



ST FRANCIS' SCHOOL MADDINGTON

(2021 Performance Data)

As part of the current Commonwealth Government Quadrennial Funding Agreement schools are required to publish information for the 2021 school year. St Francis' is pleased to publish the following information regarding school performance as per the performance indicators.

1. Contextual Information

St Francis' School was established in 2015. It is a Catholic co-educational secondary CARE (Curriculum and Re-engagement in Education) School that provides a caring and safe school environment for local teenagers who, for a variety of reasons, do not attend mainstream schooling and often, through no fault of their own, find themselves educationally marginalised.

St Francis' School is committed to offering a nurturing environment to its students. Students are encouraged to re-engage with education, self-belief and ultimately, reach their potential by developing independent learner skills. The school offers academic and practical courses to equip students with the necessary skills to participate in and contribute to the wider community. The school has forged strong community links and strives to work with local support and educational agencies. The school's enrolment policy is non-judgmental and cross-cultural.

The curriculum at St Francis' provides for the total growth of the student offering a variety of experiences, giving students a holistic educational grounding. The School offers practical, relevant and motivational lessons and activities that promote personal and academic skills. Western Australian Curriculum subjects are offered to students in Year Ten with a variety of Certificate Courses being offered to students in Years Ten to Twelve. General and Foundation Courses are also offered to Year 11 and 12 students as they work towards receiving a Western Australian Statement of Student Achievement (WASSA) and their Western Australian Certificate of Education (WACE).

Literacy and Numeracy Testing, using the ACER Compass Assessment, is conducted for each student enrolling at St Francis' School. Compass is a computer-based assessment of core literacy and numeracy skills specifically designed for disengaged and educationally marginalised young people.

Based on the results from the Compass Assessment, and information provided by parents/carers, appropriate educational support is provided for students on an individualised basis. Each student at the School has an Individual Plan (IP) developed in collaboration with the student along with parents/carers, as well as key stakeholders, to ensure the most appropriate learning strategies and academic pathways are implemented.

Following in the teachings of St Francis of Assisi (Patron Saint of Ecology), there is a strong emphasis on stewardship and looking after the environment. St Francis' School has a philosophy that is based on four Christian Principles (*Respect, Responsibility, Belonging* and *Belief*), to which staff and students aspire as we endeavour to give witness to the teachings and life of Jesus Christ.

Principles:

- *Respect* for self, others and the environment
- *Responsibility* for decisions, actions and words
- *Belonging* to a safe, caring community where generosity is emphasised
- *Belief* in self-worth, in pursuing personal potential and in the dignity of all

The students are provided with additional support through the provision of a School Social Worker, two part-time Youth Workers, two Educational Assistants and a part-time Aboriginal Teacher Assistant, who provide support services to meet the holistic needs of the students through proactive and point of need intervention.

2. Teacher standards and Qualifications

All teaching staff at St Francis' are members of the Teachers Registration Board of Western Australia (TRBWA). All staff members have a current Working with Children (WWC) Card and Accreditation to Work in a Catholic School. Teaching and support staff at St Francis' are highly skilled and experienced with various combinations of the following qualifications: Master's Degree, Bachelor of Arts Degree, Bachelors Degree, Bachelor of Education and Certificate IV Qualifications.

The teaching staff at St Francis' School hold the following qualifications:

- Bachelor Education – 4
- Diploma of Education – 2
- Graduate Diploma – 2
- Masters – 1

3. Workforce Composition

In 2021 there was a mix of male (33%) and female (67%) staff at St Francis' School. St Francis' School had one indigenous staff member, a part-time Aboriginal Teacher Assistant. All staff work together to provide a safe and supportive educational environment for the students. The composition of the staff is as follows:

- four full-time Teachers & four part-time Teachers
- two full-time Educational Assistants
- one part-time Aboriginal Teacher Assistant
- two part-time Youth Workers
- one full-time Social Worker
- one full-time Administration & Finance Officer
- one part-time Administration Officer
- one part-time VET Coordinator
- one part-time Grounds Person
- one full-time Principal

At the end 2021 we farewelled three staff, Mrs Jaid O'Donnell, Mrs Karen Young & Mrs Lisa Price. Educational Assistant Mrs Jaid O'Donnell commenced six months Parental Leave at the end of the year. We thanked Jaid for her wonderful contributions to our

school and wished her all the best for the birth of her second child.

