration with Franciscan Schools Australia, deepened our collective understanding of the Franciscan charism and identity.

Several staff members attended the Franciscan Schools Australia Conference in Brisbane, furthering their knowledge and commitment to Franciscan values. Additionally, selected staff participated in an immersion pilgrimage to Assisi, Italy, strengthening their connection to the Franciscan tradition.

Mother's Day and Father's Day reflections and breakfasts were held, creating opportunities for families to come together in prayer and celebration.

Staff and students attended the St Patrick's Day Mass, reinforcing the importance of cultural and spiritual celebrations within our community.

The College saw an increase in Catholic imagery and creativity across both campuses, visually reinforcing our faith.

Value Added

- Year level Reflection Days – Year 8 facilitated by the Youth Ministries Team, Year 10 and Year 11 facilitated by Karis Ministries
- Sacraments of Initiation Program
- St Francis College Prayer Book

- Daily prayers on Simon
- Staff Faith Formation Day
- Mother's Day and Father's Day reflections and breakfasts
- House Masses for Feast Days
- St Francis Feast Day and celebration
- Caritas Project Compassion
- St Vinnies Sleepout and Winter Appeal
- Prayer liturgies – Ash Wednesday, ANZAC Day, Remembrance Day, Stations of the Cross
- Student leadership - Faith and Mission student support role, Social Justice Captains attended Catholic Education Week Mass at St Patrick's Cathedral
- Bible Circle
- Year 12 Retreat
- Year 12 Graduation Mass

Learning and Teaching

Goals & Intended Outcomes

In line with the School's Improvement Plan and Annual Action Plan, our goals are:

- to improve numeracy across all subject areas
- to build collective efficacy with staff being more data-informed and using it to improve student outcomes.

Achievements

Staff confidence improved in accessing and interpreting data via school platforms, supported by targeted professional development in the new Intellischools data analytics platform.

Delivered professional development led by the Melbourne University Numeracy Team, promoting positive numeracy language and embedding numeracy opportunities across the curriculum.

Growth in the use of Simon and Teams platforms for lesson planning, including documentation of student adjustments and modifications.

Learning and Teaching Team engaged in MACS' *Flourishing Learners* and *Vision for Instruction* initiatives, with a focus on brain-based learning and cognitive development.

Ongoing development of a school-wide Instructional Practice Model, integrating PB4L and clear expectations for lessons and classroom behaviour.

Mathematics staff accessed OCHRE resources, participated in MACS-led professional learning, and trialled Victorian Curriculum V2.0 units.

Year 7 and 9 students participated in Elevate Education workshops to build effective study habits; Jumpstart Program motivated students by introducing 2025 subject content.

VCE VM and VPC students had increased options to obtain micro-credentials in a range of areas.

The Tutor Learning Initiative enabled targeted literacy and numeracy interventions delivered by tutors and teacher tutors.

Increased student enrolment in Music classes; Art and Technology Exhibition showcased significant growth and explicit numeracy integration.

Five students achieved an ATAR of 90+ (highest 98.55); 12 students received an ATAR of 85+, and 18 scored 80+; Galgani Tutors contributed to student success.

An increased number of students completed VCE, with all receiving VCE certificates.

Expansion of the Learning Diversity Team and delivery of targeted workshops, including for EAL learners.

Continued support through tutoring, excursions, and incursions; increased number of FIRE Carriers promoting Indigenous education and advocacy.

Implementation of formal exams for Years 9 -11 and Timed Assessment Tasks (TATs) for Years 7 - 8 to build exam readiness.

Targeted interventions and explicit teaching of vocabulary and command terms led to measurable gains in writing outcomes.

The College has identified the need to enhance learning for high-achieving students and is exploring strategies for in-class extension.

Student Learning Outcomes

In 2024, there appears to be a slight decline in the number of students at the proficiency standard across Grammar & Punctuation, Numeracy, Reading and Spelling. This data is obtained at the beginning of the year. It will be interesting to see the NAPLAN numeracy results for 2025 with more explicit teaching of numeracy in 2024.

There was an increase in writing proficiency for Year 7 from 58% to 60% in 2024 and for Year 9 from 54% to 64%.

