

ANNUAL REPORTING 2022



CATHOLIC EDUCATION
WESTERN AUSTRALIA



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 1st 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).

2022 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	92%
Year 1	89.09%
Year 2	87.03%
Year 3	91.74%
Year 4	89.06%
Year 5	86.55%
Year 6	86.22%
Total Attendance	71%

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 2022

Year Three NAPLAN Data

Year	School	CEWA	State	National
2022				
Reading	422	437	428	439
Writing	405	427	419	423
Spelling	408	419	414	418
Grammar	408	431	424	433
Numeracy	383	397	395	400

Year Five NAPLAN Data

Year	School	CEWA	State	National
2022				
Reading	518	513	505	510
Writing	497	490	480	485
Spelling	508	509	505	505
Grammar	507	500	496	499
Numeracy	483	490	487	489

NAPLAN Summary

St Francis of Assisi Catholic Primary School's 2022 NAPLAN data is represented in the tables 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 dark green boxes indicate where our school performed 10 or more points higher than a comparable sector, light green boxes indicate 5-9 points higher, pink boxes indicate 5-9 points lower and dark red boxes indicate 10 or more points lower than a comparable sector. White boxes indicate comparable scores where the difference is between 0-5 when compared to other sectors.



The Year Five Literacy data indicates that the school's Literacy focus over the preceding two to three years was starting to take effect. Writing and Grammar results in Year Five were a particular highlight. Numeracy results across both cohorts continued to provide the impetus for the school to continue its Numeracy focus which began in 2022.

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

2022 – Taken from Detailed Income Statement
FOR YEAR END 31ST DECEMBER 2022

REVENUE

Student Income \$ 573,683.00

GOVT GRANTS

State Govt Grants \$1,012,803.00
Australian Govt Grants \$3,829,078.00
Other Govt Grants 93,099.00

OTHER INCOME

Misc Income \$ 31,622.00
Capital Income \$ 105,889.00

TOTAL INCOME \$5,646,174.00

EXPENDITURE

Tuition Expenditure \$4,172,786.00
Administrative & General Expenditure \$ 759,690.00

TOTAL EXPENDITURE \$4,932,476.00

(DEFICIT)/SURPLUS \$ 713,698.00

TRADING ACTIVITIES

Uniform Shop Income \$ 35,269.00
Uniform Shop Expenses \$ 10,247.00

(DEFICIT)/SURPLUS \$ 25,022.00

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 & 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 & 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>
Emend 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 Litpro resources Dedicated Literacy Team Continue to onboard new staff with InitialLit training.	PAT / NAPLAN reading targets (see attached targets) Data wall refinement. All relevant staff trained in use of Multitilt 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, Summarise 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 Saulsman. 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 & 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.	<p>Appoint new Aboriginal Teaching assistant.</p> <p>Transition team from Aboriginal Education Team to Cultural Awareness Team</p> <p>Appoint new leader of Cultural Awareness Team</p>	<p>AET - T1, 2023</p> <p>Staff Review - 2023 ongoing</p> <p>Review and reflect on implementation of Our Land, Our Stories</p> <p>Develop scope and sequence.</p> <p>Appoint new ATA – end of S1 2023</p>	<p>Our Land, Our Stories Curriculum Resource Kit</p> <p>Scope and Sequence for Aboriginal Curriculum</p> <p>Parent Involvement</p> <p>School funding ATA</p> <p>City of Wanneroo - Reconciliation Officer</p>		<p>More visible acknowledgement of our EALD population.</p>
Embed and broaden whole school values through Friends of Francis and student code of conduct.	<p>Maintain and grow the Friends of Francis program throughout ALL areas of the school.</p> <p>Consistently review number of tokens for factions Student Code of Conduct – revisit and make visible</p>	<p>Review tokens and raffle tickets - S1</p> <p>Ongoing</p>	<p>Raffle tickets</p> <p>Code of Conduct signage and specific raffle tickets</p> <p>Wellbeing team</p> <p>Wellbeing Framework</p> <p>Access to CEWA Well Being Consultant</p>		<p>Liz Ward - release 2/term</p> <p>Well-Being Team - review once/term</p> <p>Teachers/EA's</p>

