



**St Francis College,
CRESTMEAD**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



**Brisbane
Catholic
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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

All members of our College community are valued, respected and encouraged to maximise their opportunities in learning and in life. Our talented and caring teachers are committed to inspiring our students – spiritually, academically, culturally and physically. A dominant characteristic of St Francis College is the welcoming nature of the community.

School progress towards its goals in 2021

At St Francis College, we are proud of our achievements as we work towards being the best we can be. We have embraced the WRITE UP! Project across the P-10 classrooms.

In 2021, St Francis College continued to show growth in improving the reading and writing standard of students.

Students are encouraged to reach excellence in their learning and life whether that be following an academic or vocational pathway. Our aim is to provide students with opportunities so they can secure their individual and collective futures, thus academic life is complimented by comprehensive co-curricular program which allows students to blossom in areas such as music, dance, sport and culture.

The Year 5 cohort was acknowledged as one of the most improved school results in the Year 3 to 5 NAPLAN Numeracy (i.e. 68% above average progress). These results are a testament to the hard work of our students and the passion of our teachers who want the best for our students. This is also attributed to our collaborative approach to planning.

Future outlook

The Annual Improvement Plan for 2022 will focus on gaining improvements in reading, writing and in numeracy.

For reading, we will continue to target phonological awareness in Prep.

We will continue to target Years 3 to 10 with the explicit daily teaching of:

- Fluency
- Vocabulary
- Comprehension
- Guided Reading

We will renew our focus on the Gradual Release of Responsibility Model which forms the foundation of our pedagogical framework.

Our school at a glance

School profile

St Francis College is a P-12 Catholic College administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Prep to 12

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	995	491	504	53

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body

St Francis College (Crestmead) is located in Logan City, situated between Brisbane and the Gold Coast. Enrolled students reflect the same qualities and characteristics of all young people in this broad community. Whilst the region is marked by pockets of social disadvantage, our students come to us happy to be part of this productive learning community.

St Francis College offers holistic educational opportunities for students. The College is a harmonious multi-cultural mix of students from Asian, Middle Eastern, South American, Pacific Islands, North African and Australian backgrounds. The College is proud to promote its Franciscan heritage incorporating "Simplicity and Harmony" as our College motto. It is these values which underpin all the offerings and relationships that the College promotes.

Of the student population of the College, 428 students, approximately 43% of students identify as "English as an Additional Language/Dialect". The identified non-English languages used by our students are Arabic, African Languages, Gilbertese, Ndebele, Tigrinya, Tok, Pisin, Swahili, Hmong, Vietnamese, Indonesian, Portuguese, Hindi, Urdu, Filipino, Burmese, Romanian, Spanish, French, Khymer, Tagalog, Maori, Tongan and Samoan. There are 50 nations represented by the parents and students of the College. Our multi-cultural mix brings many qualities to our student body from a love of the cultural arts to a keen interest in all the sports offered by the College. Our students demonstrate exceptional leadership and community service in events such as carnivals, assemblies and the College Breakfast Club.

As an inclusive school with a holistic approach St Francis College draws a range of students with varied backgrounds, abilities and pathways. Students come to St Francis College across the entire Logan area, to participate in the fullness of school life and learning.

Curriculum implementation

Curriculum overview

St Francis College provides a high-quality education from Prep to Year 12. Learning opportunities in Prep to Year 10 are aligned with the Australian Curriculum and lead to pathways in the senior years. The senior curriculum provides a number of pathways and subjects offered meet QCAA syllabus requirements as well as Vocational Education and Training (VET) opportunities. The extensive curriculum includes:

- A comprehensive Religious Education program for Prep-Year 10 students based on the Brisbane Catholic Education Religious Education Guidelines and for Years 11-12 students based on the QCAA syllabuses;
- Nationally recognized Cert II and Cert III VET courses are offered in our state-of-the-art Trade Training Centres which specialise in Hospitality, Kitchen Operations and Health;
- Access to early entry University programs;
- Access to School Based Apprenticeship and Traineeships for senior students;
- Participation in district and regional sporting programs for 6-12;
- Spanish in P-6 and Senior External Examination in Arabic;
- Shared campus arrangements with other BCE schools for a range of VET courses and senior subjects.

All students are supported to access and participate in a high-quality education. Student engagement is supported through the Pastoral Care structures at the College. Classroom support includes EALD support, Teaching Partner support in classrooms and extensive STIE support in consultation with families. Homework Club is available to students two days per week. Teachers are committed to student learning and provide engaging opportunities for student growth.

