

# ANNUAL REPORTING 2023



Annual Reporting is in two parts. Both are needed to meet the compliance requirements of the Australian Government, WA Government and/or CEWA.

## PART 1: Publication of Information Relating to Schools

1	Contextual Information
2	Teacher standards and qualifications
3	Workforce composition
4	Student attendance
5	NAPLAN assessment
6	Parent, student and teacher satisfaction
7	School Income
8	Annual School Improvement



## PART 2: Community

### 1: Contextual Information

St Francis of Assisi is a co-educational Catholic primary school; one of two serving the parish of St Andrews, Clarkson. The school commenced in 2004 with an enrolment of 75 students from Kindergarten to Year 7. A second stream commenced in 2008. In 2021, approximately 450 students were enrolled from Kindergarten to Year 6.

The school community was involved in a name change process during 2018/2019. Reverend Timothy Costelloe approved the change of school name in August 2019. The formal change of name from Brighton Catholic Primary School to St Francis of Assisi Catholic Primary school was effective from 1<sup>st</sup> January 2020.

At capacity, the school will enrol 480 students, primarily from the areas of Butler, Jindalee, Mindarie, Quinns Rocks, Ridgewood and Merriwa.

St Francis of Assisi Catholic Primary School has an individual, family and parish focus. It offers a diverse curriculum catering for children with a wide range of learning needs, including the gifted and talented. It has a strong academic focus combined with an effective pastoral care program. The school also has an Information Technology focus, with Apple iPads integrated into the daily teaching and learning through our 1:1 device program.

The school achieves well in the performing arts, including drama, dance and music. Students take part in over 12 before and after-school sport and coaching clinics (on school grounds), as well as regionally based lightning carnivals and inter-school carnivals. The school has specialist teachers in the areas of Physical Education, Drama, Science and Italian, plus a Gifted and Talented Program.

The school's motto, "Be Faithful" leads students to the gospel values of being faithful to God, church, self, family, community and creation. We continue to integrate our core school values of Honesty, Respect and Responsibility into our daily lives. These values are key in living the St Francis of Assisi Catholic Primary School vision.

## 2: Teacher standards and qualifications

All teaching staff met the requirements for registration with TRBWA (Teacher Registration Board of Western Australia).

### 2023 Data

Five Year Trained – 5  
Four Year Trained – 23  
Three Year Trained – 1

### Qualifications held by teaching staff include the following:

Master of Teaching (Primary)  
Post Graduate Diploma of Educational Studies  
Graduate Certificate of Catholic Leadership  
Bachelor of Education (Kindergarten – Year 7)  
Bachelor of Education (Children with Special Needs)  
Bachelor of Education (Early Childhood)  
Bachelor of Education (Religion)  
Bachelor of Science  
Bachelor of Applied Science  
Bachelor of Arts (Education)  
Bachelor of Arts (Italian)  
Bachelor of Arts (Community & Environment)  
Bachelor of Social Science  
Graduate Diploma Education  
Graduate Diploma of Education (Primary)  
Graduate Diploma of Applied Science in Teacher Librarianship  
Diploma of Teaching (Primary)  
Diploma of Teaching (Drama)  
Diploma Public Relations  
Teachers Certificate  
Certificate IV Sports Management  
Advanced Certificate of Com Music

## 3: Workforce Composition

	Male	Male Indigenous	Female	Female Indigenous	Total	Total Indigenous	Full-Time Equivalent
Teaching Staff	5	0	23	0	28	0	24.2
Non-Teaching Staff	4	0	17	0	21	0	15.1

## 4: Student Attendance

Class	Total
Kindy	89%
Pre-Primary	90.81%
Year 1	89.26%
Year 2	88.54%
Year 3	92.17%
Year 4	90.61%
Year 5	91.72%
Year 6	90.97%
<b>Total Attendance</b>	<b>90.39%</b>

### Managing Student Attendance

Student attendance is monitored through SEQTA. Attendance is recorded twice per day. Morning attendance is completed by 8.35am. Students arriving after 8.35am are to sign in at the office. Parents are to notify the school before this time to advise if children will be absent on that day. Parents are required to send either a written note (upon their child's return) or an email to the school/teacher explaining their child's absence. This correspondence is then retained by the school as part of the school records for accountability purposes. If students do not return with a written note or an email has not been sent, teachers forward an absentee note to the parents requesting an explanation for the absence. Parents who have not rung on the day to advise of a child's absence are contacted by SMS or telephone. Afternoon attendance must be completed immediately after lunch. If a child leaves school, the parent must sign them out in the office with a valid reason.

## 5: NAPLAN Information 2023

### Year Three and Year Five NAPLAN Data

Year Level	Domain	Reading				Writing				Spelling				Grammar				Numeracy			
	Calendar Year	School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National
Year 3	2023	412	400	395	405	415	413	409	416	404	401	396	404	409	403	402	411	388	401	399	407
Year 5	2023	493	495	487	496	478	484	476	483	484	491	486	489	492	490	491	497	459	483	482	488

### NAPLAN Summary

St Francis of Assisi Catholic Primary School's 2023 NAPLAN data is represented in the table above and show both Year Three and Year Five results respectively. The data shows each cohort's overview in all five assessment disciplines and then compares our school's results to all CEWA, State and National primary schools in the same year groups.

The Year Three and Year Five Reading results are a particular highlight when compared to both CEWA and National scores. These improved comparative scores can be directly contributed to the school's reading focus in Literacy lessons in the preceding years. Numeracy results continue to highlight the need for student improvement in this area. 2023 data as well as previous NAPLAN results have been the reason for the school's Numeracy focus since start of the 2023.

### Students Not Meeting the National Minimum Standard

These students are monitored closely throughout these years under the guidance of the education support teacher who assists teachers in planning and implementing strategies into their programmes and classrooms. Students who fall below the benchmark have usually been previously identified through the school's on-going programme of testing and are already on modified programmes.

### Intervention Plans

Students throughout the school are continually assessed against a set of achievement checkpoints. From this assessment, teachers are able to identify students who may be experiencing difficulties with specific literacy or numeracy skills. Teachers then prepare an intervention plan addressing these concerns and then modify their teaching programme to suit the student's needs.

Students identified 'at risk' in Literacy and Numeracy are supported by the school through the following intervention programmes

- MiniLit and MacqLit – English Intervention
- Reading Tutor Program
- Levelled Literacy Intervention
- Targeted Numeracy support



## Individual Education Plans (IEP)

All students needing support in curriculum are on IEPs. The support is for students who require instructional, environmental and/or curriculum adjustments in any learning area, or for students who are eligible for funding or whom the school deems, in consultation with the special needs consultant from the CEWA, to require significant adjustments to the learning program in any learning area.

**For further details of the school's results, including how we rated nationally, please access the following site.**

<http://www.myschool.edu.au/>

## 6: Parent, Student and Teacher Satisfaction

In 2022, St Francis of Assisi Catholic Primary School participated in the CEWA Climate Survey by National School Improvement (NSI) Partnerships. Staff, students and parents had an opportunity to provide feedback in the survey. The 2022 survey results provided relevant data to drive school priorities moving forward into 2023 and beyond. Overall, the results were positive and provided the school insight into areas that could develop and grow.

Parents indicated through formal and informal parent/teacher meetings, as well as via the school's social media platforms, that St Francis of Assisi Catholic Primary School has a strong Catholic Identity in which they feel the teachings of Catholic faith are important and practiced at the school. Parents also positively discussed the school community as a welcoming and caring environment, where staff respond to parent needs and concerns quickly. Parents also acknowledged that there is good communication between parents and staff. It was also affirming to hear that parents believe the school to be very supportive of diversity, where the backgrounds of families and social issues, are acknowledged and valued. A local community "Facebook" page (not directly affiliated with the school) where local residents discuss various matters such as recommendations for schooling, highlights the positive reputation St. Francis Catholic Primary School has within the local area. The positive responses on this page are shared with school staff regularly to highlight the wonderful job that all the school's employees are currently doing.

