

# 2024 Annual Report

**St Francis of Assisi College**

**Annual General Meeting**

**17 March 2025**





# St Francis of Assisi College

## 2024 Annual Report

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St Francis  
of Assisi College

*Laudato Si'*

# St Francis of Assisi College Board

## AGM 2025 Agenda

**Date** Wednesday 17 March 2024 **Time** 7:00pm **Venue** Study Hub, Connection Centre  
(Yr 10-12 Building)

Agenda Item	Description	Presenter	Time
1.	<b>Welcome and Apologies</b>	Tanya Allan	5 mins
2.	<b>Acknowledgement of Country and Prayer</b>	Sheridan Bonney	5 mins
3.	<b>Minutes from Previous AGM</b>	Tanya Allan	5 mins
4.	<b>Correspondence</b> – Nil		
5.	<b>Guest Presentations:</b> <ul style="list-style-type: none"><li>- Principal's reflections</li><li>- Student Leaders' reflections</li></ul>	Nathan Hayes 2024 Student Leadership	20 mins
6.	<b>Presentation of Reports</b> <ul style="list-style-type: none"><li>- As tabled in Annual Report</li></ul>	Tanya Allan	5 mins
8.	<b>2025 Board Formation</b> <ul style="list-style-type: none"><li>- Board nominations, positions vacant</li></ul>	Fr Hau	10 mins
9.	<b>Meeting Close</b>	Fr Hau	10 mins



St Francis  
of Assisi College  
*Laudato Si'*

# St Francis of Assisi College


## Board

# AGM 2024 Minutes

**Date** Wednesday 27 March 2023

**Time** 7:00pm

**Venue** Collaboration Centre

<b>Present</b>	Nathan Hayes, Tim Pfeiffer, Michael Atsaves, Ben Dring, Luke Cotter, Emma Warner, Julie Kimberley, Julie John, Jonathon Sutton, Denver Kimberley, Madeline Warren, Tanya Allan, Fr Le Hau, Natalie Coote, Natalie Meuret, Sheridan Bonney, Jodie Clark, Anthony Pickering, and Claire Smith.
<b>Apologies</b>	Courtney Tippet, Scerina Rasheed, Kirsty Johnson and Amber Burgess.
<b>Welcome Acknowledgment of Country and Prayer</b>	Sheridan Bonney, Assistant Principal, Religious Identity and Mission, gave the Acknowledgement of Country and provided the opening prayer for the Annual General Meeting.
<b>Acknowledgement Country and Prayer</b>	<div data-bbox="547 1283 1222 1742" style="border: 2px solid orange; padding: 10px;"> <p><b>Acknowledgement of Country</b></p> <p>We acknowledge that we meet today on Meru Country, and recognise the Erawirung and Ngintait peoples as the Traditional Custodians of this land. We recognise their continuing connection to the earth and waters, and thank them for protecting this land and its ecosystems since time immemorial. We pay our respects to Elders past, present, and emerging and extend that respect to all First Nation peoples present here today.</p>  </div>
<b>Previous Minutes</b>	<p>Minutes of the Annual General Meeting held on 29 March 2023 accepted.</p> <p><b>Moved</b> Michael Atsaves <b>Seconded</b> Ben Dring</p>
<b>Correspondence</b>	Correspondence – Nil



<b>Principal's Report</b>	Nathan Hayes, Principal, gave a reflective presentation on some of the College's wonderful achievements in the past twelve months of operation. Reminding attendees of St Francis of Assisi's quote "start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible". Full details of the Principal's report is contained in the 2023 Annual Report.
<b>Chairperson's Report</b>	Tim Pfeiffer reflected on the past year, noting the astonishing school growth and incredible staff team under the outstanding leadership of Principal, Nathan Hayes. As Chair, Tim had received many positive comments from community members and sees the College now at sustainable level, the culmination of 20-30 years of dreaming of a local Catholic secondary school. It is thrilling to see the College building an exceptional reputation, a credit to the parents who showed confidence in the 'experiment' from the outset. The Board has now established its core functions, which take time to develop and it is pleasing to see retiring Board members renominating, along with four new nominations received, bringing new ideas and perspectives. Tim advised whilst remaining on the Board he would not be seeking re-election as Chairperson. Full details of the Chairperson's report is contained in the 2023 Annual Report.
<b>Student Leader Report</b>	Denver Kimberley and Madeline Warren presented the Student Leader Report. Full details of the Student Leader Report is contained in the 2023 Annual Report.
<b>Annual Report 2023</b>	The College 2023 Annual Report was tabled. Discussion included NAPLAN results, and Mood Map data, and an explanation on the various methods and surveys used to gauge student wellbeing.
<b>Board Nominations</b>	Four of the elected members had served a two-year term on the Board and each re-nominated for a further two-year term: Tim Pfeiffer, Tanya Allan, Michael Atsaves and Ben Dring. The following new nominations were received: Natalie Coote, Jonathon Sutton, Kirsty Johnson and Jodie Clark. All nominations were accepted, without the need to undertake voting. The AGM concluded and newly appointed Board Members were invited to remain for a Board Meeting to nominate members to positions on the Board.
<b>Meeting Closed</b>	7:40 pm

# College Board

St Francis of Assisi College Board is comprised of members from the school community, parish community and staff. It is an advisory group that oversees the strategic planning, financial management and policy ratification for the College Community.

The President of St Francis of Assisi College Board was Fr Hau Le.

