

St Francis of Assisi School – 2024 Annual Report

St Francis of Assisi School (SFOA) is a welcoming Catholic co-educational primary school located in the north-eastern suburbs of Adelaide. Serving students from Reception to Year 6, SFOA is proud of its inclusive culture, strong community spirit, and commitment to student growth.

Our school is empowered by hope and inspired by curiosity, fostering a learning environment where children are encouraged to wonder, explore, and discover. Guided by the Franciscan and Josephite traditions, we place the dignity of every child at the centre of our mission, with the values of peace, compassion, and service woven through all aspects of school life.

In 2024, enrolments remained steady with approximately 250 students across 11 classes. We welcomed several new students throughout the year, including those transitioning from other learning environments. This steady growth reflects our reputation as a school of choice for families seeking a values-based, future-focused education.

Our curriculum is grounded in the Australian Curriculum and the Living Learning Leading Framework, with a strong focus on literacy and numeracy improvement. Evidence-based programs such as PLD, InitialLit and DIBELS help ensure targeted learning and measurable growth.

We proudly offer a range of specialist and enrichment programs, including:

- Strings Immersion Program for all Year 3 students
- Soccer and AFL Academies
- Italian Language and Culture
- Performing Arts and Music
- Breakfast Club
- A 1:1 MacBook Program for Years 3–6

Our committed and passionate staff work in Professional Learning Teams to analyse student progress and respond to diverse learning needs with creativity and care. SFOA continues to invest in facilities, digital technologies, and inclusive practices to ensure every student is known, valued and successful. Supported by an active parent community and a close connection with the local parish, St Francis of Assisi School remains a place where faith and learning flourish together.

9. Teacher Standards & Qualifications

All teachers at the school hold the necessary qualifications to teach in a Catholic school setting and meet the standards required by the Teachers Registration Board of South Australia.

10. Workforce Composition

There are currently no staff members who identify as Aboriginal or Torres Strait Islander. The current breakdown of the workforce by gender is 30% male, 70% female.

11. Student Attendance

Attendance Encouragement Techniques – Evidence-Based Strategies in Action at SFOA

1. Positive Relationships with Students and Families

Research Insight: Strong relationships are foundational for regular attendance (Epstein & Sheldon, 2002).

SFOA Practice: Staff at SFOA build warm, consistent relationships with students and maintain regular contact with families. Teachers greet students daily, and leadership connects with families experiencing attendance challenges.

2. Clear Communication of Expectations

Research Insight: Schools that communicate attendance expectations clearly see stronger attendance rates (Sheldon, 2007).

SFOA Practice: Expectations around attendance are communicated via newsletters, enrolment packs, and parent meetings. The importance of consistent attendance is reinforced across the year.

3. Early Identification and Intervention

Research Insight: Early responses to attendance concerns prevent chronic absenteeism (Balfanz & Byrnes, 2012).

SFOA Practice: Attendance data is monitored weekly, with early contact made to families when patterns of absence emerge. Support is provided through gentle follow-up calls and wellbeing check-ins.

4. Celebrating Good Attendance

Research Insight: Recognising and celebrating positive attendance builds motivation and a sense of achievement (Gottfried, 2009).

SFOA Practice: Students are recognised for their effort in maintaining strong school engagement.

5. Safe and Inclusive Environment

Research Insight: Students are more likely to attend when they feel safe and valued at school (Blum, 2005).

SFOA Practice: SFOA fosters a welcoming environment through wellbeing

programs, transition support for new students, and regular community-building activities.

6. **Relevant and Engaging Learning**

Research Insight: Boredom and lack of connection to learning is a common cause of non-attendance (Fredricks et al., 2004).

SFOA Practice: Programs like the Strings Immersion, AFL and Soccer Academies, and dynamic inquiry learning ensure students are engaged and want to attend school.



7. **Community Partnerships and Wraparound Support**

Research Insight: External support networks improve attendance in families experiencing hardship (Dryfoos, 1994).

SFOA Practice: Our school connects families with external wellbeing, financial and social support services when attendance issues are linked to broader challenges.