As part of the school's focus on student wellbeing, students were asked to give the staff feedback via a short, informal survey as to how they felt about their school and their learning. The students indicated that they felt safe and cared for at school. Students positively identified rule clarity and knowing the rules, as important steps in helping them keep them safe. Survey feedback also showed that students felt supported by staff, were listened to and were able to seek help when it was needed. The students also acknowledged that teachers expect them to try their hardest with their

learning. This survey became the basis for a plan to initiate the "Friends of Francis" program which began in 2021, with the aim of highlighting and rewarding positive playground behaviour.

Through open discussion, professional learning, staff meetings and formal/informal meetings with staff, it became evident to the Leadership Team that the staff are strongly committed to the school's Catholic identity as expressed in the school's mission, vision and practices. High collegiality amongst staff, particularly support staff, was also highlighted during feedback opportunities. Staff feel valued, and they acknowledge that there are support structures in place that encourage this collegiality. Further staff feedback showed a strong job efficacy with their ability to teach well, particularly in difficult or trying situations. Staff feel they are encouraged to reflect on and think of ways to improve practice.

## 7: School Income

For further information please see the following site <https://www.myschool.edu.au/>

### ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL - BUTLER

#### 2023 – Taken from Detailed Income Statement FOR YEAR END 31<sup>ST</sup> DECEMBER 2023

#### REVENUE

Student Income	\$ 405,350.00
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#### GOVT GRANTS

State Govt Grants	\$1,012,774.00
Australian Govt Grants	\$4,582,265.00
Other Govt Grants	66,750.00

#### OTHER INCOME

Misc Income	\$ 83,364.00
Capital Income	\$ 228,247.00

#### TOTAL INCOME

**\$6,378,750.00**

#### EXPENDITURE

Tuition Expenditure	\$5,594,703.00
Administrative & General Expenditure	\$ 426,201.00



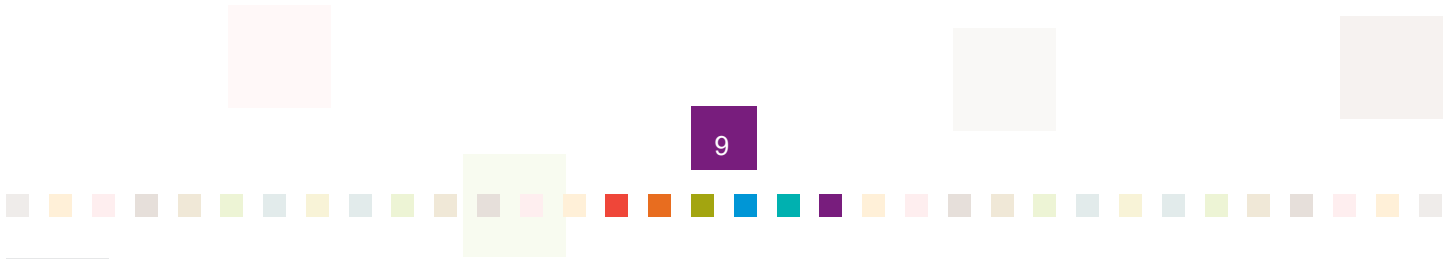


TOTAL EXPENDITURE

\$6,020,904.00

**(DEFICIT)/SURPLUS**

\$ 357,846.00



## 8: Annual School Improvement

The annual Catholic School Improvement Plan (CSIP) is aligned to CEWA's Quality Catholic Education Framework (QCE) as well as other underlying planning documents, including our Evangelisation Plan.

### CATHOLIC IDENTITY

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Further build staff engagement with more personal opportunities to continue their faith journey.	Review current faith opportunities. Implement a regular faith sharing experience.	End of 2023	Prayer topics Leadership modelling faith sharing Staff volunteers (Catholic Identity) Catholic Influencers Homilies Podcast Roster of volunteers every 2 weeks in advance for sharing.	More than 50% of staff voluntarily attending Coffee with Christ  Minimum of 25% of staff voluntarily sharing faith journey.	Review end of Term 2, 2023. Catholic Identity Team
Continue to build charism of St Francis of Assisi.	Develop community partnerships and service-learning relevant to staff, children, and parents.  Reflect, review, and modify Feast Day Faction celebrations and their significance.	Prayer garden – T1 2023  Further icons and symbols – T1, 2023	Catholic Identity Team  APRE Christian Service Leaders Wheelchair for Kids Parish Priest – Father Darek	Increased signs and symbols visible in school community.  Build additional community partnerships.	Review end of 2023.  Catholic Identity Team

### EDUCATION

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Ended use of data to improve student learning and teacher practice in reading.	Review use of data wall and other standardised reading data. Use of learning walks to reflect on consistent approach to reading & numeracy Continue data dialogue as a staff.  EALD PL for relevant leaders Assessment with decodables	End of 2023 Review Sparkle Assessments T2, 2023	Sparkle Decodables PP-2 Ljggro resources Dedicated Literacy Team Continue to onboard new staff with <a href="#">Ljggro</a> training.	PAT / NAPLAN reading targets (see attached targets) Data wall refinement. All relevant staff trained in use of <a href="#">Moodle</a> suite of programs.  Student progress review from data dialogue.	Dedicated Literacy Team Kris Bowden / Linda Howell Kat Simon / Kris Bowden (Data) Transformation Team  Teachers
Review current practice and develop teacher confidence in the proficiency strands of numeracy.	Whole school Brighton Maths Model review. Identify current practice. Introduction through staff PL to the Launch, Explore, <a href="#">Support</a> model consistent with Numeracy Framework Review of Numeracy data and setting of goals relating to Number talks/Westwood data	Ongoing - 2023 Identify and review number talks, tuning in games - S1, 2023 CEWA Consultant - ongoing 2023	Dedicated Numeracy team. CEWA Consultant - Ben <a href="#">Saulsman</a> . SCSA Maths curriculum.  Paul Swann Numeracy Kits Numeracy Framework Westwood Numeracy Data	Teacher confidence in teaching maths. PAT Data progress (Appendix 1) Ben Saulsman presenting/working alongside Numeracy team. Measure student engagement in Numeracy. Dedicated PL from Numeracy team.	Dedicated Numeracy Team Geoff Clarke Kat Simon (Data)  Transformation Team Teachers

### COMMUNITY

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Explore ways to increase cultural engagement across our diverse community to build belonging and inclusion of all cultures.	Appoint new Aboriginal Teaching assistant. Transition team from Aboriginal Education Team to Cultural Awareness Team Appoint new leader of Cultural Awareness Team	AET - T1, 2023 Staff Review – 2023 ongoing  Review and reflect on implementation of Our Land, Our Stories  Develop scope and sequence. Appoint new ATA – end of S1 2023	Our Land, Our Stories Curriculum Resource Kit Scope and Sequence for Aboriginal Curriculum  Parent involvement School funding ATA City of Wanneroo - Reconciliation Officer		More visible acknowledgement of our EALD population.
Embed and broaden whole school values through Friends of Francis and student code of conduct.	Maintain and grow the Friends of Francis program throughout ALL areas of the school. Consistently review number of tokens for factions Student Code of Conduct – revisit and make visible	Review tokens and raffle tickets - S1 Ongoing	Raffle tickets Code of Conduct signage and specific raffle tickets Wellbeing team Wellbeing Framework Access to CEWA Well Being Consultant		Liz Ward - release 2/term Well-Being Team - review once/term Teachers/EAs

