



ANNUAL REPORT

2025

Respect · Responsibility · Belonging · Belief

2026 SCHOOL PERFORMANCE DATA

The information refers to the 2025 calendar year.

1. CONTEXTUAL INFORMATION

St Francis' School is a small Catholic, co-educational Curriculum and Reengagement in Education (CARE) school in the spirit of St Francis' of Assisi. The school provides a safe, secure environment in which the needs of each student are uniquely seen and considered. Students are nurtured by staff who model trust, hope and generosity. The school gives witness to the Catholic Church's vision to proclaim the Gospel of Jesus. Through the work of Catholic Schools, the Church confirms its commitment to work with teenagers who, for a variety of reasons, are educationally marginalised in society and find themselves unable to attend mainstream schools.

St Francis' School philosophy is based on four Christian Principles: Respect, Responsibility, Belonging and Belief; to which staff and students aspire as we endeavour to give witness to the teachings and life of Jesus Christ. These principles challenge students to develop a strong sense of personal and community ideals.

2. TEACHER STANDARDS AND QUALIFICATIONS

St Francis' School employed eight teaching staff in 2025. The qualifications held by these teachers are:

QUALIFICATION	NUMBER
Masters Degree	1
Bachelor's degree	8
Graduate Diploma	3
Master of Teaching	1

3. WORKFORCE COMPOSITION

There were 18 people employed at St Francis' school in 2025. Eight teaching staff – 4 male and 4 female, 8 support staff – 5 female and 2 males of which one staff member is a First Nation Educator.

4. STUDENT ATTENDANCE AT SCHOOL

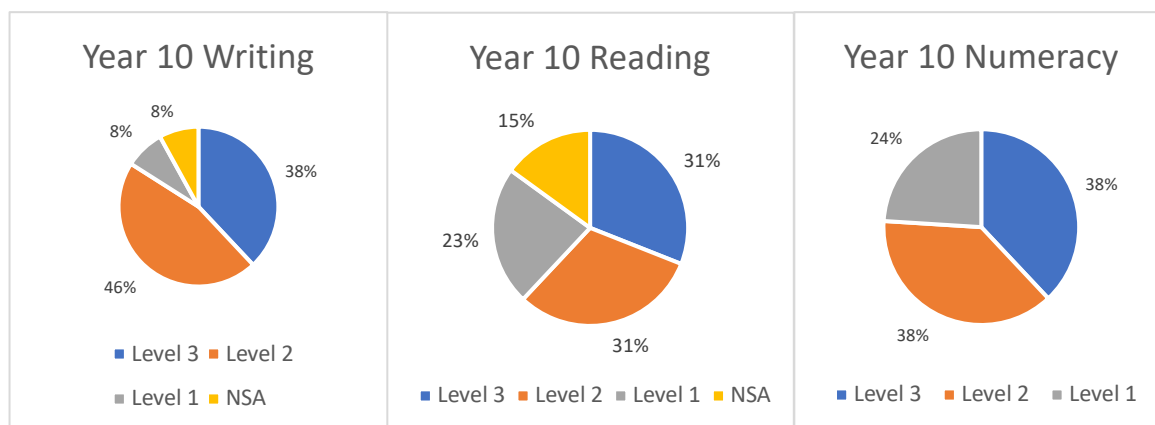
	2025 ATTENDANCE
Year 10	90.27%
Year 11	83.75%
Year 12	95.7%
Total	89.91%