The efforts of our Board during 2024 have been greatly appreciated, including through the work of Board Sub-committees:

- Finance Sub-committee
- Community and Industry Engagement Sub-committee

## Board Members

### Ex-Officio Members

President	Fr Hau Le
Principal	Nathan Hayes
Finance Manager	Anthony Pickering
Board Minute Secretary	Claire Smith

### Elected Members

Chairperson	Tanya Allan
Deputy Chairperson	Tim Pfeiffer
Parish Representative	Julie John
Staff Representative	Amber Burgess
Committee	Ben Dring
	Michael Atsaves
	Courtney Tippet
	Natalie Coote
	Jonathon Sutton
	Jodie Clark
	Scerina Rasheed

**Retiring Board Members** (have completed their two-year term and are eligible to renominate)

Scerina Rasheed  
Courtney Tippet

## New Nominations

We accept nominations from the following for 2025/2026

Peter Colligan  
Giulia Del Zoppo  
Gareth Vaughan  
Scerina Rasheed (re-nominating)

# President's Message

St Francis of Assisi College continues to make its mark in the Riverland. In a relatively short amount of time, the College's outreach has been truly commendable through involvement in various local initiatives, charities, and organisations. By doing so, our College community exemplify the Gospel values faith, hope, and charity that is so cherished by our Catholic tradition.

This year, we celebrated a significant milestone with the opening of Stage 2 buildings, which now accommodates for the incoming upper year students. It was a day of celebration but also reflecting on how far the College community has come in just a few years. It's remarkable to think back to when 260 Twenty-first Street was nothing but a vacant block. To be able to see the growth and its potential in the future is a sight to behold.

As our students continue to develop their gifts and talents, we are already witnessing the positive impact that they are, and will have, on our wider community. And it is always a great privilege to be able to engage with our students to learn about their hopes and dreams.

St Francis of Assisi college continues to demonstrate our commitment to environmental consciousness especially with our debut participation in this year's Riverland Rose and Garden Festival, showcasing the beautiful gardens on Meru land as a testament to our shared responsibility in caring for our common home.

The story of St Francis of Assisi college unfolds in such positive and heart-warming ways because of the goodwill, stewardship, and love of all our families who only want to see the best for our children. Thank you to all for offering your gifts and talents in transforming our community into a place where all our children may thrive and come to know that they are loved by God.

**Fr. Hau Le**  
**Board President**



# Chairperson's Message

This past year marked a significant milestone in our journey, as we celebrated the opening of our senior learning centre, senior science labs, and kitchen garden. As we prepared for our first cohort of senior students, there has been an emphasis on building industry partnerships to promote student engagement and exposure to future career pathways.

In line with our strategic plan, there are ongoing efforts to encourage opportunities for family and wider community involvement through our open nights, BBQ dinners, association with the local clubs and charities, and participation in the Riverland Rose and Garden Festivities.

The Board continues to focus on strategy, values (*Laudato Si'*), current and future building projects, potential future opportunities for environmental projects, and deepening the College's relationship with the broader community.

I would like to extend my heartfelt thanks to our current Board members; Tim Pfeiffer, Ben Dring, Michael Atsaves, Scerina Rasheed, Courtney Tippet, Jodie Clark, Natalie Coote, Jonathon Sutton, Fr Hau Le, and Julie John for their commitment to supporting St Francis of Assisi College to be a place for exceptional secondary Catholic education where students can fulfill their potential.

Thanks, and gratitude also to the dedicated staff and leaders who encourage an environment where our young adults can flourish as capable and confident learners, with a strong sense of belonging and a commitment to charity and community.

The Board recognises since our school opened just over three years ago, under Nathan Hayes' strong leadership, we are creating an environment that fosters academic excellence, opportunities for extracurricular activities, and a community and civic spirit.

And finally, thank you to all families for your belief in and commitment to the success of our school.

I am immensely proud to be part of our school community and as we progress in 2025, I look forward to another year filled with opportunities and challenges in supporting St Francis of Assisi College provide innovative and contemporary Catholic education tailored to students and their families.

**Tanya Allan**  
**Board Chairperson**

# Principal's Message

## School Improvement

As a team, we continued to focus our efforts, energy and resources into four annual improvement priorities:

### 1. Staff Faith Formation

**Goal:** Enhance faith formation and professional learning of staff.

### 2. Aboriginal and Torres Strait Islander Education

**Goal:** Authentically engage in Deep Listening to build a sustainable dialogue between St Francis of Assisi College and the local Aboriginal community.

### 3. Mathematics

**Goal:** The implementation of targeted improvement strategies to improve the teaching of mathematics and learning outcomes for students.

### 4. Whole School Literacy Improvement

**Goal:** Develop the capacity of teachers to support the literacy development of all students and ensure High Impact Teaching and Learning Practice is used when teaching English.

## Catholic Identity and Mission

This year we have continued to explore and deepen our collective understanding and expression of our College ethos, *Laudato Si'*. We have the ongoing intent to imbue the message of *Laudato Si'* in everything we do, through our rituals, celebrations, and faith in action initiatives. This year saw terrific examples of how we continue to develop our unique charism.

Our annual staff retreat day was a deeply enriching experience, centred around the theme of *Laudato Si'*—care for self, others, and our common home. The day was a powerful reminder of our collective purpose and commitment to nurturing both ourselves and our community.

As part of the religious education curriculum, each year level has a special Faith in Action initiative:

Year 7: Cultural Garden that includes elements of faith, different cultures, bush tucker, and symbols, providing a peaceful space for reflection and inviting all creatures.

Year 8: Beatitude teaching in Catholic primary schools.

Year 9: Rose Week College open campus, showcasing sustainable art.

Year 10: A series of student visits to Calvary Nursing Home, building connections with the residents and planning activities for future visits to continue their engagement and enrich the lives of those they meet.

## Excellent Catholic Education

We began preparing our year 10 students to embark on SACE Stage 1 in earnest, engaging with parents and carers in beginning to identify personalised pathways with their adolescents beyond their time with us. As part of this process, 2025 will see some students completing Stage 2 courses, undertaking Vocational Education and Training, and some beginning school-based apprenticeships.

We have continued a focus on academic excellence for our students, continuing to develop our collaborative professional learning-based culture among our outstanding team of educators.

