



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Francis
CATHOLIC COLLEGE

St Francis Catholic College

109-141 Bulman's Road, MELTON 3337

Principal: Marlene Jorgensen

Web: www.sfcc.vic.edu.au

Registration: 1811, E Number: E1318

Principal's Attestation

I, Marlene Jorgensen, attest that St Francis Catholic College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 May 2026

About this report

St Francis Catholic College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision

Our vision is to have every student come to know that each has an inherent human dignity as they are all made in the image and likeness of God.

Mission

At St Francis Catholic College, our mission is that students come to understand that they are deeply loved by God.

We want to equip students with the skills and disposition that allow them to flourish and make a meaningful contribution to our local and global society.

We will develop in our students a desire to be models of Christ, called to place their faith into action.

We will challenge our students to follow the teachings of our Lord Jesus Christ, walk in his footsteps and in the words of St Francis to “preach the Gospel at all times and where necessary use words”.

The College nurtures the personal, spiritual, and academic growth of each individual in its community in an atmosphere of faith, care, challenge and encouragement.

We foster the growth of personal worth and develop the gifts of students through the pursuit of prayer, knowledge, communication and service.

While respecting individual differences, we challenge each other to use our talents to benefit all in our community.

We develop in students an appreciation for quality education and teach each to embrace inclusion.

We also promote personal excellence, self-discipline, resilience and a sense of responsibility. This is displayed in our respect and concern for the wellbeing of all.

In fulfilling our mission, St Francis Catholic College - the students, parents and staff - will be a visible and ongoing sign of God's presence in the world.

College Overview

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

Our Melton Campus opened in 1980 as Catholic Regional College Melton. In 2023, we adopted a new name, uniform, charism, and motto – Faith in Action.

Our Melton Campus caters for over 1200 students in Years 7 to 12. This will increase in the coming years, with the addition of 250 Year 7 students each year.

We also opened our new Cobblebank Campus in 2023, and in 2025, there were more than 600 Year 7-9 students. The campus is growing rapidly, and we expect to cater for up to 1500 students in the next 3 years.

Australian Curriculum, Assessment and Reporting Authority data shows our College had the largest growth in Year 7 enrolments in Victoria between 2020 and 2025.

Our students come from the parishes of Melton, Melton South and Bacchus Marsh.

The College prides itself on providing students with a wide range of engaging experiences and pathways during their learning journey.

We are firmly committed to their holistic development and welcome all who seek Catholic education, irrespective of their social and economic background or ability.

We have high expectations of our students and strive to challenge and encourage them at each year level and through their chosen pathway.

We also value the strong partnerships we have with our families and work hard to maintain and strengthen these from enrolment right through to graduation.

Our rich and diverse co-curricular program encourages involvement in leadership, the arts, sport and social justice.

Principal's Report

2025 has been a year defined by growth, connection, and bold steps forward for St Francis Catholic College. Across both the Melton and Cobblebank campuses, our students, staff and families have embraced the Franciscan spirit and worked together to build a thriving, future-focused learning community.

What has unfolded this year has been nothing short of extraordinary - new facilities, expanded programs, flourishing enrolments, and a culture of faith and learning that continues to deepen.

Living the Franciscan Charism

Our Franciscan identity has been at the heart of everything this year. From our Opening Masses at both campuses through to the Year 12 Retreat and Graduation Mass, students and staff were continually invited to pause, reflect and connect to the values of St Francis of Assisi and St Clare of Assisi.

A highlight was the return of our Assisi pilgrims, who travelled to Italy to walk in the footsteps of Francis and Clare. They returned brimming with enthusiasm, eager to share stories of simplicity, service and hospitality. Their learnings have already influenced our campus culture and strengthened our Franciscan charism.

Throughout the year, the College celebrated major liturgical moments with reverence and beauty. The Faith and Mission Team coordinated:

- Ash Wednesday Liturgies
- House Masses
- Easter Liturgies
- Year 12 Retreat and Graduation Mass
- Reflection Days
- a Year 8 Jubilee Year of Hope pilgrimage experience.

The Year 8 pilgrimage to Melbourne invited students to explore sacred spaces and deepen their understanding of faith through lived experience.

Social justice remained a priority. Students fundraised for:

- Project Compassion
- cancer awareness initiatives
- CatholicCare Melton
- indigenous charities
- local community needs.

Initiatives included pancake stalls, Winter Sleepout activities, Athletics Carnival fundraisers and Feast Day events.