## STEWARDSHIP

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Building capacity for effective teaching strategies.	Use of learning walks to share and reflect on teaching strategies in numeracy and other teacher nominated areas.  Professional learning <u>provided</u> by relevant individuals and teams.  Mentoring and onboarding for new or graduate staff	Ongoing  Ongoing  2023	Jackie and Bec Regular learning walks and talks Numeracy resources Regular release time for mentoring and feedback	Staff feedback and data  Student feedback and engagement Staff leadership opportunities	Jackie and Bec  Literacy and Numeracy Teams Transformation team Weekly review - release time
Provide an <u>increased</u> access to outdoor learning experiences.	Build of shade structure for Year 1/2/3/4.  Early Childhood Educators Professional Learning in using the outdoor spaces for learning environment.	End of 2023  T1 - 2023	National Quality Standards - Quality Area 3: Standard 3.2 Physical Environment 3.2.2  Outdoor play resources (fixed and loose)  Prayer Garden Sustainability garden	Staff Professional Learning  Completed build of shade structure  ECE Team termly meetings Review and sharing of practices	Kayla Swinny - release time Early Childhood Educators & EA's

**2023**

**ANNUAL SCHOOL  
COMMUNITY MEETING**

21<sup>st</sup> November 2023



**Principal's Report**



*Dear Parents and Friends,*

***Welcome to the 2023 St Francis of Assisi Annual General Meeting. I appreciate your willingness to attend and support the achievements and progress of our school community.***

My report will be a brief overview of the progress we have made this year through our educational programs, as well as our community. I will then summarize our major focus areas as part of the Quality Catholic Education Framework and staffing for the 2024 school year ahead.

## **MAJOR ACHIEVEMENTS**

### **STEWARDSHIP**

Throughout this year, we have been committed to completing the Stage 8 covered canopy between the Year 1/2 and Year 3/4 blocks. Thanks to the sound financial management of the School Advisory Council and their assistance in the strategic vision we shared, the area opened early in the year and is now fully complete. As a result, Year 1-6 children have access to the covered area for recess and lunch together whilst also allowing our Year 1/2 children Southern access to their block and all bags remaining under cover.

This covered area was completely self-funded by the school at a cost of upwards of \$900 000, however, the finished area is not only aesthetically pleasing, but very functional for much of our school. A special mention should go to Mr Mark Hughes of Custom Carpentry. His dedication to the highest workmanship and passion for delivering a useable and visually appealing space should not be underestimated. We are very fortunate to have his expertise and commitment to our school.

Earlier this year also saw the completion of our St Francis of Assisi Prayer Garden, a reflective shared space for classes or parents to visit. In 2024, we will see an increased use of this space along to support meditation and the delivering of the Religious Education curriculum.

### **COMMUNITY**


The major focus for our school in 2023 was the embedding of our Student Code of Conduct which was created during the pandemic by our middle and upper primary children with the assistance of Mrs Bowden (Student Support Coordinator) and Ms Julie Ford (Social Worker). This year, Mrs Liz Ward as our Leader of Wellbeing continued to drive our Friends of Francis whole school positive support program and embed our Francis Five. These five feelings were:

- Safe
- Happy
- Cared For
- Included
- Welcomed

Another initiative that has commenced in 2023, has been the coordination of implementing a 3yo Program for 2024. With the success of our school playgroup and changing needs of our parent community, Sarah Kavanagh lead the community consultation and design of this program. It saw us fill the maximum of 20 places for 2024 and look forward to its success in the years to come.

There was a continued focus on wellbeing throughout our school with a combination of assemblies, newsletters, and various other strategies about what the Francis Five are and how they permeate our school culture. The success of this can be witnessed in not only the addition of the visual signs at the entry to the school, the hall, and the toilets but in the children reciting these Francis Five readily whenever asked.





Our Wellbeing Week activities, conversations around R U Ok and Aussie Optimism Program continue to support our CEWA Wellbeing Framework and our focus on improving both staff and children's state of being comfortable, healthy, or happy.

## **EDUCATION**

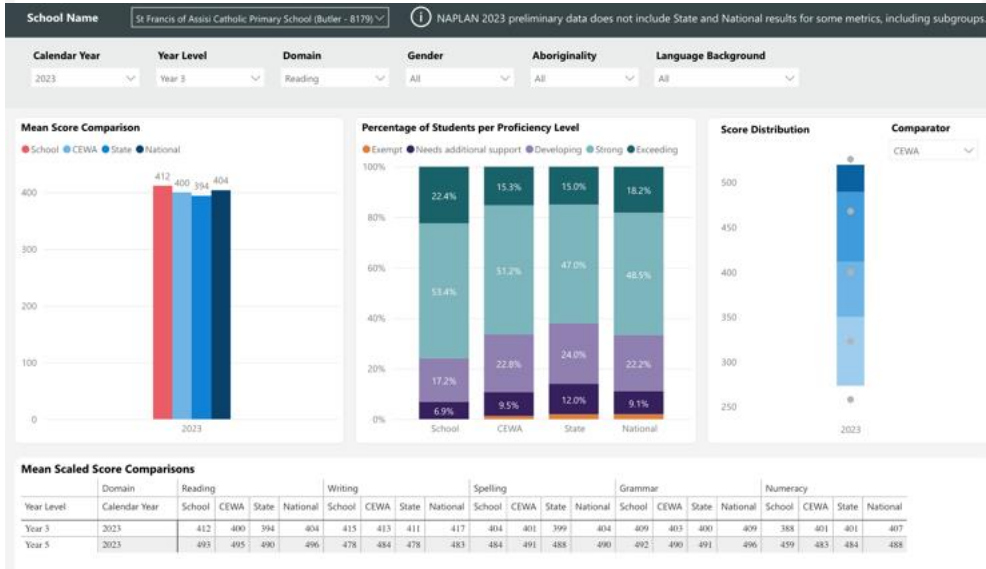
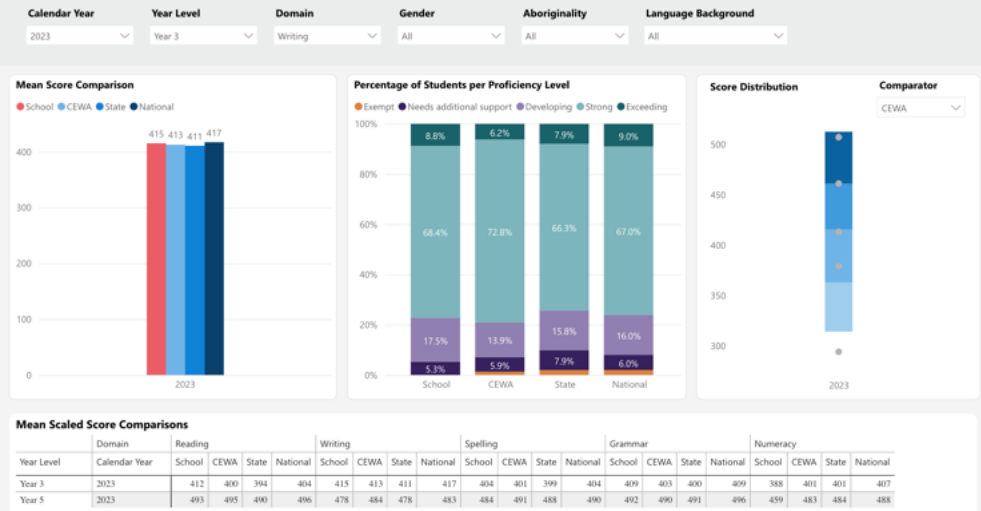
### **LITERACY**

Literacy at St Francis of Assisi in 2023 continued to focus on improving the literacy learning outcomes for all students as we strived to align our literacy practices across the school in a consistent manner. The ongoing implementation of a MultiLit suite of program in our Kindy (PreLit) and Pre-Primary to Year Two classrooms (InitialLit) continued as we embedded the synthetic phonics alongside the Early Years Learning Framework and National Quality Standards for early years learning. In Kindy, PreLit focused on phonological awareness and oral language development in fun and engaging ways through storybooks. In the Preprimary classes, InitialLit is a whole class reading and spelling program with a synthetic phonics approach alongside a rich literature and vocabulary providing our students with the core knowledge and foundations to be successful readers and writers. This was continued in Year 1 where there was also the introduction of new decodable home readers to compliment the InitialLit program and support current research in reading.