It has been pleasing to see our growth in performing arts, and we again entered a student group in the Wakakirri dance program performance titled "This Is Me", receiving an award for excellence in storytelling, raising awareness, and the performing arts at what is Australia's largest performing arts event for schools with 180 taking part in 2024.

Our sporting opportunities and performances continue to progress, where on a weekly basis we have students competing in a whole range of sporting competitions locally and beyond the Riverland. Aside from the opportunity to participate in sport, these competitions develop resilience, teamwork and self-confidence that provide benefit in all areas of life.

In partnership with the Renmark Rowing Club, our state-of-the-art rowing program based on our beautiful River Murray continues to advance. Students are provided the opportunity to develop and potentially excel in rowing in a safe, supportive, and fun environment from Year 7 onwards, learning the importance of teamwork, discipline, resilience, perseverance, and time management. Our Senior Rowing Squad have steadily increased competitive participation in regattas, competing against a range of Adelaide based school teams, and rowing clubs.

Our High-Performance Sports Program is growing, with the specialist athletics program running through term 4, and our offerings will continue to expand from 2025, with specialist programs in netball, basketball and AFL complementing our current program.

## Community

Throughout our third year, it has been terrific to see growth in opportunities for parents to engage with the College and their child's learning.

Events such as the beginning of year and end of year parent BBQ's enable parents to socialise, and for our educators to engage with parents in a less formal context.

This year we opened our school grounds as part of the Riverland Rose Festival, with our year 9 students playing a lead in preparing for the evening, including an exhibition of sustainable art and design pieces. This was an outstanding initiative to open our school to the wider community, and I am excited to see where this initiative heads in the future.

A highlight of our school year continues to be the Showcase of Learning, with the Year 8 \$20 Boss continuing to be the hero of the event. The \$20 Boss is a great initiative applying student learning to the real world, and the entrepreneurial talents of our students never ceases to amaze.

**Nathan Hayes**  
Principal

# Catholic Mission and Identity

## Diocesan Theme

The diocesan theme, “*Your Light*,” has guided our Catholic Mission events, curriculum, and fundraisers. A key moment was celebrating *Laudato Si’* week with a special Liturgy and the traveling lantern, symbolizing shared light across the Port Pirie Diocese. Our student leaders signed a scroll accompanying the lantern, reflecting our commitment to care for creation, inspired by our school motto, *Laudato Si’*.

## Catholic Education Week

Catholic Education Week united Riverland Catholic schools at Assisi College for a joyful day, starting with a “*Your Light*” themed Liturgy and an Aboriginal smoking ceremony led by Sam Mitchell. Students participated in engaging activities, some led by Year 9 students, centred around connection and celebration.

## Liturgical Events and Assisi Day

Holy Week reflections included The Last Supper and Year 10’s Stations of the Cross reenactment, followed by Lilly Pilly plantings symbolizing growth and hope. Our first Assisi Day celebrated the Feast of St. Francis of Assisi, featuring a liturgy, a cross-shaped aerial photo, and activities like recycled art, nature walks, and mandala-making, highlighting our spirit and values.

## Religious Education Curriculum and ‘Faith In Action’

Faith in Action projects were launched for the first time in Religious Education lessons with a focus for each year level:

- Year 7: Designed a cultural and faith garden for the school with guidance from guest speakers on sustainable and culturally significant plants, embodying stewardship and care for creation.
- Year 8: Delivered workshops on the Beatitudes for Year 6 students, teaching compassion, humility, and peace. They also contributed ideas to the Riverland Youth Initiative, organizing a community outdoor cinema event.
- Year 9: Hosted the first Twilight Open Garden during the Riverland Rose Festival, creating ethical art from recyclables to reflect sustainability and the common good.
- Year 10: Connected with residents at Calvary St. Catherine’s Nursing Home, planning activities that fostered respect, empathy, and community connections.

Throughout 2024, The Religious Education Team spent time planning an engaging curriculum using a new Scope and Sequence following the Crossways Curriculum Framework. The Scope and Sequence was designed to interconnect themes from Years 7 to 10 so that students can gradually build on their knowledge and understanding. The main goal for unit planning has been to provide a variety of ways for students to connect with their Religious Education Learning. Using feedback from students and staff from previous units, staff have been able to create a program that includes:

- A balanced mix of practical and theory tasks
- Topics that are relatable and of interest to students

- Social justice initiatives
- Links with Aboriginal spirituality
- Links with other religion and cultures around the world
- Opportunities for cross-curriculum integrated planning, teaching and learning.

Students have since been surveyed and the team are in the process of reviewing these units of work for continuous improvement. Ongoing feedback will be an important part of continuing to grow in this Religious Education Curriculum space. This survey also covered Masses, Liturgies, Retreats and general engagement in Religious Education. Religious Education staff are in the process of being surveyed to help us continue to improve the RE curriculum in future.

### **Staff Survey in Religious Identity and Catholic Mission**

Staff are set to complete a survey at the end of Term 1, 2025 based on faith opportunities, College culture, and professional development in Catholic Mission. This survey will give insight into how we can continue developing faith opportunities, and general development in Catholic Mission and College Culture. The staff survey responses will be valued, particularly as the RE Team establishes a three-year cycle for professional development, and ideas from the feedback will be incorporated into our forward planning.

### **Charity Fundraisers**

Each house led term charity fundraisers, supporting causes like Project Compassion and the Christmas Appeal. We are very grateful for the support of students, staff, families and the wider community for their generosity, helping us share light and hope locally and beyond.

In Term 1 Aqua House raised over \$500 for Project Compassion through donations and a lolly jar fundraiser, setting a positive tone for the year.