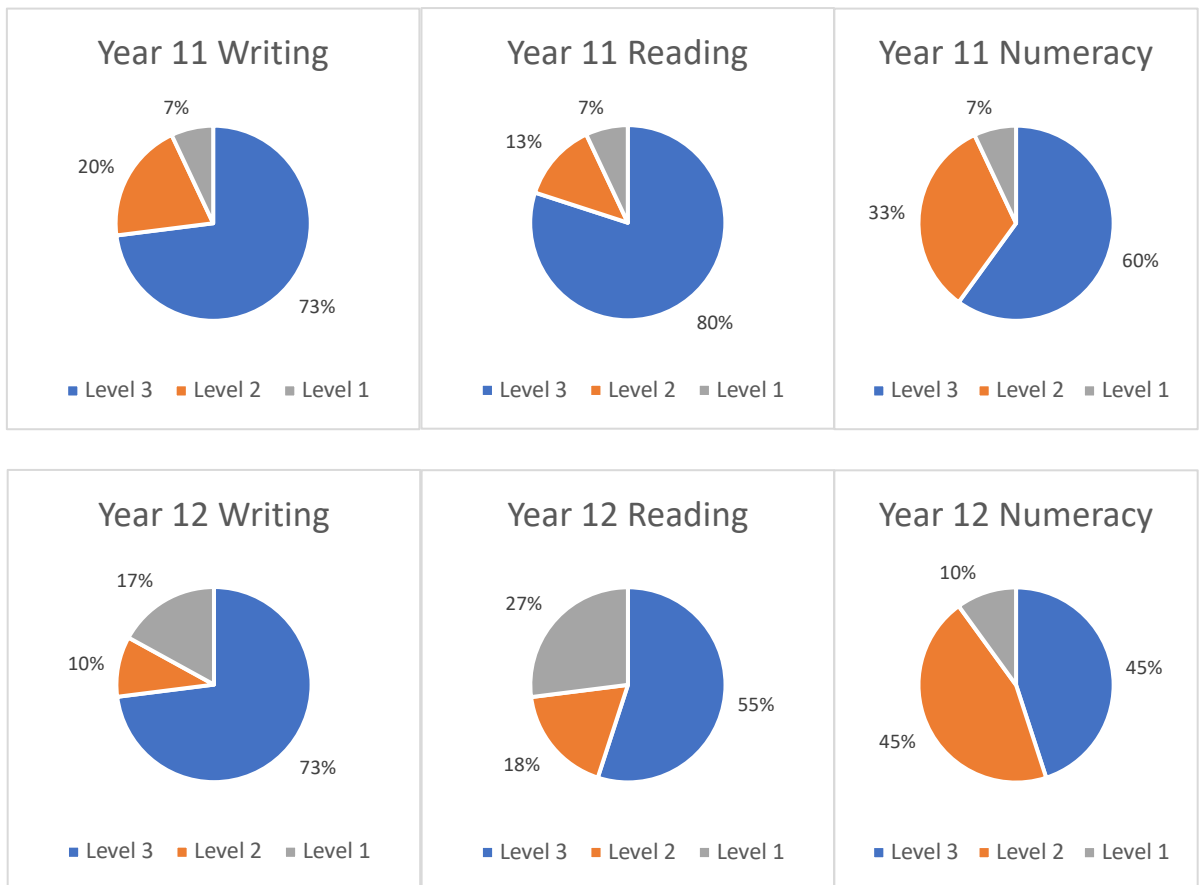
Non-attendance by a student at school is managed in the following ways:

- Parents / Guardians are required to let the school know of any absences
- Pastoral Care Team contact parents who have not notified the school
- SMS sent from SEQTA
- Student contacted to check in with them and offer support if needed
- Support with travel to and from school
- Parent / guardian meeting for attendance issues
- Referral to Department of Education Participation Team in Year 11 and 12 if the school is unable to engage with the parent / guardian / student

5. LITERACY AND NUMERACY

As the school only takes students in Years 10-12 there is no requirement for students to sit NAPLAN. The Literacy and Numeracy data is based on OLNA. The charts below show the percentage of students who achieved each level in OLNA from Round 2 2025.





6. PARENT, STUDENT AND TEACHER SATISFACTION

Students, staff and parents have indicated through feedback from meetings, electronic communication and general discussions that they are very satisfied with the supportive, caring, educational environment provided by St Francis' School, with comments often relating to the school feeling like a community or a welcoming home.