The Year 9 percentage increase is significant, and it can be attributed to the direct intervention of both the MACS Secondary Discipline Literacy Project and a general overall focus on literacy improvements within the 2020-2023 Strategic Improvement Plan.

Explicit writing improvement strategies continue to be used across Domain areas. Staff professional learning has been targeted towards reading and writing and explicit literacy strategies are included in all curriculum documents.

Teachers continue to use formative and summative data (quantitative assessment results) to determine student progress on the learning continuum in Years 7-10. The aim is to achieve 12 months of growth for 12 months of learning.

Senior studies

The VCE median score increased from 27 to 29.

VCE-VM numbers continue to grow, and there is a Team Teach approach used to deliver this course. Students have access to a range of VET options relevant to their areas of interest.

VET options will increase in the future with the new technology building at Cobblebank Campus.

While the VPC completion rate was lower (67%), the numbers within this class are small.

We provided support for one student beginning VPC in Year 10 (Units 1&2) and one completing Units 3&4 in Year 11 with excellent outcomes.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	518	53%
	Year 9	532	44%
Numeracy	Year 7	517	58%
	Year 9	528	46%
Reading	Year 7	524	65%
	Year 9	547	55%
Spelling	Year 7	516	62%
	Year 9	549	66%
Writing	Year 7	529	60%
	Year 9	575	64%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

Senior Secondary Outcomes	
VCE Median Score	29
VCE Completion Rate	99%
VCE VM Completion Rate	90%
VPC Completion Rate	67%

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

To introduce a consistent whole-school approach to student wellbeing that positively impacts student wellbeing and behaviour.

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

House spirit continued to strengthen through many different activities, including morning Mentor Group sessions, house assemblies, house feast day Masses, lunchtime competitions and celebrations of student achievement.

The Wellbeing Team continued to embed the Core Wellbeing Values of Community, Empathy, and Endeavour. Students are formally recognised and celebrated at the end of each term for living out the values.

The Student Expectation Framework was further developed with input from students, staff, and families.

The Positive Behaviour 4 Learning group developed lesson plans that staff could use to guide students in expected behaviours.

A working party was formed to develop a pastoral program for implementation in 2025 to support student wellbeing. The program is underpinned by our Core Wellbeing Values of Community, Empathy and Endeavour and takes a holistic approach to supporting students. It explicitly teaches skills that underpin lifelong learning and creates a supportive and nurturing environment so that students feel valued, safe and equipped to thrive academically, socially and emotionally.

Student leaders represented the College at the Melbourne Secondary Youth Leadership Conference, the Melton City Council Youth Forum and YLead. They made valuable contributions to discussions and initiatives and built on their leadership and communication skills.

Successful social justice initiatives raised funds for many community groups.

Provided Year 7 students with tools and resources to help them manage their wellbeing through the continued use of Skodel for regular check-ins that help assess their readiness to learn.

Identified students to participate in 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.

Continued building connections and network with external providers such as Headspace, DHHS, The Orange Door, RCH, Catholic Care and external psychologists and paediatricians to support the needs of students.

Delivered targeted and relevant student programs that included presentations from:

- the Proactive Policing Unit (Years 8, 9 and 10) focusing on the danger of weapons, vaping and physical altercations
- 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
- the Pat Cronin Foundation (Years 10 and 11). The One Punch Presentation focused on empowering young people to handle conflict
- Melton Council (Years 10 and 11) focusing on road safety
- Brainstorm Productions (Year 7 and 8) addressed bullying, harassment and aggression at school, at home and online
- YLead (Year 8). Take the Lead explored the fundamentals of leadership and how they can be used to maximise students' high school experience.