To support continued growth in Catholic identity, the College appointed a Project Officer to oversee staff accreditation to teach in Catholic schools. This is a significant undertaking in a rapidly expanding community. Five staff commenced the Ecological Spirituality program in partnership with Franciscan Schools Australia, ensuring our Franciscan ethos continues to be lived meaningfully.

Behind the scenes, work began with artist Jenny Steiner on our Catholic Visual Identity Masterplan, exploring imagery and naming of facilities shaped by Franciscan themes. This included an audit of wayfinding and signage to strengthen our story and deepen our sense of spiritual place.

Flourishing Learners in Action

Our commitment to teaching excellence was evident throughout 2025.

The College continued the rollout of the Vision for Instruction, focusing on:

- explicit teaching
- timely feedback
- student engagement
- clear routines and expectations.

Mini whiteboards became powerful tools for checking understanding in real time, while “same routines, same expectations” across both campuses created calmer classrooms and improved learning progress.

Learning pathways continued to be varied, including VCE, VCE VM, VET and the ACU Step-Up and Trade Tasters.

The Curriculum Executive updated the Acceleration Policy and began preparations for Year 10 at Cobblebank in 2026, while also exploring the introduction of Auslan as a subject. Five staff participated in Teach Well, Teacher Excellence and HALT programs, strengthening the expertise of our teaching team.

The new Brindisi Building at Melton provided flexible, modern learning spaces, enabling collaborative design and innovative classroom practice.

Student talent flourished through:

- VET Dance
- VET Music
- Music Awards Night
- Art & Technology Showcase

- College Band and Ensemble performances.

Preparations began for the 2026 College Production, *Mamma Mia*.

A Culture of Belonging

Wellbeing initiatives strengthened student voice, resilience, safety and community pride.

Key programs included:

- SHIELD Program (holistic wellbeing curriculum)
- PB4L: Positive Behaviours for Learning
- Commendations System and Aventus Week
- Wellio digital wellbeing platform
- social-emotional programs such as Tri Tactics and Social Stencil.

Our programs ensure that the College's approach to wellbeing is not reactive but preventive and embedded.

Pastoral lessons, delivered fortnightly, focused on relationships, digital safety, emotional regulation and belonging. House Leaders, Transition Coordinators and Wellbeing Practitioners ensured students felt known, safe and supported.

Sport and co-curricular success continued to grow. Three Year 7 Cobblebank teams, Girls Volleyball, Boys Basketball and Girls Netball became SACCSS champions.

The College also hosted a major Chess Tournament at Melton, filling the stadium with competitors and spectators alike.

Our Feast Day celebration brought the entire community together through food, a talent quest and a joyful celebration of who we are.

A College of Choice

Enrolment interest remains extraordinary.

In 2025:

- enrolments for 2027 closed with over 600 applications
- Year 7 remains strong at 250 students per campus.

This demand reinforces our growing reputation as a College built on values, student care and excellence in education.

Community partnerships strengthened through:

- Breakfast liturgies
- Feeder school morning teas

- Parent engagement events
- Staff Recruitment Evenings at both campuses.

The Parents & Friends Association made significant contributions across both campuses, funding shade sails, digital signage, tennis tables, trophy cabinets, lockdown systems and outdoor seating.

Campus Growth & Infrastructure

Cobblebank Campus

2025 has again been a year of expansion:

- oval completed and opened with a vibrant colour run
- Bridge Road opened following advocacy with the Mayor and Melton Council
- carpark extension completed
- Stage 2 building opened
- Stage 3 construction underway (counselling offices, IT hub, wellbeing space, careers office, resource centre).
- Stage 4 Applied Learning Centre planned for VCE VM/VET pathways
- On-site Early Learning Centre (MACSEYE) scheduled for 2026 opening
- Proposal for a MACS primary school connected to SFCC Cobblebank.

Melton Campus

- Brindisi Building officially opened
- flexible learning and specialist classrooms activated
- ongoing refurbishments, including toilet partitions and blinds.

What is most striking about 2025 is not simply what we have achieved, though there is much to celebrate, but who we are becoming.

A college united by faith, grounded in Franciscan values of humility, simplicity and joy, a community that welcomes every student, every family and every story.

As we look toward 2026 and beyond, we do so with confidence, gratitude and hope. We trust that the seeds planted this year will continue to flourish for generations to come.