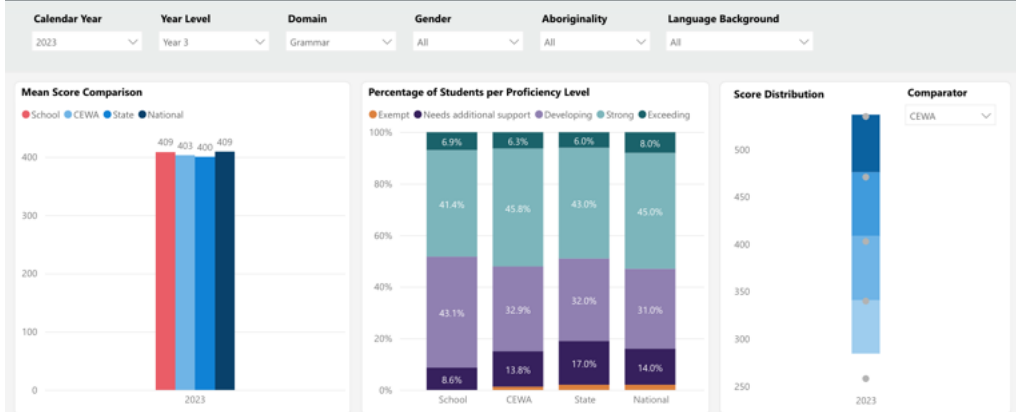
In 2023, we embedded the use of literacy support intervention programs MiniLit, MacqLit and Reading Tutor including Reinforced Reading for identified students and continued the consolidation of guided reading instruction and practices in the classroom facilitated by teacher Learning Walks and shared professional practice amongst teaching staff under the guidance of Mrs Jackie Hunt and Mrs Rebecca Freeman. In the upper years, there was increasing evidence of encouraging reading growth and extending the individual reading goals of students within the Scholastic Literacy Pro Program (Years 3-6) by engaging with high interest texts, completing book quizzes, and celebrating achievement of goals.

Staff continued ongoing, productive curriculum and data rich conversations enabling teachers to review and refine the approaches to achieving literacy goals, reflect on practices and programs for the betterment of our students. Events such as Book Week, author incursions, design a book cover competition and the addition of hundreds of new books in our library throughout the year has also continued to motivate and foster our students love of reading.

Whilst school data is obtained and analysed from several sources, data collation and interpretation saw some significant changes in the representation of 2023 NAPLAN data, with the data now based on proficiency standards rather than numerical bands and national minimum standards. The 2023 NAPLAN data for SFoA was reaffirming of the teaching and learning happening in our school. Several successes were identified in the 2023 NAPLAN data that affirmed the consistency of approach in literacy over a number of years.

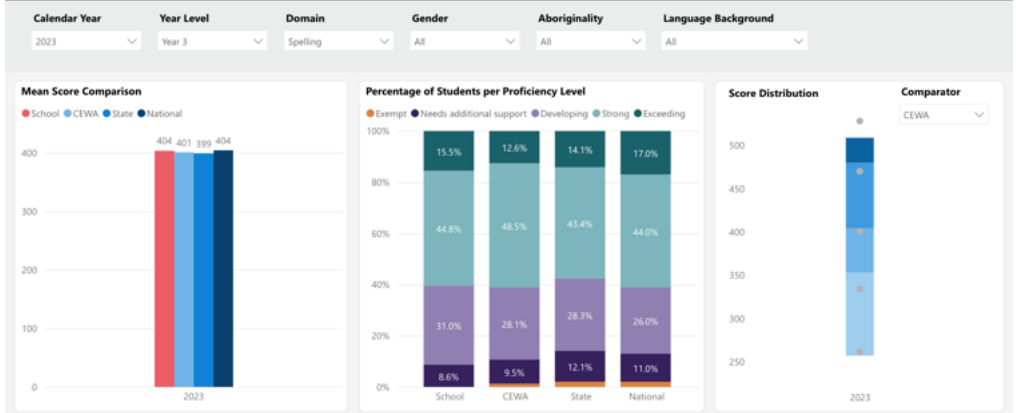


Year 3 Reading	<ul style="list-style-type: none"> <li>• Mean is 12 points higher than the CEWA mean.</li> <li>• More students (22.4%) in the exceeding Proficiency Band compared to 15.3% for CEWA.</li> </ul>
Year 3 Writing	<ul style="list-style-type: none"> <li>• Mean score (415) slightly above CEWA (413).</li> </ul>



**Mean Scaled Score Comparisons**

Year Level	Calendar Year	Reading				Writing				Spelling				Grammar				Numeracy			
		School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National
Year 3	2023	412	400	394	404	415	413	411	417	404	401	399	404	409	403	400	409	388	401	401	407
Year 5	2023	493	495	490	496	478	484	478	483	484	491	488	490	492	490	491	496	459	483	484	488

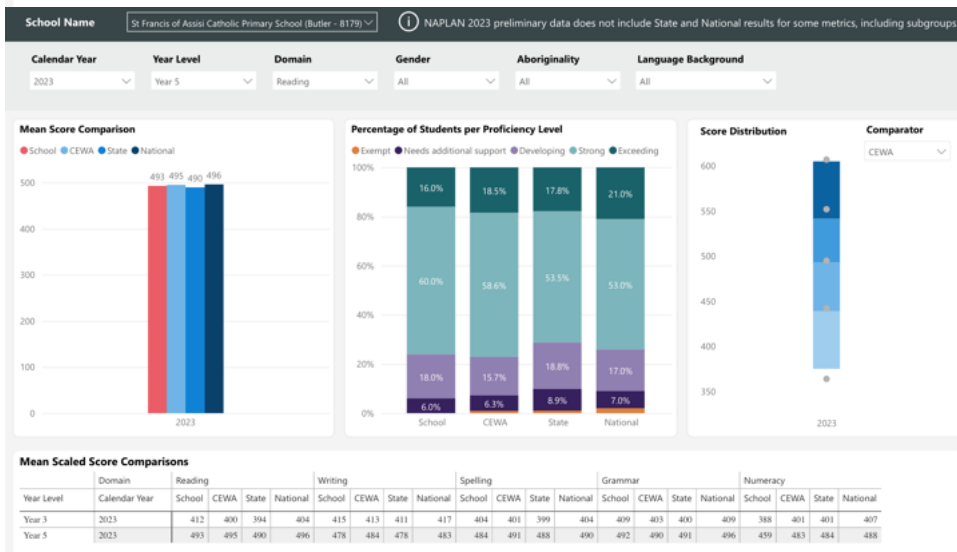
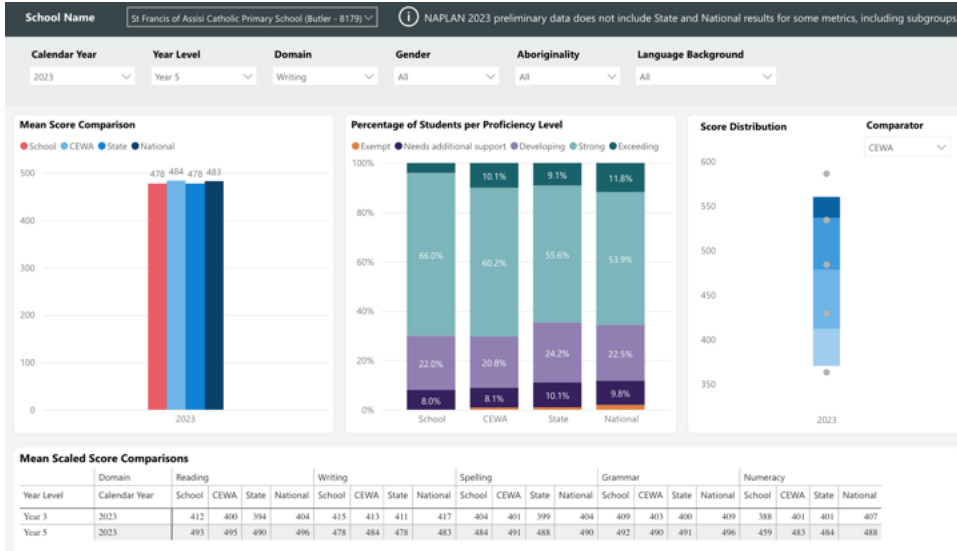