Extra-curricular activities

St Francis College provides a range of extra-curricular activities for students. Opportunities reflect student interest and form a valuable part of a well-rounded education. Students can participate in activities which interest them. Some require seasonal commitment. Others are stand-alone experiences. Extra-curricular activities allow students to explore their interests and talents further and provide opportunities to engage in the community and the world around them.

Examples of extra-curricular activities include:

- Sports Academy – training and conditioning
- Sports Gala Days
- Environment Club
- Choirs
- Games room
- Chess Club

How information and communication technologies are used to assist learning

The College continues to focus on developing a sustainable ICT fleet in support of all learners across the College. All students in Years 4-12 participate in the College's 1:1 Laptop program. In Prep to Year 3, all classes have access to a suite of devices to support engagement in the curriculum. Classrooms across the College are equipped with projectors and facilities to support the development of ICT skills and collaborative ways of working.

Platforms such as Microsoft Teams and OneNote are used in all classes in Years 4-12 with age-appropriate technologies used across the school. The College continues to engage with new technologies to improve learning experiences and foster ICT capability for all students.

The College is committed to developing the ICT skills of all students. This cross-curricular priority is considered in planning for engaging learning opportunities that equip students with relevant skills for life. Applications used are age-appropriate and consider the learning needs of each year level. Programs and activities are selected to enrich learning opportunities and allow students to express themselves in a range of ways.

Social climate

Overview

We are a faith community that celebrates life and learning through Christian worship in the Catholic tradition. Daily prayer, whole school Liturgies and year-level Retreats and Reflection Days provide opportunities for spiritual reflection and growth. These activities are integral to our College culture and reinforce our Christian teachings, so that our graduating students are well equipped to participate in and contribute to a complex world where conflicting values will challenge them.

The College Pastoral Care system is an embodiment of our ethos. All students are seen as and are treated as individuals and are given every opportunity to achieve their personal best and contribute to the community. The Pastoral Care program is tailored for the developmental needs of each year group and is delivered in lessons that promote individual attention to student questions and issues. St Francis College is proud to be involved in a range of activities and promotions in the National Day Against Bullying and Violence each year. We encourage year levels to interact with each other through the Vertical Pastoral Care arrangement. For those students who have difficulty feeling comfortable at school, our College Counsellors work closely with parents, staff and the community to ensure that these students can also find their place at St Francis College. The College welcomes other faiths. We are explicitly Catholic in our observances and traditions, but respect and dialogue with other faiths.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey – Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	95.3%
School staff demonstrate the school's Catholic Christian values	89.5%
Teachers at this school have high expectations for my child	94.2%
Staff at this school care about my child	96.6%
I can talk to my child's teachers about my concerns	86.3%
Teachers at this school encourage me to take an active role in my child's education	83.8%
My child feels safe at this school	94.0%
The facilities at this school support my child's educational needs	88.9%
This school looks for ways to improve	91.1%
I am happy my child is at this school	90.4%

BCE Listens Survey – Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	76.7%
I enjoy learning at my school	87.0%
Teachers expect me to work to the best of my ability in all my learning	95.8%
Feedback from my teacher helps me learn	91.2%
Teachers at my school treat me fairly	81.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	59.2%
I feel safe at school	82.5%
I am happy to be at my school	83.1%

BCE Listens Survey – Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	83.8%
School staff demonstrate this school's Catholic Christian values	93.0%
This school acts on staff feedback	68.4%
This school looks for ways to improve	93.8%
I am recognised for my efforts at work	80.0%
In general students at this school respect staff members	74.5%
This school makes student protection everyone's responsibility	96.8%
I enjoy working at this school	92.6%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
 DW = Data withheld to ensure confidentiality.

Family and community engagement

St Francis College values and supports the partnership between community, home and school in fostering our students' learning. The college recognises that education is a three-way partnership between the school, the student and the home. Parents are encouraged to have an active interest in the education of their children. Parents are actively encouraged to communicate informally with their child's teachers via the email or phone. Personal appointments are also welcome with staff members to discuss their child's progress. The College communicates with parents fortnightly via a college newsletter. General information about the college, and specific information about the academic and co-curricular programs can be obtained via the college's website.