Student attendance rate	Percent ¹
All students	90%
Indigenous students	-
Non-Indigenous students	-

12. NAPLAN Results

	2023	2024			
Compare to		Students with similar background		All Australian students	
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	394	426	404	396	397
Year 5	471	499	492	481	464

The **National Assessment Program – Literacy and Numeracy (NAPLAN)** is a nationwide assessment for students in Years 3, 5, 7 and 9, conducted annually in Term 1. It assesses core skills in **Reading, Writing, Language Conventions (spelling, grammar and punctuation), and Numeracy.**

At **St Francis of Assisi School**, students in **Year 3 and Year 5** participate in NAPLAN each year. The assessments are conducted online, except for the Year 3 writing test, which remains paper-based.

NAPLAN provides valuable information about student achievement against national standards and helps inform teaching and learning practices. While it is only one measure of student performance, it complements the ongoing assessments teachers use to monitor growth and target support.

In 2024, our school continued to use NAPLAN data in conjunction with classroom assessments and programs such as PLD and DIBELS to:

- Track individual student progress
- Identify cohorts requiring extension or support
- Inform strategic planning for literacy and numeracy improvement

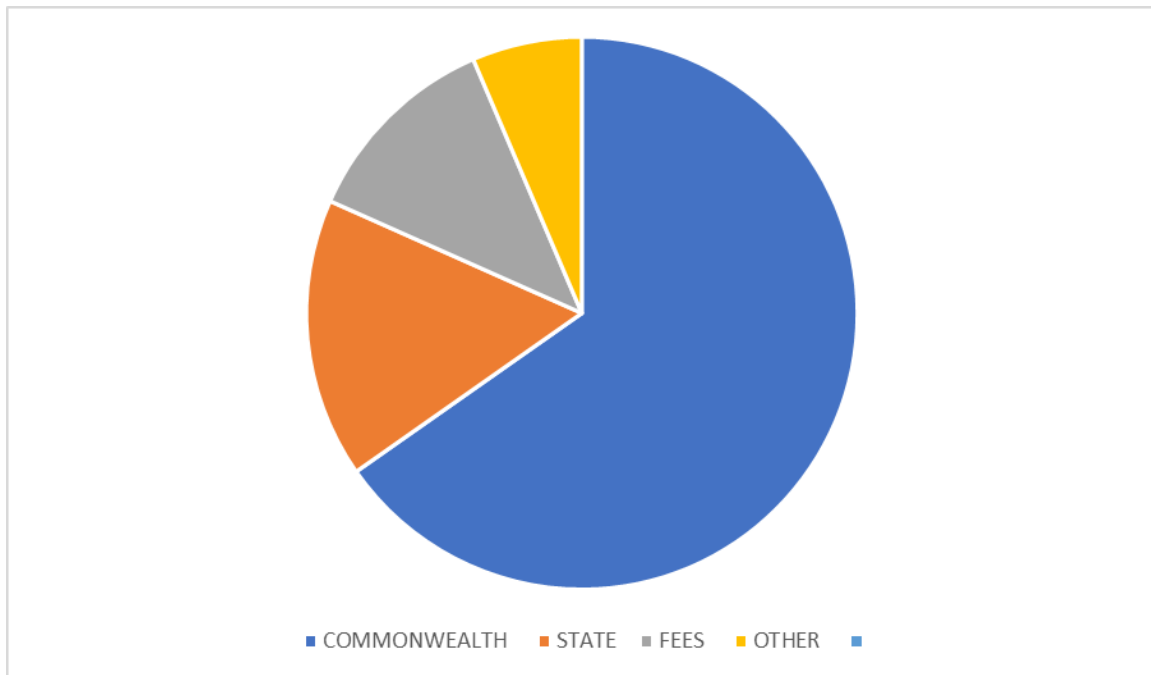
We are proud of our students' efforts and use the insights gained to ensure every learner continues to grow and flourish.

13. School Income by Funding Source

The school receives its income from three main sources:-,

- 1. Australian Government Funding: 2. State Government Funding:
3. Private income from school & fees and levies:**

The graph below shows that approximately 65.28% of our funding come from Australian Government, 16.37% from State Government, 11.9% Fees and 6.45% other income.



14. Year 12 Outcomes

Not Applicable – St Francis of Assisi is a Reception to Year 6 school and does not have Year 12 students.

15. Post-School Destinations

Certainly! Here is an updated list of secondary schools near Newton, South Australia, including **St Paul's College** and **Kildare College**, which are popular destinations for students from St Francis of Assisi

School: stpauls.sa.edu.au kildare.catholic.edu.au

Nearby Secondary Schools

Catholic Schools

- **St Paul's College** (Gilles Plains): A Catholic co-educational college for Reception to Year 12, offering a broad curriculum in the Edmund Rice tradition.