Some of the areas highlighted by parents, students, key support agencies and staff as highly satisfactory at St Francis' School over the course of 2025 were:

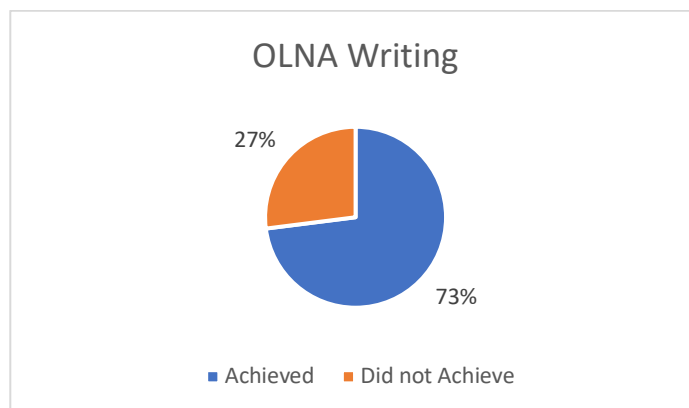
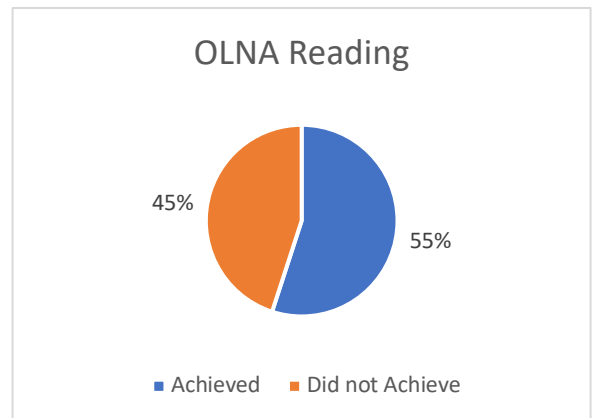
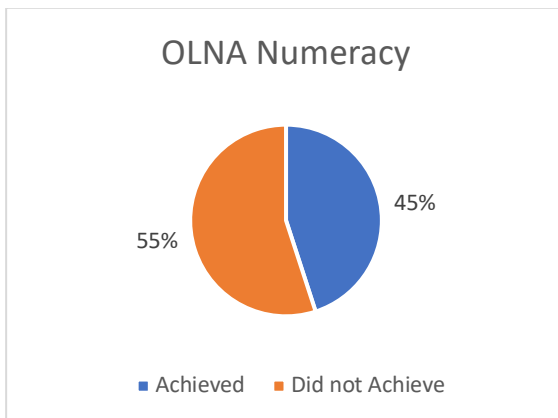
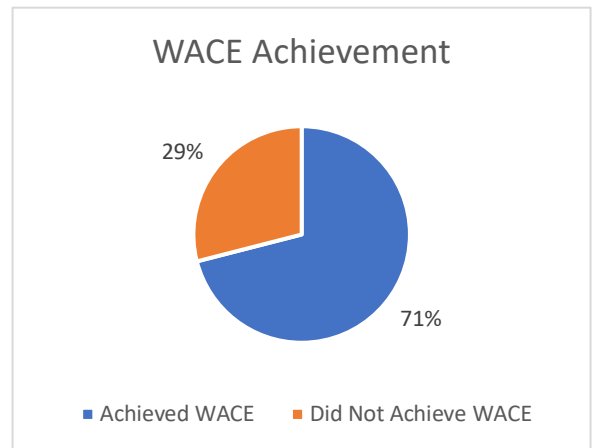
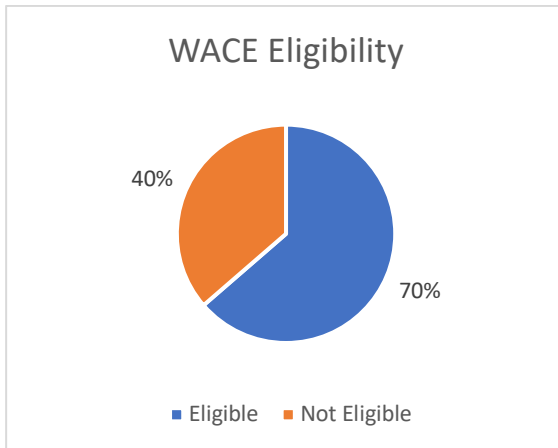
- the high degree of support and guidance provided to students
- positive teacher student relationships
- positive and flexible school environment at St Francis' School
- pride in the achievements of the students
- student engagement with the school
- individual programs for the students