Mrs Karen Young & Mrs Lisa Price team taught in 2021 teaching Year 10 Food, Year 11 & 12 HPO as well as Year 11 & 12 Food. Karen & Lisa contributed to our school in so many ways over the course of this year, we were truly grateful for all they brought to our school and look forward to them visiting the school in 2022 as relief teachers.

In 2022 one new full-time Education Assistant, Ms Olivia Thornton, has been employed to replace Mrs Jaid O'Donnell who will be on Parental Leave for Semester One.

4. Student Attendance

Student attendance data for 2021:

- Whole School 69.48%
- Year Ten 71.44%
- Year Eleven 58.80%
- Year Twelve 77.49%

The school has an annual goal of an average attendance rate of 60% across all year groups, in 2021 the goal was achieved. The Year 11 attendance data was impacted by five students who experienced significant periods of disengagement from school. There were eight students who recorded an attendance rate of 90%+ and five students who recorded an attendance rate between 80 to 89%.

St Francis' School is located just a few hundred metres from the Maddington railway station. Parents/guardians are required to notify the school of any absences, they are advised of attendance and absentee requirements at enrolment and in writing. Where possible, students/parents/guardians are expected to provide prior notice of any absence. A member of staff is able to pick up and drop off a small number of students who can find transport a difficulty.

The number of students requesting assistance with transport to school in 2021 maintained at a similar level to that of previous years. The school works one-on-one with students to build their capacity to access public transport where possible.

If notification of an absence is not received the School Social Worker and/or the Youth Worker will contact parents/guardians/students on the day of the absence. Home visits may be made in periods of extended absence/school avoidance. Attendance is closely monitored, and reviews are conducted daily and weekly. St Francis' School works closely with students, parents/guardians and relevant student support agencies to encourage regular and punctual attendance. Any serious on-going attendance issues will be referred to the Department of Education Participation Officers for follow-up. In 2021 St Francis' School referred eight (8) students to Department of Education Participation Team.

Encouraging regular attendance is addressed through several initiatives:

- regular attendance motivation and encouragement
- individual schooling attendance plans
- intrinsic motivation to attend school through relationship building
- regular reviews with students and parents on an as needed basis
- home visits
- caring and nurturing school staff and environment
- service programs aimed at building school community
- home pick up using school vehicles
- imbue core school Principles through daily student meetings

The students also receive support with attendance matters through the School Social Worker and Youth Worker.

The four Christian Principles of the School are used to encourage students to show respect for themselves and their learning, take responsibility for their own learning, to attend regularly and to participate fully in school life.

5. Senior Secondary outcomes

In Term Four of 2021 St Francis' School enrolment numbers were as follows:

- Year 10 – 12 students
- Year 11 – 14 students
- Year 12 – 12 students

Total – 38 students

The focus for the school is to work with the students and to set them on a pathway to complete their final year of study in Year 12, achieve the minimum of St Francis' School Graduation, and leave St Francis' with options for further study and or employment upon Graduation.

OLNA Results

The School Curriculum & Standards Authority (SCSA) Online Literacy and Numeracy Assessment (OLNA) is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy.

To successfully meet the literacy and numeracy requirement students must demonstrate the skills regarded as essential to meet the demands of everyday life and work in a knowledge- based economy. These skills are described in Level 3 of the *Australian Core Skills Framework (ACSF)*. The ACER Compass Assessment, which each student enrolling at St Francis' School, is aligned with the ACSF and provides staff with baseline Numeracy and Reading data to assisting in preparing students to sit their OLNA.

In 2021 St Francis' School continued to provide all students who needed to complete their OLNA with access to OLNA Support which is a website designed to aid students and facilitate their learning, so they have every opportunity to successfully complete the OLNA test. Access to the OLNA Support website was provided at no cost to the students and their parents/carers.

In 2021 St Francis' students once again attained excellent results in their OLNA. The staff at St Francis' School work closely with the students to reduce anxiety and stress levels in the lead up to each of the OLNA windows. For many of the students the first success comes in them attempting the assessments for the first time and then building their confidence from this initial point of success.

The table below summarises the 2021 OLNA results for St Francis' School.

Academic Year	Numeracy						Reading						Writing					
	Year 10		Year 11		Year 12		Year 10		Year 11		Year 12		Year 10		Year 11		Year 12	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
Year 10	20%	20%					60%	50%					40%	50%				
Year 11	25%	31%	50%	56%			44%	50%	62%	69%			19%	50%	62%	81%		
Year 12	33%	42%	50%	67%	67%	75%	42%	50%	75%	83%	92%	92%	33%	50%	75%	83%	92%	92%

Workplace Learning (WPL)

The Workplace Learning is a SCSA developed endorsed program that provides an opportunity for students to demonstrate, and develop increasing competence in, the core skills for work, often referred to as generic, transferable or employability skills. Students learn to apply and adapt the workplace skills that are necessary to understand and carry out different types of work, and that play a key role in lifelong learning.