In Term 2, Terra House hosted a Walk-a-thon for the Vinnies Winter Appeal, raising \$2,203.80. The friendly competition among Houses added an exciting edge to the event, with Terra leading the way by completing 1,015 laps, followed closely by Ventus (1,001 laps), Aqua (957 laps), and Ignis (917 laps). We presented a cheque to the Riverland St Vincent de Paul Societies at an assembly, along with food, blankets, pillows and clothing that were donated into bin provided for each house. St Vinnies were very grateful for these funds which helped many people in need throughout the winter season.

In Term 3, Ventus House raised \$1,502.35 for Catholic Mission through bake sales and a sausage sizzle on RUOK Day, promoting mental health awareness. \$240.25 was also raised for Riley Broad's Hair for Heart Fundraiser, which was on St Francis of Assisi Day.

In Term 4, Ignis House promoted our bin drive for all Houses to collect food, decorations, gifts, and toys for Vinnies Christmas hampers, spreading joy during the Christmas season. Students also raised money towards the Riverland Christmas Appeal through the Rose Festival Year 9 Twilight Event and an Ignis House initiative of a Cinema/Christmas Craft afternoon with a Bake Sale. Over \$1000 was raised towards this.

## **Student and Staff Retreats**

Throughout 2024, our student and staff retreats were deeply connected to the themes of *Laudato Si'*—Care for Self, Others, and Our Common Home—as well as our 2024 College theme, "Let Your Light Shine." Each year level engaged in a unique retreat experience, combining practical activities, reflections, and liturgies to explore how we can live out these values in our daily lives. Year 7s spent their retreat in Barmera, Year 8s in Renmark, Year 9s in Berri, and Year 10s in Loxton, each engaging with their local environment and community. Our staff retreat took place at the Riverland Wine Centre, where they participated in guest speaker sessions, candle making, and reflective discussions on how *Laudato Si'* calls us to care for creation and one another. These retreats provided a valuable opportunity for students and staff to pause, reflect, and reconnect with their faith, community, and the world around them.

**Sheridan Bonney**

**Assistant Principal, Religious Identity and Mission**



# Student Leadership Report

The 2024 Student Leadership Council thoroughly enjoyed our time representing the College this Year. As we have worked, we have continued to be led by the guiding principles we developed after our leadership conference in Term 1, these are:

- Make it Fun!  
We seek to have small wins and celebrate our successes to ensure we enjoy the role we are in.
- Have a Shared Intent  
We will listen to the broader student body to identify a common goal we can work on together.
- Role Modelling  
We will be role models that leave a legacy and act appropriately to set an example of expectations and culture.

We have had the privilege to develop and display our leadership skills through a variety of events including:

- College fundraisers and sporting events
- Attending Riverland Field Days
- Representing the student body at ANZAC Day and Remembrance Day Ceremonies
- Welcoming prospective students to our College during Immersion Days, and
- Leading the student feedback forums held within our House teams.

From the student feedback forums, we found some common themes across all houses and year levels. Many students reported their highlights of the year were Community Wellbeing Week, Knockout Sport, Assisi Day, the Year 8 \$20 Boss program, and the Year 9 Social Enterprise program. We received feedback that looking ahead students would like to have more lunch time sport tournaments, more student clubs, reading spaces, a canteen, and an Academic Shield. We will be handing this information on to the 2025 Student leadership team for implementation next year.

As a team, we relished the opportunity to collaboratively plan Community Wellbeing Week. There were a range of activities to choose from each day centred on the five key domains of wellbeing and health: mental, physical, emotional, social, and spiritual wellbeing. We look forward to seeing the event continue to grow in years to come.

We thank the 2024 student body for their support during the year and allowing us to represent their views and opinions. As a group, some of us look forward to continuing in a leadership role next year and send our best wishes to all new leaders for 2025.

Prepared by **Ael Atienza, Riley Broad, Cleo Lambert and Hugh Riedel**

On behalf of the 2024 Student Leadership Council Members

# Finance Sub-committee Report

KPMG were engaged by Catholic Education SA to undertake the end of year audits across both archdioceses. Given the volume of work this entails, we are yet to receive a completed audit report for 2024. The draft report however indicates no areas of concern, so we expect a positive outcome when it is completed.

Operating Cash Surplus recorded for 2024 was \$17k (all figures in \$,000's). This was a negative variance against budget of \$86k. This was due to the purchase and payment of laptops in December 2024 for the 2025 student intake.

	2024	2023
Net Operating Cash Surplus	\$17k	\$758k

St Francis of Assisi College by comparison, is a low fee College that offers very generous sibling discounts and is supportive and flexible for those families experiencing financial difficulties. Families have welcomed the College flexibility for spreading payments over the calendar year. The College Bus service costs have been subsidised by Catholic Education SA (CESA) due to Government funding keeping inter-town bus fees low for families.

Main College operating expenses for the financial year were Salary and Wages for teachers and support staff, tuition expenses, CESA levies, transportation and interest expenses.

The College continues to develop its Master Plan for the College in consultation with staff, students and families. This plan takes in to account expected future enrolments, student needs, community needs, human resource requirements, operating and capital expenditure.

The College currently has only two existing loans, one for Stage 1 of the Master Plan and one for Information Technology. The balance of the current loans as at 31 December 2024 is:

- Construction Loan Stage 1 \$7.0m
- Information Technology Loan \$362k

## Capital Works

Stage 2 construction was completed in May 2024 with Capital Expenditure of \$9.65m. This included the construction of the Senior School 10-12 building, Senior Science Laboratory, Productive Garden and Metal Technologies. The capital expenditure is fully funded by CESA and will have a nil impact on the College cash position.

Stage 2A commenced in September 2024 which included a full-size football oval, 400 metre running track, long jump pits, athletics area and additional landscaping and outdoor learning areas adjacent to the 10-12 building and Productive Garden. Expected expenditure is \$1.8m. The project will be completed early Term 1 2025.

I would like to take this opportunity to thank our Finance Committee consisting of Michael Atsaves, Johnathon Sutton, Nathan Hayes and Anthony Pickering for their support throughout the year.