**Mean Scaled Score Comparisons**

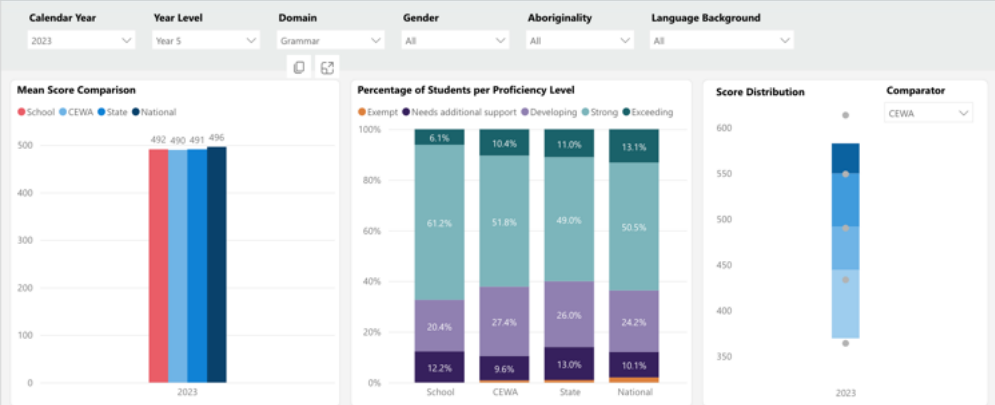
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Year 3 Spelling	<ul style="list-style-type: none"> <li>• Mean (404) slightly above CEWA MEAN (401).</li> <li>• More students (15.5%) in the Exceeding Proficiency Band compared to 12.6% for CEWA.</li> </ul>
Year 3 Grammar & Punctuation	<ul style="list-style-type: none"> <li>• Mean is higher than CEWA and state and equal to national.</li> </ul>



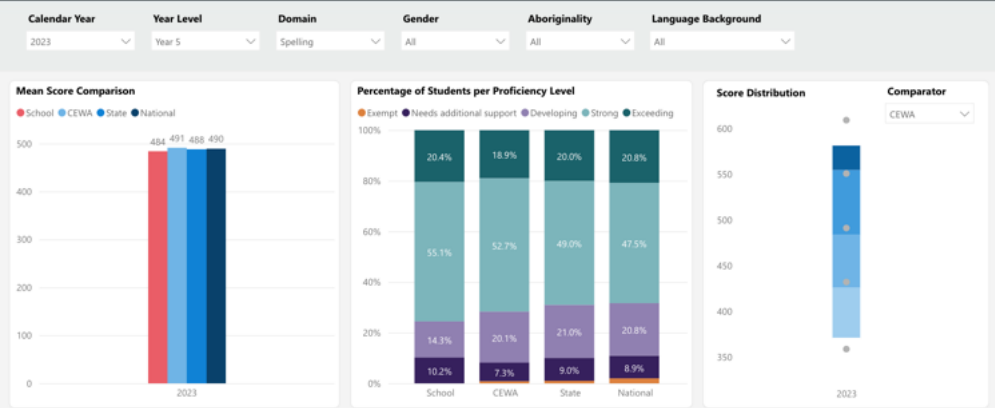


Year 5 Reading	<ul style="list-style-type: none"> <li>SFoA Mean is 2 points below the CEWA mean.</li> <li>76% (38 students) achieved Proficiency</li> </ul>
Year 5 Writing	<ul style="list-style-type: none"> <li>SFoA Mean is 6 points below the CEWA mean.</li> <li>70% (35 students) achieved Proficiency.</li> </ul>



**Mean Scaled Score Comparisons**

Year Level	Calendar Year	Domain	Reading				Writing				Spelling				Grammar				Numeracy			
			School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National
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Year 5 Spelling	<ul style="list-style-type: none"> <li>SFoA Mean is 7 points below the CEWA mean.</li> <li>75.5% (37 students) achieved Proficiency.</li> </ul>
Year 5 Grammar	<ul style="list-style-type: none"> <li>SFoA Mean is 2 points above the CEWA mean.</li> <li>67.3% (33 students) achieved Proficiency.</li> </ul>

In 2024, we look to continue to build on these successes across Literacy and align our practices with the needs of our children and community.

Kristina Bowden  
Student Support Coordinator

## NUMERACY

The school's numeracy journey has again gathered momentum in 2023 and SFOA has sought to embed the practices attained in 2022 as well as engaging in further work to extend the teaching and learning capabilities of teachers and students alike.

The beginning of 2023 saw the introduction of Paul Swan numeracy resource kits to every classroom from PP-6. The kits include maths equipment such as 6 and 10-sided dice, student-friendly playing cards, coloured counters, probability spinners and ten-frames. The resources were introduced to make the playing of 'Tuning-In' games at the start of our school's maths lessons more engaging for the students and more manageable for the teachers.

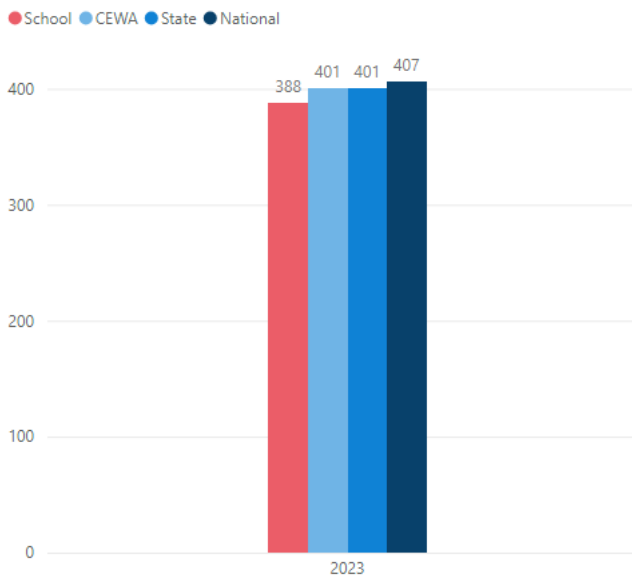
This year it became an expected practice that teachers would begin maths lessons using these resources to initiate mathematical thinking and create a fun, but focused, learning environment aimed at improving our students' mathematical fluency.