Developing competence in workplace skills assists an individual to gain employment, and in the longer term, to progress within the organization or industry area in which they are employed, and to contribute successfully to the organizations' objectives and to the wider community.

Successful completion of 55 hours in a placement gives a student the equivalent of one unit towards their WACE. In 2021 St Francis' students completed ten (10) WPL placements which equated to ten unit equivalents. Five students successfully completed two placements each.

Community Service – St Francis' Live to Give

At the end of Term Two we officially launched the St Francis' *Live to Give Program*. The logo for which was designed by Year 12 student Angel as a part of her Certificate II Visual Art Course.



The *Live to Give Program* pays homage to our patron, St Francis of Assisi, the patron saint of ecology and animals who encourages us to care for the things of the earth. St Francis sings, "Praise be You, my Lord, though our sister Mother Earth, who sustains and governs us, and who produces varied fruits with coloured flowers and herbs". This underpinning love in all creation and all of humanity allows two responses. One is that we live in a world of wonder. The second is that we are called into ongoing conversation regarding our outlook and actions in caring for others and the environment, to hear and respond to the cry of the earth.

At St Francis' School we enact the spirit of St Francis through active participation and engagement in Christian Service. The Christian/Community Service activities the students engage form part of the *Live To Give Program* and include the Year 10 Service Learning, School Service Days, Volunteering at Vinnies, school recycling program, maintaining the gardens around the school, looking after the rabbits & chickens, cooking

meals for local agencies including The Shop Front, Ruah Services and Real-Life Church.

Just as the early followers of St Francis were attracted by his powerful message to be of service to others in the spirit of Jesus Christ, the students at St Francis' School have been exemplary in their commitment to Service during 2021. In 2021 students at St Francis' completed the following hours of Community Service:

- Year 10 234 hours
- Year 11 63 hours
- Year 12 171 hours
- Total 468 hours

Year Twelve Results

In 2021 there were twelve (12) students enrolled in Year Twelve at St Francis' School.

Achieved WACE	Completed Certificate II
11 students were Eligible to obtain their WACE in 2021 with 10 students being successful. The one student who was unsuccessful did not attain a Level 3 in the Numeracy component of their OLNA but met all other WACE requirements.	11 students out of 12 students enrolled in Year 12 completed a Certificate II or Certificate III Qualification
91%	92%

- Year 12 students completed Certificate II qualifications in Engineering Pathways, Visual Arts, Skills for Work and Vocational Pathways, Light Automotive and Certificate III qualifications in Hospitality.
- Two students had completed two Certificate II qualifications upon graduation from St Francis' School
- One student had completed three Certificate II qualifications upon graduation from St Francis' School
- One student had completed four Certificate II qualifications upon graduation from St Francis' School - Skills for Work and Vocational Pathways, Engineer Pathways, Light Automotive and Visual Arts
- In total eighteen Certificate II qualifications were completed by the Year 12 graduates of 2021.

7. Parent, Student and Teacher satisfaction

Students, staff and parents have indicated through feedback from meetings, electronic communication and general discussions that they are very satisfied with the supportive, caring, educational environment provided by St Francis' School.

In 2021 direct parent engagement with school activities and programs returned to normal levels after being significantly impacted by COVID-19 restrictions in 2020.

Service Days are days in the St Francis' School Calendar where the timetable is collapsed for the day and students engage in service activities both at the School and in the wider community. The Service Days occur once in Term Two and once in Term Three. In 2021 St Francis' was able to complete both Service Days with parents/carers able to participate in the activities on both days. In total we had ten (10) parents attend the two days, it is always wonderful to provide parents/carers, with an opportunity to positively engage with the School and also to spend time with their children within the School but outside of the classroom.

Parent/Teacher/Student Meetings were held on Wednesday 28 April. Once again, we had a wonderful turn out, 17 out of 32 families attended which was 53% of families with another 5 families unable to attend but wanting contact from staff, this made for a total of 69% of families engaging with the opportunity to receive feedback on how their children are progressing. Each year we have an increase in the number of families that take up this opportunity. It was wonderful to hear the feedback in the meetings as to how happy the students are at the school and how grateful the parents are for all that is done for their children by the staff at St Francis' School.