**Ben Dring**  
Chairperson of the Finance Sub-Committee

# School Performance Report

## Teaching and Learning

### Assessment Task Design

In 2024, St Francis of Assisi College continued its partnership with CESA System Coach, Clare Collier, under an Intensive Support model to enhance literacy practices, data-informed decision-making, and curriculum alignment. This collaboration addressed key school improvement priorities and established a strong foundation for future growth.

A key focus was ensuring alignment with Version 9 of the Australian Curriculum. Curriculum mapping and assessment overviews for Years 7–10 were reviewed to maintain coherence and rigour. Professional learning sessions on assessment task design emphasized the purpose of assessment, the use of cognitive verbs, performance standards, and the development of tasks that cater to diverse learner needs. Staff were provided dedicated time to collaborate within learning areas, focusing on designing standards-based assessment tasks that support students in demonstrating surface, deep, and transfer learning.

### Whole-School Approach to Literacy

As part of our ongoing commitment to a whole-school approach to literacy, Natalie Meuret and Sarah Vater led the development of the Agreed Literacy Practice document. This document is grounded in the shared belief that:

- Every student can learn and achieve their full potential with the right support.
- Every teacher can deliver high-quality instruction given the necessary time and assistance.
- High expectations, combined with early and ongoing intervention, are critical to student success.

The document outlines high-impact teaching practices and seven key approaches to improving literacy, supported by practical examples and research-based resources for teachers.

### Data-Driven Approach

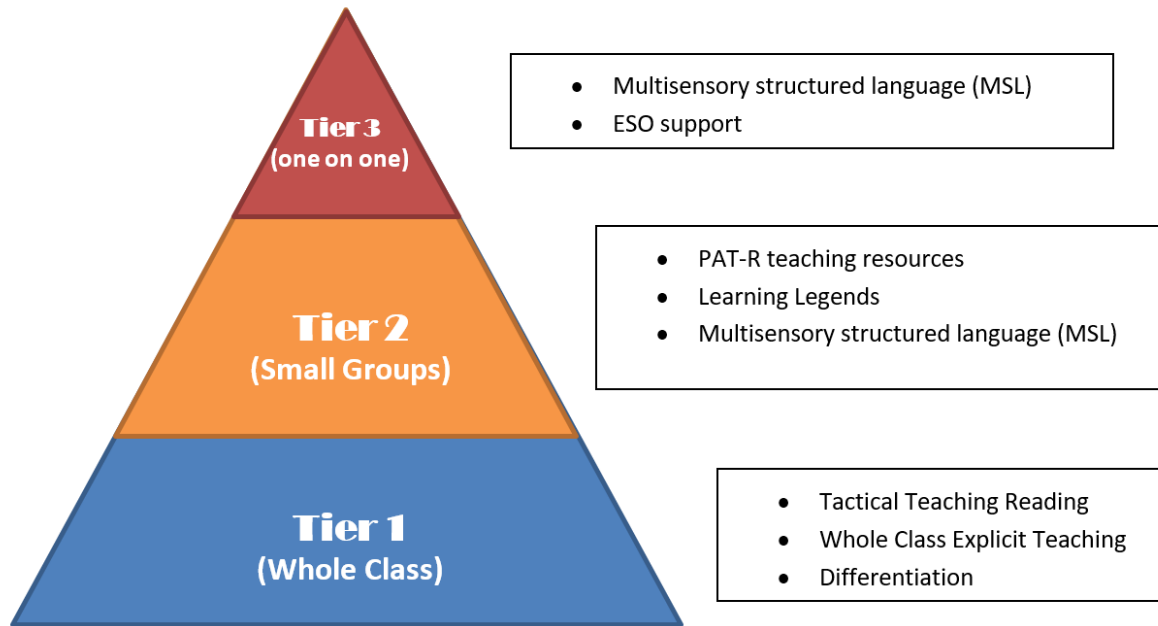
In 2024, staff continued to enhance their data literacy skills. PAT and NAPLAN results were analysed to identify trends, strengths, and areas for improvement across year levels. Additional diagnostic tools, including DIBELS and AGAT, were introduced to further support data-informed teaching practices. These data sources provided valuable insights, enabling staff to identify students requiring additional support or extension and to design targeted learning experiences that drive student progress.

### Intervention

A multi-tiered system of support was established to provide targeted literacy intervention based on diagnostic data and ongoing formative assessments. This framework includes:

- Tier 1: Whole-class explicit instruction.
- Tier 2: Small-group intervention.
- Tier 3: One-on-one support, including targeted mini-lessons for small groups based on data analysis.

Intervention sessions occur frequently and remain flexible, adapting to student needs as informed by ongoing data collection and formative assessment.



In 2024, the Learning Legends class was introduced as a targeted intervention program for Year 7 students. This small-group initiative was designed to address individual learning needs, with a specific focus on strengthening literacy and numeracy skills. The structured program provided a supportive and engaging learning environment, ensuring each student received personalised instruction tailored to their specific needs.

With a low student-to-teacher ratio, students benefited from increased interaction, individualised feedback, and a collaborative learning experience. Lessons followed a structured approach, covering essential concepts and foundational skills necessary for long-term academic success. Due to its positive impact on student learning outcomes, the Learning Legends program has continued in 2025.

### **National Assessment Program – Literacy and Numeracy (NAPLAN)**

Please refer to the following charts for NAPLAN 2024.

We are close in achievement to students from similar schools in all areas.

The College continues to put considerable effort into improving the literacy and numeracy learning of all students through investing in professional learning for staff and increasing our use of data to identify learning needs for all students and plan interventions.

	2023	2024			
Compare to	<input checked="" type="radio"/> Students with similar background	<input type="radio"/> All Australian students			
	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar</b>	<b>Numeracy</b>
Year 7	522	510	527	523	527
Year 9	551	555	548	535	552

NAPLAN participation for this school is 95%  
 NAPLAN participation for all Australian students is 95%

<sup>NB</sup> A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

The following tables show the School Mean Score for all NAPLAN components for 2024.