In addition to Tuning-In games, maths lessons at SFOA are designed to include 'Number Talks' which was experimented with and trialed in 2022. The practice has become embedded in SFOA's maths lessons and aims to encourage students' reasoning skills and fluency. 'Number Talks' are teacher-initiated maths discussions in which the children are presented with a number problem and asked to work out the problem using mental computation.

The students are instructed to use multiple methods to solve the problem and then share their solutions with the class. The practice encourages strong reasoning skills, communication of understanding and peer learning. The students have shown great keenness in this part of the lesson, and they enjoy learning from each other as much as they do from their teacher.

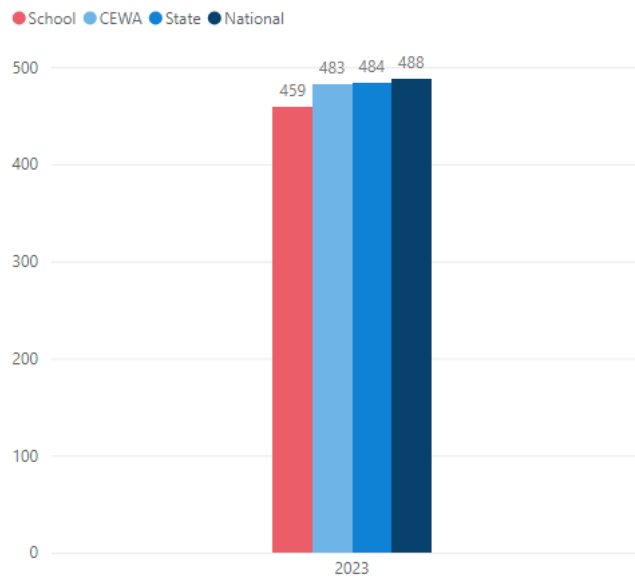
### NAPLAN 2023 Numeracy Results

Mean Score Comparison




Year 3 - 388 (13 points behind CEWA and 19 behind National average)

Mean Score Comparison



Year 5 - 459 (24 points behind CEWA and 29 points behind National average)



Early in 2023, the Numeracy Team focused its attention on the introduction of Launch, Explore, Summarise lessons. The team engaged the services of the CEWA Numeracy Consultants to help model and upskill staff on the concepts and intricacies of the pedagogical problem-solving approach.

The lesson begins with the teacher 'launching' a problem with limited instruction and just enough details for the students to begin the 'exploring' phase. This phase sees the students working in small groups to unpack and begin trying to solve the problem. The teacher constantly monitors progress and asks either prompting or extending questions to guide student learning. The 'summarise' phase involves the class discussing possible solutions and methods of problem-solving. This weekly teaching and learning approach align closely with our school's Vision for Learning which emphasises the importance that we place on real-world problem-solving skills, student collaboration and resilience building.

In 2024, SFOA will look to further embed the above practices into our Numeracy approach. We will also facilitate an inaugural 'Numeracy Week' in the hope of raising the profile of Numeracy at SFOA and enhancing the students' enjoyment in this curriculum area.

A sincere thank you to the Numeracy Team and all the teachers for their outstanding work in trialing and delivering the above initiatives.

Geoff Clarke  
Assistant Principal (Numeracy Leader)

### **CATHOLIC IDENTITY**

Throughout 2023 the SFOA community has again been blessed to be supported by Father Darek and Fr Marian. Fr Darek and Fr Marian have ably guided us on our faith journey by their commitment to the Sacramental Program, whole school and class Masses, Reconciliation, and their presence at our community events like the Family Fun Night and the St Francis Mission Fete. We thank them for their continued guidance and support.

In 2023 as a school community we have been fortunate to have a dedicated staff Catholic Identity Team organising activities and leading staff and students in connecting with their faith. Work started on our St Francis Prayer Garden and will continue in 2024. The Catholic Identity Team were supported by the incredible Year 6 Christian Service leaders who were exceptional in promoting fundraising activities and leading the school in prayer opportunities throughout the year.

This year we have raised \$1494 for Project Compassion, \$289 for Lifelink Day and \$2879 at our Mission Fete & Yr 6 Expo. Money raised at the Mission Fete & Expo goes to Wheelchairs4Kids, and this year we were able to raise enough money for 19 wheelchairs! We also ran a can drive in Term 3 for The Pantry. Community response to helping those in need has been outstanding and heartwarming – thank you.

*"Love and charity, are service, helping others, serving others. There are many people who spend their lives in this way, in the service of others.  
... When you forget yourself and think of others, this is love!" St Francis of Assisi*

Dee Campbell  
Assistant Principal (Catholic Identity)



## SPECIALIST PROGRAMS

In 2023, our specialist teachers have once again committed to providing several opportunities for our children to explore their gifts and talents.

### Music (Mr Cunniffe)

- Our Year 4's participated in One Big Voice. We also began a junior choir for the very first time, entering both junior and senior choir into the Spirit of the Arts Festival.

### Physical Education (Ms Hamilton)

- Several carnivals were again held, Summer, Winter, Spring for our Year 6's and an outstanding athletics carnival and interschool carnival. Our children performed exceptionally well.
- For the first time, thanks to Ms. Hamilton receiving a Sporting Schools Grant, we were able to offer our Year 3 children a 6-week swimming program at Ponyz Swim School. This has been a brilliant collaboration to assist our children for the upcoming summer with survival skills in the pool.
- Once again, several after school opportunities were provided for children across various sports thanks to Sporting Schools.

### Science (Mrs Coker)

- A National Science Week activity included a performance by Magical World of Crazy Science which aligned with the theme of Innovation: Powering future Industries. It was a huge hit for our children and the hands-on experiences they enjoyed.

### Italian (Senora Mignogna)

- Senora had some big shoes to fill in replacing Senora McDonald and she has been a wonderful addition to our Italian Program. At the end of Term 2 students from Year 3-6 participated in a fun "bocce" (Italian lawn bowls) tournament. For St Francis Feast Day, Senora created a Camino around the school which highlighted various facts and quizzes about St Francis of Assisi and was an interactive journey through his life and achievements. This term the Year 6 classes participated in a cooking lesson and learned to make "bruschetta" which they devoured almost instantly! And the 5-6 block teachers also had a taste!

### Drama (Mrs Kinder)

- For the first year, Mrs Kinder bravely trialed a Drama Club and had several children attend during their lunch breaks. Along with the oral language and performance skills during K-2 lessons, the children were immersed in imaginary play and an opportunity to develop drama skills at an appropriate age level.

### Make A Move Performance Program (Dance)

- This year, we once again have welcomed the team from Make-A-Move Performance Program who has worked with the children to develop small group and whole class choreography. Dance is part of the curriculum and or partnership with MAM continues to flourish on a bi-annual basis. The children can't wait to show off their moves at the annual Christmas Concert.

## SFOA 2024

### *Catholic School Improvement Plan*

The Catholic School Improvement Plan outlines our goals and priorities each year and will be available on the website. This document is our improvement framework that encompasses all four domains of Catholic Education, Catholic Identity, Education, Community and Stewardship and was the basis of our school review.

# QUALITY CATHOLIC EDUCATION

**OUR VISION** Catholic Education Western Australia is a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel



## 1. CATHOLIC IDENTITY

**1.1 Catholic Identity is the lived expression of our Vision and Mission**  
We commit to:

- a. the Catholic Church's objectives for Catholic schools;
- b. the integration of faith, life and culture;
- c. our Catholic education principles permeating all elements of QCE;
- d. providing abundant and meaningful opportunities for catechesis through the Word, worship, prayer, retreats, service and community;
- e. recognising, celebrating and leveraging the contributions of the laity and religious orders and their charisms in witnessing to the mission of Catholic Education and its faith story; and
- f. displaying meaningful and distinctly Catholic icons and symbols which are visible in both internal and external environments.