Some of the areas highlighted by parents, students, key support agencies and staff as highly satisfactory at St Francis' School over the course of 2021 were:

- the high degree of support and guidance provided to students
- positive teacher student relationships
- positive and flexible school environment at St Francis' School
- pride in the achievements of the students
- student engagement with the school
- individual programs for the students

School Climate Survey

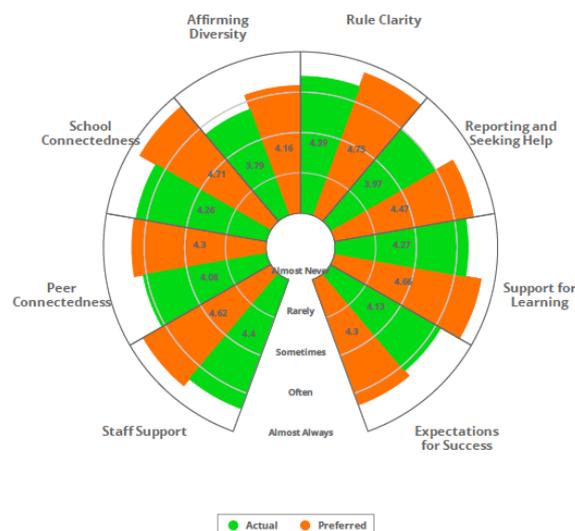
As a component of the schools' improvement and planning processes, in Term Two parents, students and staff were asked to provide feedback on the schools' performance via a survey administered by the National School Improvement Partnerships. The survey was completed by 26 students, 8 families (25%) and 14 staff.

The feedback received from parents and students was extremely affirming for the school and the staff who work with the students and comments included:

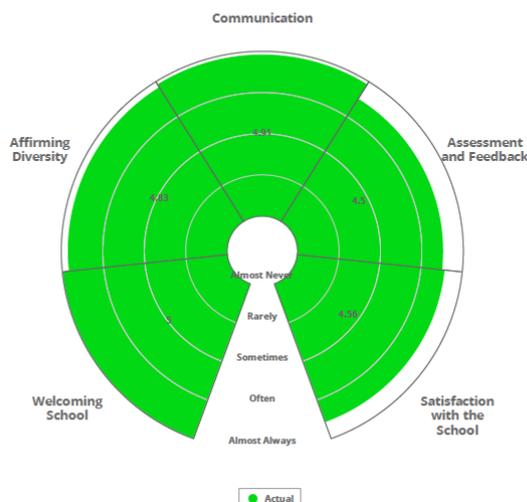
- This is a great supportive CARE school where my child feels valued
- My child has always struggled Since being at St Francis' she has improved her studies and social interactions
- They offered a style of learning that suited my child's needs

The correlation between the actual experiences of the students and the preferred levels were extremely high as shown below and on the following page.

Student Voice



Parent/Caregivers Experience



8. Post School destinations

A variety of post schooling options were explored in preparing the Year 12 students for life beyond school including Technical and Further Education (TAFE), Apprenticeships and Traineeships and work placement. At the end of 2021 three students (25%) had been successful in attaining apprenticeships in their chosen fields.

9. Attainment of Goals

Three key strategic goals for 2021 were the continued implementation of the 2019 – 2021 Strategic Plan, the embedding of the St Francis' Reconciliation Action Plan (RAP) across the curriculum and the continued implementation of the St Francis' Evangelisation Plan.

The COVID-19 pandemic and associated restrictions at the start of 2021 had a minimal impact on the attainment of key strategic goals from Improvement Plans in 2021.

From the St Francis' Strategic Plan 2019 – 2021 the following goals were attained in 2021:

Discipleship	Teaching, Learning & Engagement	Community Engagement & Partnerships	Stewardship & Accountability	Wellbeing
D1, D2, D3, D4 & D5	TLE1, TLE2, TLE3, TLE4	CEP1, CEP2, CEP4, CEP5, CEP6	SA1, SA4, SA6, SA8	W1, W2, W4

The St Francis' School 2020/2021 AEP addressed Bold Goals one, two and four from the CEWA "*Transforming Lives: Strategy 2025*". (<https://www.cewa.edu.au/learning-and-wellbeing/learning-programs/aboriginal-education/>). The school had identified three foci for 2020/2021 focusing on Perspectives, Professional Capacity and Partnerships and achieved three of our four goals set under the foci for 2021:

- Perspectives – Integration/Embedding of the RAP across the school curriculum
- Professional Capacity – Employment of a part-time (0.6 FTE) Aboriginal Teacher Assistant (ATA)
- Partnerships – Developing Parent/Community Partnerships

St Francis' School utilises the CEWA Quality Catholic School (QCS) Process annually to review key strategic component domains. In 2020 the following component domains were reviewed:

- Domain 2 Community – 210 Engagement with School Community
- Domain 3 Education – 304 Targeted Use of School Resources

Feedback from the QCS Component Review for 2020 informed the St Francis' Improvement Plan (IP) for 2021.