Catholic Identity and Mission

Goals & Intended Outcomes

To ensure staff, students and parents have a clear understanding of the part that a Catholic school plays in God's Mission.

To embed the Franciscan charism.

To ensure that our point of difference as a Catholic Learning Community is evident in all that we undertake.

To have all staff accredited to teach in a Catholic school.

Achievements

Key achievements in further developing the religious dimension of the school.

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

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

Five students successfully completed the Sacraments of Initiation Program, which was supported by the Assistants to the Director of Faith and Mission.

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

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

We maintained a comprehensive calendar of Religious Education and faith-accreditation opportunities to support ongoing professional development for staff.

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

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

Each House celebrated its Feast Day with a Mass, reinforcing community spirit and house pride. All House Masses were held at St Catherine of Siena Church in Melton, with staff and students from both campuses attending.

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

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

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

Four staff members attended the Franciscan Schools Australia immersion pilgrimage to Assisi, Italy, strengthening their connection to the Franciscan tradition.

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

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

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

Value Added

- Year 8 Reflection Day – Pilgrimage into the city, visiting three churches and celebrating Mass at St Francis Church. Students were divided by gender, with one group undertaking the pilgrimage and the other participating in a session at the College facilitated by YMT.
- Year 9 Reflection Day – Keynote speaker Michelle Newland spoke about the importance of faith and resilience when facing difficult circumstances.
- Sacraments of Initiation Program
- Daily prayers on Simon
- Staff Faith Formation Day
- Mother's Day and Father's Day reflections and breakfasts
- House Masses for Feast Days
- St Francis Feast Day and celebration
- Caritas Project Compassion
- St Vinnies Sleepout and Winter Appeal

- Prayer liturgies – Ash Wednesday, Easter, for local students killed in a brutal stabbing, and the passing of Pope Francis.
- Australian Catholic Youth Festival - 25 student pilgrims and three staff attended
- Student leadership - Faith and Mission student support role, Social Justice Captains and members of the faith team attended Catholic Education Week Mass at St Patrick's Cathedral.
- Walk Against Domestic Violence - As part of their Feast Day celebrations, Kolbe Catholic College in Greenvale invited members of our College to join with them in a walk against domestic violence.
- Breakfast Club – breakfast is provided for students at both campuses (toast and juice) three days a week from 8-8.30am.
- Bible Circle
- Year 12 Retreat
- Year 12 Graduation Mass
- End of Year staff Mass
- End of Year Mass for students and staff

Learning and Teaching

Goals & Intended Outcomes

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

- To explicitly teach Year 7 and 8 students how to convert and interpret information from pie charts and bar graphs to percentages.
- To explicitly teach Tier 2 and 3 vocabularies to Year 8 and 9 students for application in informative text.
- Build Collective Efficacy: To improve staff use of data to track student progress.

Achievements

Staff analysed class data and engaged with MACS Flourishing Learners – Vision for Instruction strategies, embedding Classroom and Lesson Expectations across the curriculum.

The Curriculum Executive Team developed and finalised a school-wide Instructional Practice Model, developed with input from a broad range of stakeholders and tailored specifically for our students.

The whole-staff professional learning day, Making Numbers Count, explored the connections between numeracy and literacy across all subject areas, reinforcing both as key priorities in the School Improvement Plan.

The Victorian Curriculum Version 2.0 was rolled out across English and Mathematics, and the Mathematics Team continued to use OCHRE resources to enhance student learning.

Mini whiteboards were introduced as a learning tool across most classes, supporting active participation and formative assessment.

A High Achievers pilot group was established at the Melton campus, giving junior students access to competitions and STEM challenges; students committed lunchtimes and after-school time to develop thinking and problem-solving skills. The program will continue in 2026 and be introduced at the Cobblebank campus.

VCE VM and VPC Applied Learning classes continued to impress through their projects, participation in the Maker's Market, and innovative problem-solving, with students applying

their Jumpstart micro-credentials in practical settings, including a fully revamped kitchen garden.

More than 70 Unit 3 & 4 VCE students participated in after-school tutorials, including a final combined tutorial, as they completed assessments and prepared for VCAA examinations.

Eight students achieved an ATAR of 90+ (highest 98.30); 16 students received an ATAR of 85+, and 21 scored 80+.

More students completed VCE, and all received VCE certificates. The Year 12 cohort increased by 23 students from 2024 to 2025, representing an approximate 15.9% growth.

Year 9 students explored World War I through Project-Based Learning, making meaningful cross-subject connections, and participated in the My Journey Program to develop leadership skills, explore career options, and connect with the community.