## 1.2 Decision-making and Collaboration

We ensure that:

- a. language, discourse and relationships reflect the Catholic social teaching principles of subsidiarity, co-responsibility, common good, participation and equity; and
- b. our decisions are Christ-centred, transparent, evidence-based and place the child as the focus.



## 2. EDUCATION

**2.1 Curriculum Inspired by the Principles of Catholic Education**  
We seek to ensure that the curriculum, delivered through all learning areas, practices effective, contemporary pedagogy and inspires students to become committed to service of the common good and contribute as Christians to society today.

### 2.2 Religious Education

We commit to provide every student with high quality Religious Education. This requires active promotion and appropriate resourcing of Religious Education as the first learning area in every Catholic school, implementing the program promulgated by the Diocesan Bishop.

### 2.3 Catholic Vision for Learning

In seeking to develop the whole Christian person, we commit to implementing a Catholic vision for learning, ensuring that along with learning academic skills, young people will be able to collaborate, innovate, create, appreciate, and think critically in order to positively influence as Christians the rapidly changing world.

Our schools are educational communities of excellence in which the culture, pedagogies and practices:

- a. foster Christ-like healthy and respectful relationships between students and staff members, enabling all to learn and grow in the image of God;
- b. encourage and facilitate student engagement;
- c. empower each student to achieve his/her God-given potential through the provision of quality learning experiences;
- d. utilise a wide instructional range that reflects contemporary pedagogies that engage, challenge and progress student learning; and
- e. ensure all aspects of the learning environment scaffold and accelerate each student's learning.



## 3. COMMUNITY

### 3.1 Catholic Pastoral Communities

We commit to Christ-like relationships that accompany students with their development within our school communities including through the following:

- a. **Dignity of the Human Person:** through our inclusive practices, we welcome and celebrate the uniqueness and diversity of each person formed in the image of God.
- b. **Child Safety:** we ensure the safety of students is our highest priority and that the voice of each child is heard in all of our undertakings.
- c. **Pastoral Care:** we take proactive steps to provide for the pastoral needs of our students and staff. With Christ as our foundation, holistically we place the spiritual, physical and mental wellbeing of each person as a priority.
- d. **Transforming Lives:** we recognise Aboriginal people as the custodians of the land and as a priority, commit to providing educational opportunities to Aboriginal children to enable them to reach their full potential with a strong sense of identity and agency. We demonstrate respect for Aboriginal culture and traditions.
- e. **Code of Conduct:** we require all members of our school and office communities, staff, religious, clergy, students, parents, caregivers and volunteers to adhere to the CEWA Code of Conduct.

### 3.2 Parents and Caregivers

We partner with and support parents and caregivers as the first educators of their children.

### 3.3 Partnerships and Engagement

- a. We partner with parishes and their Christian faith communities especially with regard to the celebration of the sacraments.
- b. We engage and partner with other Church and community organisations, including other educational providers.



## 4. STEWARDSHIP

We commit to stewardship as a fundamental dimension of Christianity that implements the social teaching of the Catholic Church.

### 4.1 Staff

We acknowledge that our staff are our most important and valued resource. We:

- a. wherever possible, seek to recruit and appoint practising Catholics to employment positions;
- b. provide staff with opportunities to witness their faith, and engage with faith formation, professional learning and development;
- c. care for our staff through the provision of quality human resource practices which reflect Catholic social teaching; and
- d. advocate for and promote contemporary leadership that reflects Christian service following the principles of participation and subsidiarity.

### 4.2 Natural Environment

We commit to fulfilling and promoting Christian responsibility for care of the Earth as our common home.

### 4.3 Finance, Infrastructure and Compliance

We ensure that all Catholic schools and offices:

- a. are appropriately resourced, financially sustainable, accessible and affordable, especially for the marginalised and disadvantaged;
- b. are constructed and maintained in a manner which gives witness to and reflects genuine Christian simplicity and the spirit of Gospel poverty;
- c. operate in a future-focused and strategic manner that embraces good governance and full compliance with regulatory requirements; and
- d. commit to procurement practices which reflect Catholic social teaching.

## REVIEW AND IMPROVEMENT

We use data-rich and evidence-based processes to ensure improvement across our four pillars with the aim of achieving CECWA's Vision and the delivery of its Strategic Directions. We operate in a future-focused and strategic manner that embraces good governance and full compliance with regulatory requirements.

## OUR VISION



CATHOLIC EDUCATION  
WESTERN AUSTRALIA

OUR VISION

OUR VISION

Through this framework, the following priorities for 2024 have been identified:

### CATHOLIC IDENTITY

- Engage staff and parents in further opportunities for faith development

### EDUCATION

- Embed a consistent approach to literacy practices across the school
- Explore current practice and develop teacher confidence in numeracy
- Review effective assessment in numeracy aligned with instructional model
- Streamline data analysis to accurately reflect student progress in both literacy and numeracy

### COMMUNITY

- Increase opportunities for cultural recognition and engagement
- Develop staff awareness of evidence-based social and emotional regulation (RULER)
- Acknowledgement of 20-year celebration as a school
- Implementation of 3yo Program

### STEWARDSHIP

- Building staff capacity and accountability for effective teaching strategies
- Continued development of middle leaders and distributed leadership
- Sustained strong governance



## **SCHOOL ADVISORY COUNCIL (SAC)**

The School Advisory Council has enjoyed a very productive and effective year leading the financial and strategic management of resources within our school. Their guidance has continued to ensure the best facilities and resources are available to our children, highlighting their commitment to the growth and development of our facilities and our children.

Once again, the Committee Member roles have been ably served by Tony Summers, as SAC Chair, Janelle Prunster as Vice Chair, Craig Grantham as Treasurer and Laura Hampson as Secretary. They have been supported by other council members Jacinta Lynton, Jevita Nilson and Stephenie Kunder as our P&F Representative. A special thanks to Geneve Bastian, Finance Officer, Deb Brunton, Administration and Geoff Clarke and Dee Campbell as Assistant Principals.

## **PARISH**

To Father Darek and Father Marian, not only for their roles in attending the SAC meetings, but their willingness to support our children and parents through the Sacramental Program and the numerous masses and liturgies we celebrate at school. Both Parish Priests are always accommodating to our needs and with three schools in their parish, make time for our children regularly. Without their contribution, our children would not have the opportunities to develop on their faith journeys. A special thank you to Dee Campbell, who is often the conduit between parish and school.

## **P&F**

I would like to acknowledge and thank all P&F members for their work throughout this year. This year was the first year as we transitioned to the new CEWA Terms of Reference and we have been ably led by Mrs Rose Canzirri as Chair, Mrs Stephanie Kunder as Vice Chair, Mrs Heidi Durer-Jones in the role of Finance and Mrs Erin Hawes as Secretary. The introduction of several new events and some bigger fundraising targets has resulted in a huge increase in funds raised.

However, it has been the teamwork and desire to put together strong community events that bring our parents together that has been most appreciated. For a new committee, they have done an outstanding job. Amongst the normal community and fundraising events, a couple of highlights have included Paint & Sip, the Colour Run and the always successful Mother's and Father's Day Stalls.

Thanks to their tireless efforts and those of the many volunteers, the P & F have contributed \$20 000 towards our new Kindy/PP Bike track and the Year 5/6 Nature Playground – both to be installed in preparation for the new year.