The St Francis' 2021 IP outlined the strategic goals for St Francis' in the Catholic Education Western Australia (CEWA) LEAD strategic domains of Catholic Identity, Education, Community and Stewardship. Areas for development were identified, given priority, set as goals for 2021 and reported against.

Other key IP goals achieved in 2021 were:

Catholic Identity

- Faith Formation in Action: In Term Two staff completed the Little Earthies online Accreditation Course - Laudato Si & Our Call to an Integral Ecology (<https://littleearthies.com.au/>). As a follow on from their completion of the online course on Monday 23 August staff learnt about local bush foods and planted over 500 native plants at the South-East Regional Centre for Urban Landcare (<https://www.sercul.org.au/>) in Beckenham, giving back to the local community.
- Development of the charism of St Francis' School with the launch of the St Francis' Live to Give Program.

Education

- The St Francis' School Curriculum Plan was reviewed to reflect the changing needs of the students enrolled at St Francis' School.
- The integration/embedding of the St Francis' RAP across the school curriculum.
- Implementation of a more varied Whole School Recreation Program incorporating a non-physical option into the offerings on Wednesday and Friday resulting in greater levels of student engagement.

Community

- An average student attendance rate of over 69% was achieved, exceeding the school target of 60%
- Students actively participated in school excursions and activities
- The School Facebook page was actively used to communicate with students and families
- The Principal, School Social Worker, Youth Workers and ATA were in Regular contact with students, families, and support agencies
- Home visits were conducted
- An increased number of families attended the Parent/Teacher/Student Interviews held at the start of Term Two

Stewardship

- A new 40kw Solar PV system and 30kw inverter were installed in January 2021 vastly reducing the schools use of the grid power system.
- All staff have completed the new CEWA online Mandatory Reporting/Child Safe Training
- All staff completed the ACASIA online Anaphylaxis Training

10. Advisory Council Chair Report

There has been a transition within Catholic Education WA from School Board to School Advisory Council in order to reaffirm our role as advisors to the Principal, a role that we are comfortable maintaining.

The Advisory Group wishes to acknowledge the work done by Principal Ian Hagen and all the staff in progressing both the physical aspects of the school and the teaching/learning opportunities available to all students. It was with such pride that we all saw 12 Year 12 students graduate from the school, ready to make their way into the world with confidence and accomplishments.

At the beginning of the year the Advisory Council farewelled parent member Sophie Rutter, with thanks and a huge appreciation for her commitment to assisting the School's development. In recent weeks we have also accepted the resignation of Greg LeGuier, whose work commitments now prevent him from continuing. Greg has been a real asset to us, with his audit/financial background, and will be missed. Other current members Diana Alteri, Joel Richards, Una Flynn, Justin Cordingley, Scott Kinner and Marg Buckman have indicated a desire to continue, and I thank them for their ongoing support of the school.

We say farewell to two staff members, Mrs Lisa Price and Mrs Karen Young. Both ladies have team taught this year while Mrs Krystal Dean has been on parental leave. Thank you to both Lisa and Karen for an excellent job and significant contributions to the school.

In our capacity as Advisory Council we can assure the community that the school continues to be proactive in managing its resources as well as focusing on the student's needs as a priority. The physical improvements as well as curriculum modifications have all been in response to student wellbeing, their aspirations, and their abilities.

St Francis' School continues to maintain its excellent reputation with more enrolment queries every year. Staff commitment to the school is outstanding, they are energetic, kind, and generous, and for this we thank them most sincerely. We know that no matter what the building looks like, what courses are on offer or how much money is in the bank; the single most effective aspect of a school is the staff. I wish to acknowledge them all.

Mrs Margaret Collins
Advisory Council Chair

11. School Income & Expenditure

Details pertaining to School income and expenditure can be found on the My School website using the link below.

<https://www.myschool.edu.au/school/51510/finances>



**Mr Ian Hagen
Principal
St Francis' School**