Opportunities for parents and caregivers to be involved in their child's education are provided in the following ways:

- Parent Information Evenings
- Student/Parent/Teacher Learning Conversations
- Principal's Awards Afternoons
- Class Celebration of Learning
- Commissioning of College Leaders
- Class and whole School Liturgies
- School Assemblies
- Friends of St Francis Group
- Easter Liturgy
- Christmas Concert
- Celebration of Arts Evening
- Parent involvement in whole school Positive Behaviour Support Program
- Family Group sporting carnivals
- Inter-school competitions

The College has African and Samoan Youth liaison officers who work with families from diverse backgrounds, as well as three counsellors working across the College. For the past nine years, the College has been running a Community Hub to provide support for parents including before and after school child care, playgroups, Breakfast Club and parent information and support programs. This venture has increased our links and involvement with the wider community, bringing more resources to our families to assist their children make the most of their educational journey.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface of the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Under the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with the text 'View School Profile'.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a horizontal navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a white underline.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	93	65
Full-time Equivalents	89.7	47.2

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	26
Graduate diploma etc.**	17
Bachelor degree	49
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

- Positive Behaviour for Learning
- Franciscan Spirituality
- Explicit teaching of Reading & Writing
- Write Up!
- Assessment and rubric design
- New QCE system
- Essential Skills for Classroom Management
- Collaborative Unit Planning
- Digital Technology
- Differentiation
- Curriculum Learning Areas
- First Aid/CPR skills

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	94.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96.6% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4% and years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	91.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	89.0%

Average attendance rate per year level			
Prep attendance rate	88.5%	Year 7 attendance rate	91.9%
Year 1 attendance rate	90.7%	Year 8 attendance rate	89.7%
Year 2 attendance rate	90.4%	Year 9 attendance rate	90.3%
Year 3 attendance rate	90.6%	Year 10 attendance rate	91.0%
Year 4 attendance rate	93.7%	Year 11 attendance rate	93.5%
Year 5 attendance rate	93.3%	Year 12 attendance rate	95.7%
Year 6 attendance rate	92.8%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	97.1%

Description of how non-attendance is managed by the school

Class rolls are marked P-12 in the morning Pastoral Care time at 8.40am. Late arrivals are required to report to Student Services at the office to sign and receive a late arrival notification slip which must then be presented to the class teacher upon arrival at the classroom. Investigations are undertaken by the class teachers and pastoral staff when a pattern of late arrival is noted.

In P-6, class rolls are marked each morning and are updated by class teachers should a student not return following specialist lessons or play breaks. The class teacher contacts the office to determine if the student's whereabouts are known e.g. in the sick bay, with guidance counsellors, or early collection by parents/care givers. If this is not the case, members of the P-6 leadership team are informed urgently to assist in locating the student.

In 7-12, teachers mark the roll at the beginning of each lesson. Should a student not arrive at class when they had been present in previous lessons, a similar procedure is undertaken with sick bay, parent collection registers, guidance counsellors and pastoral leaders being checked. If required, Middle Leaders and leadership team members are alerted to instigate processes to locate the student.

Absent students are recorded and monitored through eMinerva/BI tool. A summary of attendance is provided for the Head of Campus P-6, Head of Campus 7-12 and AP Pastoral on a weekly basis. Patterns