## School Information Statement

### Enrolments

St Francis of Assisi College enrolments in our third year of operation was 174 students following our inaugural year with 72 enrolments and second year of 126 students.

### Term Attendance

Term	1			2			3			4			Total
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
Year 7	86.7%	88.1%	<b>87.3%</b>	86.1%	83.7%	<b>85.1%</b>	81.9%	83.2%	<b>82.4%</b>	80.2%	81.3%	<b>80.6%</b>	<b>83.9%</b>
Year 8	85.6%	89.8%	<b>87.6%</b>	82.7%	90.4%	<b>86.4%</b>	82.6%	89.5%	<b>86.2%</b>	79.7%	87.9%	<b>83.8%</b>	<b>86.0%</b>
Year 9	85.2%	86.4%	<b>85.9%</b>	75.9%	86.8%	<b>82.6%</b>	72.2%	81.4%	<b>77.8%</b>	76.4%	87.5%	<b>83.2%</b>	<b>82.4%</b>
Year 10	87.1%	85.8%	<b>86.4%</b>	83.2%	81.8%	<b>82.4%</b>	76.9%	85.9%	<b>81.8%</b>	77.7%	80.2%	<b>79.1%</b>	<b>82.6%</b>
<b>Total</b>	<b>86.2%</b>	<b>87.4%</b>	<b>86.8%</b>	<b>82.4%</b>	<b>85.9%</b>	<b>84.2%</b>	<b>79.0%</b>	<b>84.6%</b>	<b>81.9%</b>	<b>78.8%</b>	<b>84.9%</b>	<b>81.9%</b>	<b>83.7%</b>

### 2024 Breakdown of Students

Year Level	Gender	Total Enrolments
Year 7	M	18
	F	29
Year 8	M	20
	F	21
Year 9	M	31
	F	20
Year 10	M	17
	F	15
<b>Total</b>		<b>171</b>

### Where Students Come From

Post Code	Area	No. of Students
5341	Renmark	94
5345	Baramera	17
5340	Paringa	19
5343	Berri	20
5344	Glossop	4
5333	Loxton	9
5342	Monash	2
5346	Cobdogla	1
5332	Moorook	2
3496	Lindsay Point	1
5342	Monash	1
5331	Kingson on Murray	1

## Student's Previous School

Previous Schools	Year 7 - Year 10
St Joseph's School, Renmark	70
St Joseph's School, Baramera	18
Our Lady of the River, Berri	12
St Albert's School, Loxton	3
Other Local Schools	54
Schools from outside the region	14

## Language Spoke at Home

Languages Spoken at Home					
English	149	Greek	1	Punjabi	15
Arabic	1	Vietnamese	2	Afrikaans	2
Mandarin	1				



# National Assessment Program – Literacy and Numeracy (NAPLAN)

Please refer to the following charts for NAPLAN 2023.

We are close in achievement to students from similar schools in all areas.

The College continues to put considerable effort into improving the literacy and numeracy learning of all students through investing in professional learning for staff and increasing our use of data to identify learning needs for all students and plan interventions.

The following tables show the School Mean Score for all NAPLAN components for 2023.

2023					
Compare to	Students with similar background		All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	517	520	513	507	519
Year 9	549	539	542	534	545

NAPLAN participation for this school is 96%  
 NAPLAN participation for all Australian students is 95%

<sup>NB</sup> A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

**Natalie Meuret**  
 Leader of Learning

# Community Wellbeing

## LIVING LEARNING LEADING SURVEYS

In 2024, surveys were conducted with NSI Partnerships using the Living Learning Leading Framework.

The Living Learning Leading Surveys have been developed to support schools in rating their performance and progress towards meeting the intent of the Framework. Data collected using the Surveys will be interpreted and used, with support from Schools Performance Leaders, to assist in our endeavours to position Catholic Education South Australia as a leading Catholic system. Seeking stakeholder perceptions through the administration of the Living Learning Leading Surveys will provide evidence that can be used by schools to support their self-assessment of performance against the four components of the Living Learning Leading Standard (namely, Catholic identity; Curriculum and co-constructed learning and assessment design; Students agency, identity learning and leadership; and Community engagement). Further, the perception data will provide important information that can be triangulated with other data when making school improvement decisions.

A guide on how to read the surveys can be located [here](#).

## PARENT / CAREGIVER SURVEYS

### Parent and Caregiver Feedback

In 2024, there were no responses for the parent caregiver surveys.

## STUDENT SURVEYS

### Student Voice – Middle School (Years 7-9)

In 2024, surveys were conducted with the NSI Partnerships. 88 students in Years 7-9 completed this survey. The results can be found [here](#)

### Student Voice – Middle School (Years 10-11)

In 2024, surveys were conducted with the NSI Partnerships. 18 students in Years 10 -11 completed this survey. The results can be found [here](#)

## STAFF SURVEYS

### Teacher and Leadership Feedback

In 2024, surveys were conducted with the NSI Partnerships. 9 teaching and leadership staff completed this survey. The results can be found [here](#)

### Education Support Officer Feedback

In 2024, surveys were conducted with the NSI Partnerships. 7 education support officers completed this survey. The results can be found [here](#)

## COMMUNITY WELLBEING

Student, staff, and family wellbeing underpins everything we do at St Francis of Assisi College.

Nurturing a positive self-concept, providing opportunities for social connection, and developing the skills to bounce back when faced with challenges support young people to flourish and be at their best.

At the heart of our framework is our commitment to our students and our understanding of all people – we see them as ‘thriving people, capable learners, leaders for the world God desires.’

## WELLBEING PARTNERSHIPS

In 2024, we continued partnerships with several wellbeing-based content providers to support the work we do with the young people in our care. All partnerships were intentionally decided upon and have core values that align to our strategic plan.