## **PARENTS**

Once again, a huge thanks to our parents for your ongoing support and confidence in our staff to deliver an engaging and effective educational program to your children. Whether you are volunteering at events or speaking kindly about teachers and the teaching and learning program, you are the first educator to your children. We are fortunate to have such an involved parent community who are supportive of all our efforts to make this the best school for your children.

## **STAFF**

Every year I sit here and thank our staff for their contribution and once again 2023 has been a year where they have again raised the expectations of the children and themselves. Your reputation is everything and ours as a school is reflective of the work our staff are willing to put in to support and guide our children. From classroom teachers, education assistants, specialists, administration staff, ground, and support staff, it takes a contribution from every person to make the collective work possible.

While there are many contributors to our success, several staff take on the extra responsibilities of leading various areas to enable great initiatives to happen and to support the teaching and learning taking place. This includes both



Geoff and Dee, as Assistant Principal's and several middle leaders. Thank you for your continued support and drive to make our school the best it can possible be.

We will continue to be, Christ-centred and child-focused ensuring we put the child at the centre of every decision we make. So whilst we will make mistakes along the way, we do so in pursuit of the best education possible for all our children here at St Francis of Assisi. I continue to be proud of what we achieve and know there are great opportunities ahead.

*'Start by doing what's necessary, then what's possible; then all of sudden you are doing the impossible.'*

Best wishes  
Jason Baker  
Principal

### **St Francis of Assisi Catholic Primary School**

**The Annual Meeting of the School Community  
Tuesday 21 November 2023**

### **School Advisory Council Chairperson's Report**

It is my honour and privilege to present the annual report for 2023, on behalf of the whole school community of St Francis of Assisi Catholic Primary School.

Alongside Janelle Prunster (Vice Chairperson), Craig Grantham (Finance Officer), Laura Hampson (Secretary), Stephenie Kunder (P & F Representative), Jacinta Lynton, Jevita Nilson and Father Dariusz (Darek) Krzysztalowicz SDS, we resumed our Advisory Council roles, supporting the school's Leadership Group to begin 2023.

The school is so proactive in establishing and maintaining the safest and most environmentally friendly experience for all students and staff, with the well-being of all stakeholders always at the forefront of any decisions made. Our Patron, St Francis of Assisi must surely be looking down on the school with a great deal of satisfaction and pride.


The school gates opened in February to almost 450 students and the Year 6's enjoyed access to their own locker, whilst new decking greatly improved key outdoor areas. The major project of 2022, that is the construction of the shade structure, neared completion and was open for business in May. It provides additional shade, protection from the weather, an ideal location for eating at recess and lunch and generally adds to the ambience of the school grounds.

Further grounds and maintenance works which have enhanced the learning and social environment followed, including decking platforms and seating, water bottle fillers, hardwood and aluminium picnic tables and bag racks.

An audit / analysis of our existing solar system was carried out in in the first semester which identified that a major upgrade was necessary. The proposal is gathering impetus and will likely be actioned early in 2024, once again highlighting our environmental awareness and responsibility.

Also outlined for implementation next year is the installation of a Senior Nature Playground, alongside a Kindy / Pre-Primary bike track.





We continued to strengthen our relationship with the Parish, once again hosting the Mayflower Mass at the end of May, which was very well attended by staff, students, and family members from our school. Sacramental Masses proceeded in a reverend and thoughtful way, whereby we were allocated a specific time slot which afforded us a more personalised experience. Many thanks to Father Darek and Father Marian for their continued dedication and support throughout the year and we were delighted to present them with a brand-new BBQ to help facilitate future Parish events.

A comprehensive Parish questionnaire was conducted across the whole community, including all three schools, with the intention of identifying ways we can move the Church forward. Many thanks to all of you who completed the questionnaire, as your feedback is vital in this process. St Francis had a huge input in coordinating the survey, especially Dee Campbell who set up the online version which many of you would have completed and also hosted the initial feedback session at the school.

And we continue to boost the Altar Serving Ministry with new servers now well established within the school and Parish, and the promise of many more to follow next year.

You are never too young to start learning and the inception of a 3-year-old program / pre kindly platform was discussed and looks likely to proceed, thereby keeping us competitive with other schools in the area.

In June, it was my pleasure to attend the biennial Catholic Schools Advisory Council Chairs Conference. There was a major emphasis on mental health issues affecting society and of course the focus highlighted the well-being of students and staff in schools. I came away from the day feeling somewhat shell-shocked from the confrontational content to which we had been exposed, nevertheless, I felt positive that we, as a school, are tackling the issue in a proactive manner and our daughters, sons and grandchildren are in good hands. The time, energy and resources being implemented highlight how seriously this matter is being addressed at the 'grass roots level'. It is recognised as a genuine problem, one that must be tackled, not underestimated and / or avoided. I am confident that the Leadership Group, alongside the staff at St Francis of Assisi Catholic Primary School, are deeply invested in the strategies aimed at supporting ALL stakeholders and they are more than adequately preparing the next generation of young people for the challenges which inevitably lie ahead.

On a personal note, I would like to thank all members of the Advisory Council for the time and energy they devote towards our ultimate goal, and that is providing the best possible all-round experience for your students and your children whilst at school. I have never worked with a more altruistic body of people whose sole intention is the betterment of our school. We may only meet four times a year, however I consider the time we spend together, discussing ideas and projects proposed by the Leadership Group, to be valuable time well spent. And the results speak for themselves.

And it goes without saying that my colleagues and I are eternally grateful for the care and education provided to all of our children by all staff at this school. I am sure that you will agree that all parents, guardians and grand parents ever want for their children is for them to fundamentally be happy and safe – mission accomplished, and we thank you all. It has been another terrific year in the life of the school, which continues to go from strength to strength, and we look forward to 2024 with excitement and promise.

On behalf of the Advisory Council, I would like to wish you all, staff, parents, guardians and your families a very happy, safe and blessed Christmas and a peaceful New Year. Thank you for your attendance this afternoon and for your continued support of our wonderful school community.

Tony Summers

School Advisory Council Chairperson

## P & F TREASURER'S REPORT 2023

The role of Treasurer has greatly changed this year. The P&F no longer have their own bank account, rather a sub-account under the school. Banking of cash proceeds and paying invoices has also fallen to the school.

There has been a period of transition, but I have tried to work with Geneve to ensure the accuracy of the P&F finances.

Next year moving to a single supplier for canteen (down from five) will make reporting much simpler. Further Quickcliq will be used solely for events like Mothers and Fathers Day stall, Community lunches and hair accessories; and therefore completely separate from canteen income. Pizza lunches and cake stall are being retired, which means no more counting coins.

Our containers for change recycling only received a single deposit of \$65, hopefully this will increase with the expansion of the canteen service.

Some highlights this year

Cadbury fundraiser profit of	\$2,876
Inaugural Paint and sip	\$1,553
Easter raffle	\$1,319
Fathers day stall	\$1,274
Mothers day stall - (with a large amount of stock in hand for 2024)	\$1,110
Inaugural Second hand Book stall	\$905
Disco (with stock on hand)	\$473
Inaugural Club Fiesta	\$303
Hair accessories (with stock on hand)	\$99

We carried over a balance from 2022 of       \$ 6,786  
Closing balance at October 2023           \$22,003

Colour-a-thon was hugely successful as a fundraiser. This is yet to be reported, but income has been estimated at \$18,000. This will be in addition to our already healthy balance and previous donation (\$3,500 in May) to individual year groups. Therefore, the P&F have requested a donation amount of \$20,000 be transferred this month.

Heidi Durer-Jones

Treasurer