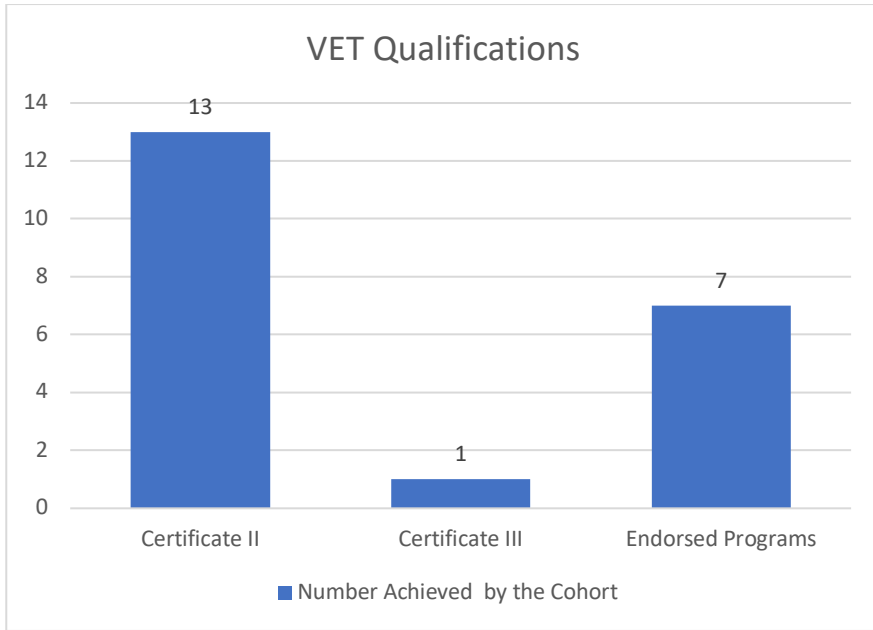
7. SCHOOL INCOME

Details regarding the school income and expenditure can be found on the MY school website using the link <https://www.myschool.edu.au/>

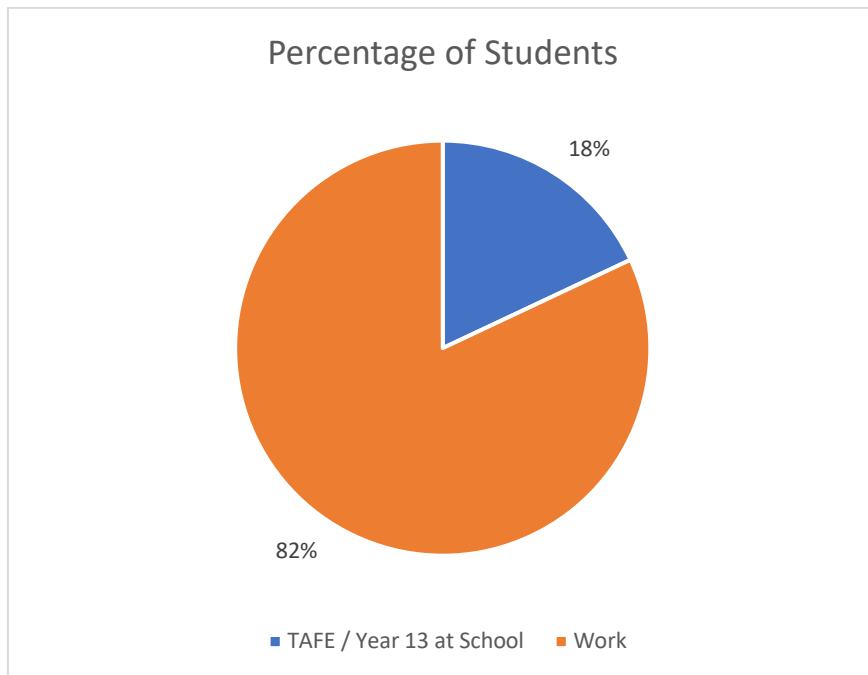
8. SENIOR SECONDARY OUTCOMES

The data below reflects the achievements of the 2025 Year 12 cohort.