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
- Reconciliation 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 Day services
- Campus assemblies
- College Production
- Campus Swimming Carnivals
- Campus Athletics Carnivals
- College Ensemble
- Student Representative Council
- Year 7 Elevate study skills session
- 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
- Bullying No Way Week
- Lunchtime Clubs
- Tritactics
- My Emotions
- Susan McLean Cyber Safety Solutions
- House Welcome Evening
- College Feast Day
- 4C's: Cultivating Creative Cultures with Communities
- Breakfast Club
- Winter Sleep Out

Student Satisfaction

Data from the 2024 Melbourne Archdiocese Catholic Schools Improvement Survey

(MACSSIS) shows:

- School engagement improved by 2% and was in line with the MACS average with the Year 7, 11 and 12 cohorts 5% higher than the MACS average.
- School climate showed a positive increase from 2023 slightly below the MACS average, with both the Year 7 and Year 12 cohorts higher than the MACS average.
- Teacher-student relationships were in line with the MACS average, with Year 7, 11 and 12 cohorts significantly higher than the MACS average.
- Student Voice has remained consistent with previous years and is almost in line with the MACS average.
- Enabling Student Safety remained the same as last year and is slightly below the MACS average.

Student Attendance

The College has a range of procedures and programs in place to support and strengthen school attendance.

Our Wellbeing Team monitors attendance and develops individual learning plans for students who are at risk of withdrawing from school and their families. Return-to-school plans for school refusers are also prepared in collaboration with the student and their family.

Our House system is designed to foster a positive school culture and a strong sense of belonging among students. Working in small groups with a House Mentor enables each student to be known and valued and to develop a close bond with students from all year levels. Pastoral care underpins our wellbeing strategy and ensures that we take a personal interest in every student.

Students are also encouraged to choose an educational pathway that suits their academic or practical skills and interests. The College offers a wide range of VCE, VCE VM and VPC subjects and students are supported by their teachers and our Pathways Team to select a course of study that keeps them engaged and leads to successful post-secondary outcomes.

Information about the importance of regular school attendance is published in the College newsletter throughout the year and provided to families during the Year 7 transition program and information evenings for other year levels.

Absence notification procedure

Parents and guardians are expected to notify the College of their child's absence by contacting the College Attendance Line or registering the absence online via PAM (Parent Access Module). Parents also have access to a report of student attendance through PAM.

If the College is not informed of a student's absence, an SMS alert is sent to the parent/guardian. If there is no response to the SMS, the College will follow up with direct contact.

Staff can access a daily report of student absences.

For students who are absent for multiple days, the House Mentor will contact the family. If the absence continues, the House Leader will contact the parent/guardian to arrange a meeting.

If there are wellbeing concerns related to the student's absence, the House Leader will arrange a meeting with the student and their family to discuss these and explore support options. College counsellors or psychologists may be involved to conduct parent interviews and, in some cases, home visits.

Where further support is needed, parents may be referred to external agencies such as Orange Door or Headspace to assist with school re-engagement.

If a student's attendance falls below 30%, the Navigator program is used to provide targeted support.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	79.69

Average Student Attendance Rate by Year Level	
Y07	90.0
Y08	87.5
Y09	86.5
Y10	86.6
Overall average attendance	87.6

Leadership

Goals & Intended Outcomes

To build the capacity of staff to implement the vision for learning.

To build staff capacity to understand what it means to work in a Catholic school.

To develop structured support for teachers across all levels of leadership, from permission to teach staff to senior leadership.

Achievements

Continued the implementation of the College Strategic Plan, focusing on faith, numeracy, and staff development using data-driven approaches.

Adopted a holistic approach to mentoring graduate teachers, including the Permission to Teach Teachers program and development of a rigorous HALT (High Achieving and Lead Teacher) program.

Made significant investments in Professional Learning opportunities for all staff.

Successfully recruited and inducted a large number of new staff through a national and global recruitment approach.

Continued the work of the consultative mechanism in creating key leadership positions within the College.

Advanced the development of pedagogical practices now integrated into Simon lesson plans.

Maintained the use of the Classroom Climate Questionnaire (CCQ) as a critical tool in the Annual Review Meeting process.

Ongoing staff training in de-escalation strategies through Team Teach to enhance staff capacity in managing poor behaviour and improving staff wellbeing.

Held regular Tuesday afternoon staff meetings with targeted professional development sessions and collaborative work within faculty teams.

Fully embedded the Annual Review Meeting process among teaching staff.

Applied a collaborative approach to both Learning and Teaching as well as pastoral programs, such as Positive Behaviour for Learning.