### Orah Nurture

Orah Nurture provides staff with real-time wellbeing data and an opportunity to connect with students during times of stress. All students utilise Orah Nurture to complete a 30-second Mood Check every Monday and Thursday during school term. Students can book meetings with Wellbeing staff to receive counselling or to share information.

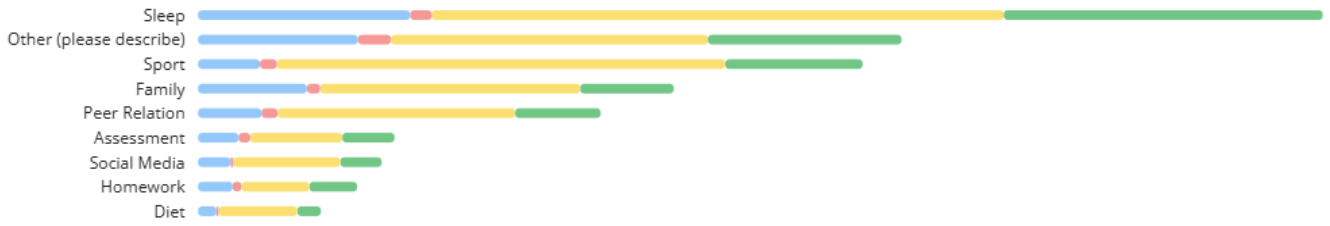
Our data collated from the last twelve months shows a consistency across the College of happiness and energy levels for 2023. As you can see from the influences chart, sometimes what is under the surface for each child cannot be categorised by specific categories as we have attempted. It is pleasing to note however that the overwhelming emotions are generally positive (as demonstrated by the orange and green bars/emotions).

Over the year, we recorded on average 42 mood checks per student which equates to just over 1 check in per week from each student.

### Mood Map



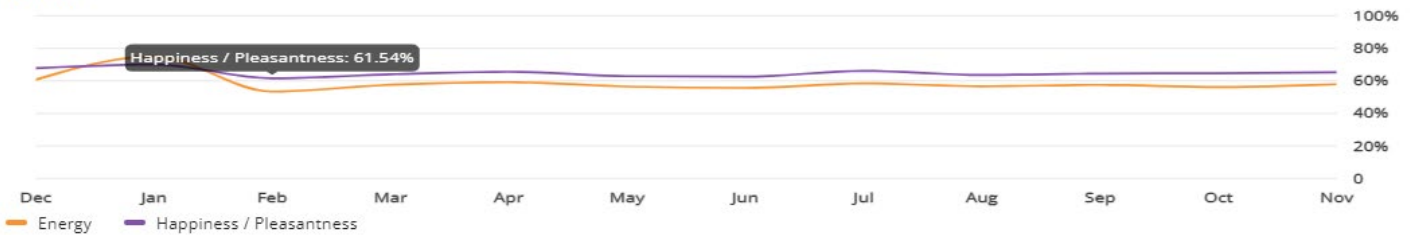
### Influences of all mood status



### Climate



### Trends



5184

Mood Check Records

125/127

Active Students

2/127

Inactive Students

### Wellio

Wellio works with the College to develop a Scope and Sequence of lessons that we deliver to our Year 8 cohort. Topics covered include Relationships, Emotions, Finding Meaning, Accomplishment, Engagement and Health. Within lessons, staff receive up to date information from surveys to measure the impact of the content delivery upon student wellbeing over time.

### LifeChanger Foundation

LifeChanger Foundation is a preventative mental health and wellbeing non-profit that empowers young people to live thriving, resilient lives by developing social, emotional and resilience skills. Lifechanger worked explicitly with our Year 7 in Term 1 to develop critical foundational skills that empower students to successfully navigate life, overcome challenges and pursue their unlimited potential. Additionally, they run a personal development retreat for our Year 9 cohort in Term 3 which builds upon themes covered in Year 7.

## **Open Parachute**

The goal of the Open Parachute program is to teach practical mental health skills to students. The focus is on prevention, giving students an opportunity to practice skills for addressing any current or future challenges that might impact their mental health. By taking a proactive approach, we will move towards a transformational, proactive approach in responding to student needs. The Open Parachute program was delivered in selected Health & Physical Education lessons.

**Luke Cotter**

**Leader of Wellbeing**

# People and Culture

St Francis of Assisi College recruited additional teaching and non-teaching workforce to align with increased enrolments as the College expands and to meet the needs of students. Appointments were made from personnel living both locally and from various regions across South Australia and interstate.

The College staffing profile now consists of leadership educators, teachers, curriculum support staff, student councillor, human resources, administrations, work health and safety, and finance.

Our staff come with a diverse range of experience and expertise.

## Percentage of Staff with tertiary qualifications:

Year	Certificate	Diploma	Bachelors	Masters and Post Graduate
2024	19.51%	7.3%	63.41%	4.8%

2024	WOMEN			MEN			Total
	Full time	Part time	Casual	Full time	Part time	Casual	
Principal	-	-	-	1	-	-	1
Position of Responsibility	2	-	-	2	-	-	4
Teachers	3	9	-	1	-	-	13
Education Support Officers	-	9	-	-	3	-	12
Administration / Other	1	3	-	1	-	-	5
<b>Total</b>	<b>6</b>	<b>21</b>	<b>-</b>	<b>5</b>	<b>3</b>	<b>-</b>	<b>35</b>

## Staff Training Records

Teachers and curriculum support staff undertake internal weekly professional development sessions as well as external training.