- **Kildare College** (Holden Hill): A Catholic girls' secondary college for Years 7–12, known for its nurturing environment and commitment to academic excellence.
- **Rostrevor College** (Woodforde): A Catholic boys' college offering education from Reception to Year 12, with a strong emphasis on academic and co-curricular programs.
- **St Ignatius' College** (Athelstone): A Jesuit co-educational college providing education from Reception to Year 12, focusing on holistic development.
- **Mary MacKillop College** (Kensington): An all-girls Catholic secondary school for Years 7–12, emphasizing academic achievement and personal growth.
- **Our Lady of the Sacred Heart College** (Enfield): A Catholic girls' secondary college for Years 7–12, offering a comprehensive curriculum.
- **Loreto College** (Marryatville): An independent Catholic girls' school from Reception to Year 12, known for its strong academic programs.
- **St Dominic's Priory College** (North Adelaide): A Catholic girls' school offering education from Reception to Year 12, with a focus on academic excellence and spiritual growth. edarabia.com+3stpauls.sa.edu.au+3stpauls.sa.edu.au+3stpauls.sa.edu.au

Government Schools

- **Norwood International High School** (Magill): A public secondary school offering the International Baccalaureate program and a diverse curriculum.
- **Charles Campbell College** (Paradise): A Reception to Year 12 school providing a range of academic and vocational programs.
- **Modbury High School** (Modbury): A co-educational school known for its strong community focus and comprehensive curriculum.
- **Avenues College** (Windsor Gardens): Offers diverse learning pathways, including vocational education, catering to a wide range of student needs.
- **Marden Senior College** (Marden): Specializes in senior secondary education, catering to Years 11 and 12, with flexible learning options.

Independent Schools

- **Pembroke School** (Kensington Park): A co-educational school offering the International Baccalaureate and SACE programs, known for academic excellence.
- **Prince Alfred College** (Kent Town): An independent boys' school with a strong emphasis on academic and co-curricular excellence.
- **Pulteney Grammar School** (Adelaide): A co-educational school known for its innovative teaching methods and diverse curriculum.

- **Wilderness School** (Medindie): An all-girls school with a reputation for academic excellence and a supportive learning environment.
- **Seymour College** (Glen Osmond): Offers a comprehensive education for girls from early years to Year 12, focusing on holistic development.

16. Satisfaction – Parents, Students & Teachers (LLL Results)

Introduction

As part of Catholic Education South Australia's Effective School Improvement initiative, St Francis of Assisi School participated in the 2024 Living Learning Leading (LLL) Survey process. The survey gathered feedback from three key stakeholder groups – parents and caregivers, students in Years 2–4, and teaching and leadership staff. The results provide valuable insight into perceptions of Catholic identity, teaching and learning, student agency, community engagement, and infrastructure.

Parent & Caregiver Feedback

Parents and caregivers reported strong satisfaction with the school's environment, culture, and teaching practices. Highlights include:

- Welcoming School Culture (Mean: 5.65/6)
- Learning Support (5.21)
- Enjoyment of School (5.38)
- Infrastructure (5.38)

Areas for growth identified include:

- Autonomy and Independence (4.47)
- Parent-School Partnerships (4.42)
- Safe School (4.78)

Student Feedback

Students shared positive perceptions of their learning environment, teacher support, and sense of belonging. Key strengths included:

- Learning Support (4.72/5)
- Autonomy and Independence (4.59)
- Catholic Education Experience (4.67)

- Feeling Welcomed and Safe (4.60)

Students indicated lower perceptions in:

- Student Influence (4.07) – suggesting a need to continue building voice and choice in learning

Teacher & Leadership Feedback

Staff at SFOA responded positively across all domains. Strengths identified include:

- Welcoming and Inclusive School Culture (5.59/6)
- Partnerships and Agency (5.01)
- School Support for Continuous Improvement (5.11)
- Experiencing Catholic Identity (4.92)

Notable areas for continued focus include:

- Student Influence and Agency (4.24)
- Infrastructure (4.29)

Summary

The 2024 LLL Survey results affirm the strong community culture, positive learning environment, and commitment to growth at St Francis of Assisi School. While areas such as community engagement and inclusivity scored particularly well, there are clear directions for future improvement in fostering student voice, deepening partnerships with families, and supporting autonomy in learning. These insights will inform our strategic and improvement planning in 2025 and beyond.