These achievements reflect the College's ongoing commitment to educational excellence, staff development, and fostering a supportive learning environment.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • Restorative Practices • Berry Street • Positive Behaviour for Learning (PB4L) • Specific VCE studies preparation and information sessions • MACS Secondary Discipline Literacy Project • Numeracy 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 • De-escalation training through Team Teach • NAPLAN Data interpretation and training • A continuation of Domain Professional Learning across the teaching staff • Protective practices for non-teaching staff • Subject Association conferences • Support and services for gifted and talented students • Religious Education/Liturgy Technology/eLearning VCAL and VET professional learning • Disability Training • OHS Training • First Aid, Asthma, Anaphylaxis 	
Number of teachers who participated in PL in 2024	207
Average expenditure per teacher for PL	\$168.00

Teacher Satisfaction

Each year, Melbourne Archdiocese Catholic Schools surveys the College community to help us develop strategies to improve.

The 2024 MACSSIS survey data for teacher satisfaction indicates that Collegiality is at 76%, which is high compared to many schools. The teaching staff at St Francis Catholic College work well together and are very supportive of each other. This climate goes a long way in supporting both student and teacher outcomes.

Significant work began to support staff to feel safe at the College, during a time of uncertainty in the wider community. Of the staff surveyed in 2024, 57% indicated that they feel safe. To increase this, the College engaged Team Teach, who trained six staff to roll out de-escalation training to all staff over the coming year.

Professional learning and collective efficacy remain high at over 58%. This indicates that the teaching staff feel supported in their ongoing learning and believe that they can perform their role effectively.

Catholic Identity rates high amongst the teaching staff, at over 70%. Staff can identify that St Francis Catholic College is a Catholic School that lives and promotes its Catholic identity.

Work began in 2024 to develop an understanding that we are a Franciscan school. While only at an early stage, this is progressing well and is a focus of the Strategic Plan for the next three years.

Teacher Qualifications	
Doctorate	2
Masters	55
Graduate	61
Graduate Certificate	21
Bachelor Degree	149
Advanced Diploma	15
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	162
Teaching Staff (FTE)	153.14
Non-Teaching Staff (Headcount)	93
Non-Teaching Staff (FTE)	77.225
Indigenous Teaching Staff (Headcount)	3

Community Engagement

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 2024. Key achievements include:

Mother's and Father's Day Liturgies and Breakfasts

Year 12 2014 Reunion

House Welcome Evening: All families invited to meet staff, other students, and parents at the beginning of the school year. Information presented about expectations for 2024.

College Production: Students from one of our feeder primary schools attended a matinee performance.

Information Nights, Awards Ceremonies, and Presentations

Consistent and Well-Planned Communication: Regular updates sent to families regarding important school matters through emails and weekly newsletters.

Increased Social Media Presence: Growth in the College's social media reach on Facebook, Instagram, and LinkedIn.

Maintained and Enriched Community Links: Strengthened relationships with the parish, local community, and neighbouring schools.

College Tours by Student Leaders

Parents and Friends Association Meetings

Grade 6 Transition Program

Ongoing hire of our facilities, including Sheehan Stadium and Performing Arts Centre, by local community sporting and cultural groups. Our Trade Training Centre is also used by the Dinka Ethnic School of Victoria for weekend classes.

Official Opening and Blessing of Cobblebank Campus: Attended by Bishop Martin Ashe, MACS representatives, State and Federal Members, and local principals.

Graduation Mass and Dinner: A celebration for parents, guardians, staff, and students.

Ensemble Christmas Carol Tour: Students and staff performed at the local shopping centre, a feeder primary school, and a local nursing home.

Senior Art Exhibition: Families and the local community invited to view student artwork.

Enrolment Evening: Interpreters and staff provided support to assist families with the enrolment process.

Parent Satisfaction

In 2024, we saw a decrease in the response rate to the annual Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS). However, only six responses were received, and therefore, the results do not truly reflect the views of the wider College community.

The Family Engagement, School Fit, School Climate, Student Safety and Catholic Identity domains all showed a decrease in the 'percentage positive' compared to 2023.

Despite the decrease in percentages in most areas from the previous year, almost every domain was close to or slightly below the MACS average.

Feedback from our Parents and Friends Association indicates high levels of satisfaction with the College.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.sfcc.vic.edu.au