Year 8 Science students applied STEM principles through designing and launching rockets; Food Technology remained a popular elective with staff and students sharing in a variety of catering experiences.

Each Domain Area was celebrated with a dedicated week of activities, and a dedicated space and time were created to celebrate Indigenous students and connect with ATSI culture.

The cross-campus Subject Expo Evening, organised by the Careers and Pathways Team, supported students and families in making informed decisions about subject choices and future pathways.

Cobblebank Campus continued to expand its learning and teaching offerings as its Year 9 cohort began in 2025. Students participated in the My Journey Program, which included both a camp and a city experience.

The new technology building, opened in Term 4, expanded elective options at the Cobblebank Campus to match those available at Melton, with Hospitality options to follow.

Student Learning Outcomes

The 2025 NAPLAN results demonstrate positive growth across both Year 7 and Year 9, particularly in Writing, Spelling and Numeracy.

In Year 7, Numeracy results improved, with the percentage of students achieving results in the Strong and Exceeding categories increasing from 58% in 2024 to 64% in 2025, while students requiring additional support decreased from 10% to 9%.

Writing outcomes also strengthened, with students in the Exceeding category increasing from 9% to 13% and students requiring additional support decreasing from 6% to 5%.

Spelling results improved from 62% to 68% in the Strong and Exceeding categories, while Reading saw a reduction in the percentage of students requiring additional support from 9% to 6%.

Year 9 results showed significant improvement across several domains.

Reading outcomes improved strongly, with students requiring additional support reducing from 13% in 2024 to 6% in 2025.

Writing continued to be a strength, with the percentage of students achieving results in the Exceeding category rising from 14% to 18%.

Spelling results showed substantial growth, with the percentage of students achieving results in the Exceeding category increasing from 10% to 17% and students requiring additional support decreasing from 12% to 5%.

Numeracy also improved, with students in the Strong and Exceeding categories increasing from 47% to 56%, while students requiring additional support reduced from 18% to 9%.

These results reflect the positive impact of explicit teaching practices, targeted literacy and numeracy interventions, and the consistent use of assessment data to support student learning growth.

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

Senior studies

The VCE median score was 27.

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

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

While the VPC completion rate was lower (67%), the number in this class is small.

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

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	515	56%	522	57%
	Year 9	557	57%	n/a	n/a
Numeracy	Year 7	527	66%	529	67%
	Year 9	570	67%	n/a	n/a
Reading	Year 7	527	67%	531	69%
	Year 9	573	68%	n/a	n/a
Spelling	Year 7	529	68%	530	69%
	Year 9	579	78%	n/a	n/a
Writing	Year 7	539	67%	539	67%
	Year 9	584	68%	n/a	n/a

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	27
VCE Completion Rate	99.40%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2025	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

Student Wellbeing

Goals & Intended Outcomes

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

To develop and implement a Multi-Tiered System of Supports (MTSS) that strengthens student wellbeing and engagement, enabling all learners to flourish and feel a sense of belonging within the college.

Achievements

House spirit continued to strengthen through a range of activities, including morning Mentor Group sessions, House assemblies, House Feast Day Masses, year-level Reflection Days, whole school Masses, lunchtime competitions, and celebrations of student achievement.

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

The Student Expectation Framework continues to be embedded in the College culture through references to it during Pastoral Program sessions and in the classroom management process.

The Positive Behaviour 4 Learning group developed, collaborated with staff, and finalised the whole-school behaviour definitions and the major and minor behaviour flowchart for staff to refer to, providing clear and consistent processes for responding to student behaviour across the College.

The Pastoral Care working party, comprising staff from wellbeing, curriculum, and pathways, continues to collaborate to develop a holistic approach to the Pastoral Program that strengthens student engagement and promotes wellbeing, knowledge, inclusion, and positive connections within the college community.

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

Successful social justice initiatives raised funds for many community groups.

We continued building connections and networks with external providers, such as Headspace, DFFH, The Orange Door, RCH, Catholic Care, and external psychologists and paediatricians, to support students' needs.