9. POST-SCHOOL



10. Annual School Improvement

CATHOLIC IDENTITY. Formation for Mission

Strategic Intent	Key Improvement Goals	QCE Links
Provide opportunities for the of Faith Formation of staff which reflect the charism and ethos of the school whilst also fulfilling Accreditation requirements for staff.	Staff have a greater personal understanding of the charism of St Francis' School and will have a greater understanding of what it means to be Catholic and to work in a Catholic school.	1.1 1.2
Develop the charism of St Francis' stewardship through the St Francis' Live to Give Program and demonstration of respect for all animals and the environment.	Student and staff engagement in the Live to Give Program.	1.1

EDUCATION Excellence for Success

Strategic Intent	Key Improvement Goals	QCE Links
Engage all teachers and student support staff in the ongoing reviewing and enhancing the school's educational programs and philosophy.	Ongoing improvement and enhancement of educational programs provided for the students.	2.1 2.2
Revise the school's IEP development and review process in accordance with stipulated guidelines under Standard 1: Curriculum in the <i>Guide to the Registration Standards and Other Requirements for Non-Government Schools in Western Australia</i> (July 2022).	Staff actively contributing to and reviewing student IEPs	2.3
Develop, implement and review a social emotional, spiritual program to encompass SHSM/Faith/ Keeping Safe/Health to deliver to Year 10-12.	New program written and implemented	4.2

COMMUNITY Witness for Impact

Strategic Intent	Key Improvement Goals	QCE Links
Build strong partnerships with parents, care givers and families through a strengthening of the culture of welcome and inclusion at the school.	Parents, care givers and families attending St Francis' events and activities including parent information sessions, service days and PTS meetings.	3.2
Develop partnerships with our local communities to develop supportive, strategic relationships that support and enhance the programs the school offers.	Development of meaningful partnerships with local agencies.	3.3
Develop a student leadership framework to ensure the students' voice is heard in all our undertakings.	Students nominating for Leadership positions Student participation in the review of school policies and procedures including Student Code of Conduct and School Complaints Procedures	3.1
Pastoral Care – develop students physical and mental wellbeing.	Programs delivered to students to support physical and mental well-being.	3.1

STEWARDSHIP Growth for Access

Strategic Intent	Key Improvement Goals	QCE Links
Engage and partner with local parishes and community organisations to promote the Christian service opportunities for students through the Live to Give Program.	An increase in the Christian service opportunities available to the students.	4.1 3.3
To promote Christian responsibility for the care for Earth as our common home in the spirit of the school patron St Francis of Assisi.	Ongoing commitment to environmentally sustainable practices across the school.	4.2
Investigate the growth of the school to support Year 8 and 9 students	MTA lease reviewed, school facilities / buildings to support Years 8 and 9	4.3

11. SCHOOL COMMUNITY REPORT

At its core St Francis' School aspires to be a good school. By providing a range of opportunities, within a Catholic ethos, the intention is to encourage each student to appreciate their unique God intrusted potential and to journey towards becoming the best person that he or she can be.

To further illustrate this point allow me to share a brief story with you.

There once was a farmer who, tired of not being able to make a good living on his farm, sold it to a man who also had very little money. The farmer then went off to seek his fortune elsewhere.

Several years passed and still he had not found the fortune he sought. Tired and now broke he returned to the community in which his old farmstead was located and drove past the property that he once owned – the one on which he could not make a living.

To his surprise and amazement, the farmhouse had been torn down and, in its place stood a mansion surrounded by meticulously groomed grounds.

Several new buildings including a huge machine shed and grain storage units had also been erected. The place had changed so much that he could hardly believe it was the same farm.

His curiosity aroused, the man decided to stop and have a talk with the new owner. "Look at all you've done," he remarked, clearly bewildered by what he saw. "How on earth did you accomplish all this? You barely had enough money to buy the farm from me. How did you get so rich?"

The new owner smiled and said, "I owe it all to you. There were diamonds on this property, acres and acres of diamonds!"