Some of the major external training provided included:

- Life Buoyancy Institute: Resilient Impact Training
- Principal Leadership development
- Staff Retreat
- High Impact Teaching Strategies
- Supporting neurodiverse students: Erica Handley
- Whole School Literacy Focus: CESA System Coach - Learning, Assessment and Curriculum
- SACE Training in preparation for Stage 1 and Stage 2
- Child Protection Curriculum Training
- Made in the Image of God Training



# Workplace Health and Safety

St Francis of Assisi College follow the policy and procedure guidelines outlined in the Catholic Church Safety Manual which is in line with the WHS Act. The College is committed to meeting the standards required and to meet these objectives the active co-operation of all persons involved are required by the school in establishing and maintaining the highest possible safety standards. The aim is to ensure that workers, volunteers, visitors and others working/visiting the site are safe from injury and risks to their health while involved in school activities.

All staff are given opportunities to have an input into WHS. These include, WHS on staff meeting agendas, emails, Safety Bulletins, Workplace Inspections, and feedback on Emergency Drills.

Catholic Safety Health & Welfare consultant Lucas Parfitt made one visit to the College.

This is how we achieved safety standards in 2024:

- Workplace Inspections
- Emergency drills undertaken
- Training Emergency Wardens
- Training in safe use of extinguishers
- Training in Risk assessment procedures and expectations for excursions and classroom activities
- Continual Identification and rectification of construction issues
- All contractors engaged and Inducted through the CM System
- All scheduled maintenance of facilities undertaken including emergency lighting
- Security software and procedures updated
- Emergency management committee implemented
- Emergency evacuation plans updated as per build stage
- All firefighting equipment tested and stamped as compliant

Notifiable Incidents: 0. No incidents required legal notification from the Regulator, SafeworkSA.  
Hazard reports: 4. All were resolved no further actions required. Near Miss: 0x near miss reports were reported. Incident Reports: 4x Incident Reports were received via the Incident report Form and WHS Email, 3x were closed without further issue, 1x resulted in a work cover claim. The Claim was forwarded to Claims specialist for CSAIM and no further action or intervention was required.

St Francis of Assisi College WHS looks forward to the CSAIM WHS Audit being undertaken in September 2025.

Thank you to all for their ongoing support of WHS and keeping St Francis of Assisi College a safe and happy place.

**Anthony Pickering**  
**Finance Manager**

# College Highlights

## Term 1

- SFoAC Athletics Carnival
- Adelaide Swimming Championship
- Family Social Evening
- Master Plan Community Consultation
- Student Leadership Council Retreat
- College Athletics Carnival
- Catholic Athletics Carnival, Bridgestone Athletics Centre Salisbury
- SA School Swimming Championships
- SA Schools Athletics Carnival, Mile End
- Rowing SA Masters and Grade Regatta – West Lakes
- SFoAC Mountain Bike Challenge

## Term 2

- SA School Mountain Bike Championship, Adelaide Hills
- Pastoral Care Coaching Clinics (Football, Soccer, Netball, Hockey)
- Knockout Sports (Basketball, Hockey, Football, Netball, held during Terms 2 and 3)
- St Vinnies Walk-a-thon
- Riverland Catholic Schools Catholic Education Week Celebration
- Catholic and non-Catholics Schools Yr 6 Immersion Days
- College Cross Country Carnival
- Riverland Interschool Cross Country
- Statewide Schools Year 7/8 Basketball
- Cross Country Championships, Oakbank
- Riverland Interschool 9-a-side football

## Term 3

- Statewide Schools Year 7/8 Netball
- Wakakirri Dance Performance
- Statewide Schools Year 7/8 Soccer
- Riverland Interschool 5-a-side soccer
- Rowing SA Grade Regatta – West Lakes

- College hosted sports days for St Joseph's Renmark and Barmera, and Our Lady of the River
- Site at Riverland Field Days
- College celebration of Assisi Day

#### **Term 4**

- Pastoral Care Coaching Clinics (Cricket, Basketball, Tennis, Baseball)
- Riverland Schools Cricket Cup
- Year 9-10 SWS Basketball Competition
- Rowing SA – 3<sup>rd</sup> Grade and Novice State Championships – West Lakes
- Rowing SA Riverland Rowing Regatta, Renmark – 2<sup>nd</sup> Grade State Championships
- Riverland Rose and Garden Festival, Open Twilight Garden
- Riverland Schools Triathlon, Barmera
- Year 9 Canberra Trip
- Year 7-9 Interschool Volleyball

The commitment of the College community to leading and living healthy lifestyles through sporting and recreational endeavours is wonderful to see. Our College was successful in running some major whole school events including our Athletics and Cross Country Carnivals, as well as hosting sports days for St Joseph's Renmark and Barmera, and Our Lady of the River Catholic Primary Schools.

These events provided students the opportunity to earn points and show team spirit for their respective houses. Additionally, selected students were provided the opportunity to compete in the SA School Swimming Championships, Riverland Cross Country, Oakbank Cross Country, SA Schools Athletics Carnival and Catholic Athletics Carnival, testing themselves at the next level.

A big focus of our School Sport program has been on providing as many opportunities as possible for students to experience different sports, with the intention of finding a summer and winter sport for each student. This was promoted through Pastoral Care sessions throughout Term 2 and 4, where students participated in coaching clinics run by staff and community volunteers with coaching expertise in netball, football, soccer, hockey, cricket, basketball, tennis and baseball. To further promote student participation in community sport, our College entered teams in the Statewide Schools Competition for year 7/8 girls netball, year 7/8 boys football, year 7/8 boys and girls basketball and year 7/8 boys and girls soccer, along with teams in the Riverland 5-a-side soccer, 9-a-side football and Cricket Cup competitions against other High Schools in the region.

We also continued to build our College Rowing Program, headed by our specialist Rowing Coach Stephanie Turnbull. Students were provided the opportunity to try rowing as part of their HPE lessons early in the year, having the opportunity to try the program, before making a formal commitment in Term 4. Students have really enjoyed the challenge of learning a new sport and developing the technical, tactical and organisational skills required.

Our third year was filled with many great school sport opportunities that we look to build on and expand in 2025 and beyond!