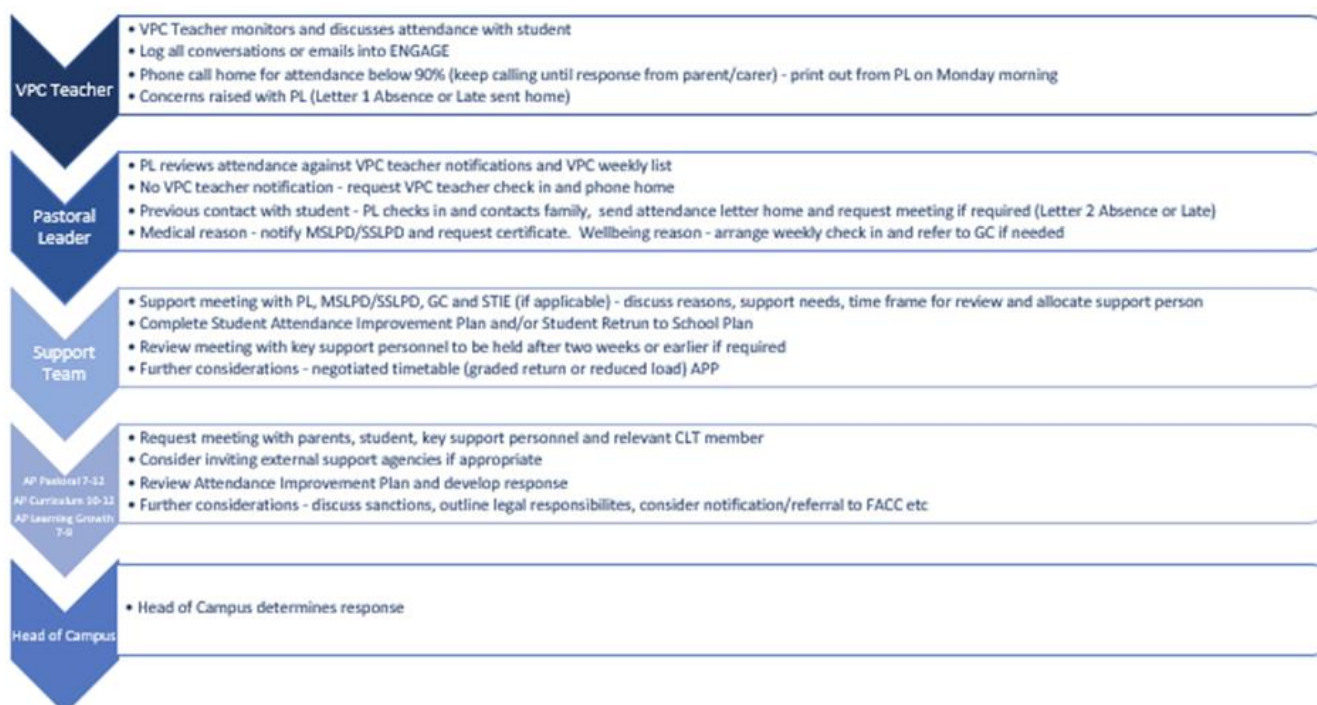
of attendance are graphed via BI to identify students at risk and class teachers/middle leaders or members of CLT follow up with parents either via telephone or a face-to-face meeting. Daily absence without notification from parents results in a text message being sent to parents to notify them of their child's absence from school. P-6 class teachers and 7-12 Vertical Pastoral Care teachers contact parents/caregivers if a student has more than 2 consecutive days unexplained absence.

Patterns of attendance are tracked twice per term via BI data. Students below 90% attendance for the term are identified and this data is discussed with teachers. Students whose attendance falls well-below 90%, and for whom no legitimate reason for the absence has been lodged, are flagged in discussions with class teachers who then contact parents. Continued low attendance is followed up by leadership staff.

In P-6, students whose attendance is above 90% are lauded at assembly and extra recognition is afforded for 100% attendance. A system of class rewards has been established to recognise and reward students who meet this attendance expectation. Additionally, each week, books are awarded to classes which achieve zero late arrivals for the week. This late arrival and absentee data is tracked and discussed with students at assembly with the challenge set for P-6 students to maintain a "Target Below 50"; the goal is to reduce late arrivals to beneath 50 for the week in total across all P-6 classes.

In 7-12, each student monitors their attendance percentage weekly through Family Group assembly with a Griffin Attendance Card sent home after a number of 100% attendances. Each semester, at the Celebration of Excellence Awards night, students with 100% attendance for the semester receive an award and certificate. Points for the St Francis Family Group trophy are also awarded for those students with 100% attendance each semester.

Flow Chart for 7-12



Communication of attendance expectations is multimodal. Signage to reflect and communicate these expectations is placed on the electronic noticeboard at the front of the college. Additionally, P-6 classes have door signage reminding the community of the "Target Below 50" challenge and promote attendance through their weekly dialogue. During the fortnight when attendance is scheduled as the "Expectation of the Week", multiple media clips relating to the topic are shown and used as a teachable

moment across P-12. Articles relating to the benefits of high attendance and the College and BCE expectations appear regularly in the fortnightly newsletter. P-6 HOC highlights the College focus and expectation of attendance along with potential impacts during Prep Information evening. This is also discussed during enrolment interviews, P-12.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	67
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	60
Number of students awarded a Queensland Certificate of Individual Achievement.	1
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	60
Number of students awarded a VET Certificate II or above.	59
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	92.6%
Number of students receiving an ATAR	14
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	Unknown

As at April 2021. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

Early leavers information

At times, students decide to leave school before the end of Year 12. St Francis College endeavours to support young people for the duration of their education at the College. Students are engaged in discussion about their motivation to leave, their options in achieving their desired learning or earning pathway and supports available at the College to assist them to remain engaged in their education. The decision to leave follows extensive discussion and counselling to ensure that students and families are making informed decisions.

Students generally move to engage in sporting programs available at larger secondary colleges, to access subjects not available at St Francis College or to move into the workforce.