Delivered targeted and relevant student programs that included presentations from:

- the Proactive Policing Unit (Years 8, 9 and 10) focusing on the danger of weapons, vaping and physical altercations
- Batyr (Years 9 and 10), focusing on positive messages regarding mental health. Students in Years 11 and 12 were presented with a follow-up program called Stressed Out
- the Pat Cronin Foundation (Years 10 and 11). The One Punch Presentation focused on empowering young people to handle conflict
- Brainstorm Productions (Year 7 and 8) addressed bullying, harassment and aggression at school, at home and online
- YLead (Year 9). Take the Lead explored the fundamentals of leadership and how they can be used to maximise students' high school experience.

Provided parent webinars and information sessions, curriculum for students, and staff wellbeing sessions as part of our collaboration with The Resilience Project and Wellio.

Received Place-Based Partnership funding to provide students with access to the:

- Western Bulldogs Leadership program
- Melbourne Victory Soccer program
- 2025 African Australian Student Conference,
- Harmony Youth Summit - Put it in Drive
- Leadership Integrity Faith Excellence (LIFE) Program
- Year 7 Cultural Identity program
- 4Cs - Cultivating Creative Cultures with Communities.
- My Emotions and Tritactics programs.

Value Added

- The Resilience Project
- FIRE Carrier Program
- NAIDOC Week
- Reconciliation Week
- Refugee Week
- Cultural Diversity Week
- International Women's Day
- Caritas Project Compassion
- Sports Association for Catholic Co-educational Secondary Schools (SACCSS) membership

- Awards ceremonies
- Core Wellbeing Values and Domestique Award
- ANZAC Day and Remembrance Day services
- Campus assemblies
- Campus Swimming and Athletics Carnivals
- College Ensemble and Concert Band
- Student Representative Council
- Year 7 Elevate study skills session
- Enlighten Education Presentation
- Year-level camps, sports and activity days
- Western Bulldogs Leadership program
- Foundation House Program
- RUOK? Day
- Bullying No Way Week
- Lunchtime Clubs
- Tritactics
- My Emotions
- Susan McLean Cyber Safety Solutions
- House Welcome Evening
- College Feast Day
- 4C's: Cultivating Creative Cultures with Communities
- Breakfast Club
- Melbourne Victory Soccer program
- African Australian Student Conference
- Harmony Youth Summit – Put it in Drive
- Leadership Integrity Faith Excellence (LIFE) Program
- Winter Sleep Out

Student Satisfaction

Data from the 2025 Melbourne Archdiocese Catholic Schools Improvement Survey (MACSSIS) shows:

- School engagement has remained steady and sits within 2% of the MACS average. Notably, the Year 7 and Year 12 cohorts scored above the MACS average.
- School climate has shown a slight decline since 2024 and is now marginally below the MACS average. However, the Year 12 cohort performed 4% above the MACS average.
- Teacher-student relationships are slightly below the MACS average overall, although the Year 12 cohort scored significantly higher, at 17% above the MACS average.
- Student voice has remained consistent with previous years and is now almost aligned with the MACS average. Both Year 7 and Year 12 cohorts exceeded the MACS average.

- Enabling student safety has remained stable compared to last year and is close to the MACS average.
- Rigorous expectations have improved since 2024 and are now in line with the MACS average. The Year 7 cohort performed particularly strongly, scoring 4% above the MACS average.

Student Attendance

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

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

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

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

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

Absence notification procedure

Parents and guardians are expected to notify the College of their child's absence by contacting the College Attendance Line or registering the absence online via PAM (Parent Access Module).

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

Staff can access a daily report of student absences.

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

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

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

If a student’s attendance falls below 30%, the Navigator program provides targeted support.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	80.93

Average Student Attendance Rate by Year Level	
Y07	89.98
Y08	87.53
Y09	86.45
Y10	86.55
Overall average attendance	87.63

Leadership

Goals & Intended Outcomes

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

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

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

Achievements

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

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

Professional learning opportunities with a strategic focus on Numeracy. Kirstin Bourne led staff in embedding numeracy into the curriculum.

Alison Stone and her team from Franciscan Schools Australia led the Staff Formation Day.

Investment in Professional Learning opportunities for all staff.

Successfully recruited and inducted many new staff through a national and global recruitment approach.

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

Pedagogical practices now integrated into Simon lesson plans.

Ongoing staff training in de-escalation strategies through Team Teach to enhance staff capacity.

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

Embedded the Annual Review Meeting process among teaching staff. It is an important process that allows teachers to trial new ideas and strengthen their skills. This process is closely linked to the College Strategic Plan and Annual Action Plan. One third of staff meet

with the Principal to discuss their goals for the year, another third meet with a senior leader, and the final third participated in the Classroom Climate Questionnaire, which surveys a class of students and allows the teacher to set classroom-level interventions based on student feedback.