"Diamonds?" scoffed the former owner in disbelief. "I knew every square metre of this land, and there were definitely no diamonds here."

"On the contrary," responded the new owner as he pulled a lump of what looked like an oily piece of quartz from his pocket. "I carry this small nugget as a good luck charm."

The farmer was amazed. "That's a diamond? I remembered seeing a lot of those all over this land and thought they were just hard rock formations that made ploughing and planting difficult."

"Well, it's obvious you don't recognise a diamond when you see one," commented the farmer. "Diamonds in their unpolished form look like lumps of oily rock."

Let me say from the outset that I am not suggesting that our students are oily rocks! Far from it! However, this story is, in many ways, a parable of our age. It illustrates that when young people are provided with opportunities to look closely at things going on in their own lives, they open themselves to the possibility of unearthing their own 'acre of diamonds.'

As a Catholic CaRE school, we aspire to work with parents/care givers to provide an 'entrance' into each student's 'diamond mine'. We do this within a highly specialised educational environment that reaches out to at-risk students who have difficulty with or are disengaged from mainstream education.

Like diamonds, each of our students is very precious to us. Through the provision of a caring and safe educational environment, we seek to re-engage them in learning through targeted assistance, alternative curriculum and individual pathways. In other words, we support the young women and men in our care to unearth the 'acre of diamonds' that lies within and appreciate that every person is precious because they reflect God's goodness and therefore, deserving of dignity.

The real measure of our school lies in who our students – our 'diamonds in the rough' - become. As such, the Council congratulates our Year 12 students on their learning and achievements during their time at St Francis and extend to them our prayerful best wishes for the journey ahead. We wish them every success and trust that their time at St Francis' has helped to set them up for an amazing future.

From an Advisory Council perspective, we report that enrolments have remained strong. This allows our School to continue to maintain a very strong financial position and offer a wide range of programs and opportunities while adequately covering the rising costs of things such as utilities, curriculum expenses, maintenance, upgrades, insurances and salaries.

The Council has also noted that the rate of educational disengagement is on the rise within our society with an increasing number of young people falling through the cracks due to trauma, disadvantage and individual and family circumstances. As such, there is an ongoing focus on how St Francis' School can proactively respond to an increasing enrolment demand, particularly for students in Years 8 and 9.

The staff at St Francis' continue to impress with their dedication and professionalism, even in the most trying of circumstances. As a Council we are grateful for all that they contribute to enable the students to grow and flourish. Their individual and collective commitment to the students is simply outstanding and is what makes our school the special place that it is.

On behalf of the St Francis School community, the Council acknowledge the astute leadership and generous service provided by our Principal, Sara Jennings. When Sara took some well-deserved long service leave during term two, we were incredibly fortunate to welcome Susan Macdonald as Sara's replacement. On behalf of the Advisory Council, I say how grateful we were for Susan's efforts during her brief tenure.

The role of the Advisory Council is to work with Sara to enact the aspirations of a Quality Catholic Education as well as strategically plan for the present and future operations of our school. Our school community is fortunate to have a committed group of Council members who are willing to share their time, expertise and professionalism. I thank Council members: Principal, Sara Jennings, Alan Luks (Treasurer), Charlene Martlew (Secretary), Margaret Buckman, Scott Kinner and Dave Willock as an ex-officio member for their continued support and guidance throughout the year. Thank you also to Jodi Van Nus for her executive support of the Council and her astute stewardship of the school's day-to-day financials.

St Francis' School is not simply a place in Maddington; it's a very strong and vibrant community. As an extension of the family, the school community affords an environment in which students feel safe, learn to value and respect each other, even if they don't always get their own way! Students learn that life is about 'US', and not just about 'ME' and that all members live in the shelter of each other. Above all, the St Francis School community respects and celebrates diversity because every member is made in the image and likeness of God.

Since its inception, St Francis School has established a fine tradition of providing a quality Catholic education for its students. The journey ahead is exciting, and I am confident in the ability of the school to continue meeting the challenges of its mission as a Christ-centred, child-focused community in which each member opens themselves to the possibility of unearthing their own 'acre of diamonds.'

Geoff Mills
School Advisory Council Chair