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

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

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

OHS Training

Growth Coaching and Mentoring

EAL professional learning: Differentiation techniques

Staff Formation Day – Being a Franciscan school

Inclusive education, learning diversity and student support practices

Positive Behaviour for Learning (PB4L)

VCAA exam marking

High Impact Teaching Strategies

Protective practices for non-teaching staff

Restorative Practices and relationship-based approaches

Subject Association conferences

Numeracy professional learning

Berry Street

Secondary Leaders in Religious Education courses

NAPLAN Data interpretation and training

Specific VCE studies preparation and information sessions

De-escalation training through Team Teach

Embedding numeracy into the curriculum - Kirstin Bourne

Support and services for gifted and talented students

First Aid, Asthma, Anaphylaxis

MACS Secondary Discipline Literacy Project

A continuation of Domain Professional Learning across the teaching staff

Expenditure And Teacher Participation in Professional Learning	
Religious Education / Liturgy / Technology / eLearning / VCAL and VET professional learning	
Leadership development programs for middle leaders and aspiring leaders	
Number of teachers who participated in PL in 2025	165
Average expenditure per teacher for PL	\$502.00

Teacher Satisfaction

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

The proportion of staff who reported feeling safe increased significantly from 57% in 2024 to 70% in 2025, placing the College slightly above the MACS average. This improvement reflects focused work to support staff wellbeing, including ongoing investment in Team Teach and the embedding of PB4L practices.

Catholic Identity remains a strength of the school, with over 75% of teaching staff rating it positively. These results highlight strong staff perceptions of the Principal's faith leadership and the lived expression of Catholic identity across school life.

Work began in 2024 to develop an understanding of our identity as a Franciscan school. This understanding has continued to grow and remains a focus of the Strategic Plan for the coming years.

Psychological Safety improved from 54% in 2024 to 59% in 2025, indicating that staff feel more confident taking risks and making mistakes within the school environment.

School Climate demonstrated significant improvement, rising from 56% in 2024 to 69% in 2025, reflecting stronger perceptions of the school's overall social and learning climate.

Perceptions of Staff - Leadership Relationships showed significant improvement, increasing by 9% from the previous year and sitting slightly above the MACS average. This reflects strengthening relationships between staff and the leadership team.

Teacher Qualifications	
Doctorate	0
Masters	53
Graduate	51
Graduate Certificate	18
Bachelor Degree	176
Advanced Diploma	10
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	197
Teaching Staff (FTE)	185.83
Non-Teaching Staff (Headcount)	127
Non-Teaching Staff (FTE)	105.78
Indigenous Teaching Staff (Headcount)	4

Community Engagement

Goals & Intended Outcomes

To maintain a connection with the College community, in particular parents and guardians.

Achievements

The College continued to build links with families and the broader community in 2025. Key achievements include:

Mother's and Father's Day Liturgies and Breakfasts

Year 12 2015 Reunion

House Welcome Evening: All families were invited to meet staff, other students, and parents at the beginning of the school year. Information presented about expectations and curriculum focuses for 2025.

Information Nights, Awards Ceremonies, and Presentations

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

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

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

College Tours by Student Leaders

Parents and Friends Association Meetings.

Grade 6 Transition Program, including extended transition for students with higher needs.

Ongoing hire of our facilities, including Sheehan Stadium and Performing Arts Centre, by local community sporting and cultural groups. The Osma Building is also used by the Dinka Ethnic School of Victoria for weekend classes, and the Trade Training Centre is used by the Victorian and Australian Electoral Commissions as a voting venue during elections.

State and Federal MPs, MACS representatives and local principals joined us for a sod turning ceremony to mark the beginning of Stage 3 works at Cobblebank Campus

Winter sleepout – donations distributed to local St Vinnies and Salvation Army for local people in need.

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

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

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

Enrolment Evening: Interpreters and staff supported families with the enrolment process.

Parent Satisfaction

In 2025, we saw a very small increase in the response rate to the annual Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS). However, only 9 responses were received, and therefore, the results do not truly reflect the views of the wider College community.

The overall positive endorsement of the College increased from 47% to 60%.

The Family Engagement, School Fit, School Climate, Student Safety and Communication domains all showed little to no change, while Catholic Identity showed a considerable increase from 42% to 65%.

In most areas, compared to 2024, almost every domain was close to the MACS average.

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

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

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