STEWARDSHIP

Improvement Goals <i>Performance & 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.	<p>Use of learning walks to share and reflect on teaching strategies in numeracy and other teacher nominated areas.</p> <p>Professional learning provided by relevant individuals and teams.</p> <p>Mentoring and onboarding for new or graduate staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>2023</p>	<p>Jackie and Bec</p> <p>Regular learning walks and talks</p> <p>Numeracy resources</p> <p>Regular release time for mentoring and feedback</p>	<p>Staff feedback and data</p> <p>Student feedback and engagement Staff leadership opportunities</p>	<p>Jackie and Bec</p> <p>Literacy and Numeracy Teams</p> <p>Transformation team</p> <p>Weekly review - release time</p>
Provide an increased access to outdoor learning experiences.	<p>Build of shade structure for Year 1/2/3/4.</p> <p>Early Childhood Educators Professional Learning in using the outdoor spaces for learning environment.</p>	<p>End of 2023</p> <p>T1 - 2023</p>	<p>National Quality Standards - Quality Area 3: Standard 3.2 Physical Environment</p> <p>3.2.2</p> <p>Outdoor play resources (fixed and loose)</p> <p>Prayer Garden</p> <p>Sustainability garden</p>	<p>Staff Professional Learning</p> <p>Completed build of shade structure</p> <p>ECE Team termly meetings Review and sharing of practices</p>	<p>Kayla Swinny - release time</p> <p>Early Childhood Educators & EA's</p>

2022

**ANNUAL SCHOOL
COMMUNITY MEETING**

23rd November 2022



Principal's Report

Dear Parents and Friends,
Welcome to the 2022 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 summarise our major focus areas as part of the Quality Catholic Education Framework and staffing for the 2023 school year ahead.

After believing we had moved past the challenges of 2021 and the pandemic, the first half of 2022 proved just as challenging. It is hard to believe that only a short three terms ago at the beginning of the school year, half our school was in isolation due to health and safety protocols. At one point, 8 out of the 16 classes were isolating along with many staff.

MAJOR ACHIEVEMENTS

NAVIGATING COVID DISRUPTIONS

Despite the major disruptions to teaching and learning, the health and wellbeing of our community remained the focus. As challenging as this was, all staff rallied to ensure children at school were provided a safe and inclusive environment whilst also maintaining some routine and stability for children returning from isolation.

The staff recognized the impact of the uncertainty and feelings of anxiety caused for both parents and children and worked tirelessly to maintain teaching and learning in very difficult circumstances. Much like the health care sectors, educators found themselves dealing with never-before-seen challenges and I couldn't be prouder of how they handled the circumstances.

Throughout this time, Catholic schools became the central point of truth for families and providing clear communication that was timely, consistent, and transparent was vital in allaying uncertainty for parents and staff.

Learning Walks

Mrs Hunt and Mrs Freeman continued building staff capacity in 2022 with our learning walks. Whilst they were severely interrupted, the first half of the year focused on the consistent model of guided reading across the year levels. Staff identified best practice in reading through the strategies taken from the CEWA Literacy Framework and applied these in guided reading.

As the school environment has slowly returned to business as usual, this has allowed the focus to shift to the intended priority of Numeracy. Working alongside the CEWA Numeracy Consultant and resources such as the Numeracy Framework, we have begun the journey of a consistent school-wide model of practice in Mathematics.

LITERACY

'Literacy learning is seen to be a continuous, incremental, and ongoing learning process'
(CEWA Literacy Position Statement).

It recognises parents and caregivers as the first educators in their child's life but also acknowledges the crucial role teachers have in the effective delivery of balanced, structured learning opportunities and intentional teaching. In 2022, at St Francis of Assisi Catholic Primary School we continued to support students' literacy learning and reading with engaging, meaningful learning activities in all curriculum areas, literacy rich environments, explicit teaching, and the ongoing implementation and consolidation of our evidence-based literacy programs: PreLit (Kindy), Initialit (Pre-Primary to Year Two) and Literacy Pro (Year Three to Year Six), also complemented with the English Stars program. Learning Walks for teachers, coordinated by Mrs Jackie Hunt and Mrs Rebecca Freeman and facilitated by the classroom teachers provided staff with the opportunity for further professional learning with the focus on the

Guided Reading model to optimise student learning in reading and comprehension across all year levels. This year also saw the successful introduction of the MacqLit reading intervention program for small groups of students requiring additional support in Year 3 to Year 6, alongside our accompanying MiniLit literacy intervention program in the junior year levels.

To support literacy learning at SFOA and to promote our love for books a Scholastic Book Fair was hosted in Term 3. It was a resounding success and very inspiring to see students and families engaging in the many wonderful books on offer. School credit raised from the Book Fair went towards the purchase of new books to expand our Literacy Pro reading library. Special mention and sincere thanks also to our P&F for the recent, generous donation towards the purchase of new decodable home readers for Pre-Primary and Year 1 for next year.

NAPLAN & PAT READING DATA 2022

MEAN SCORE	2022 SFOA	2022 CEWA	DEVIATION
YEAR 3 - SFOA 10 POINTS OR LESS BELOW CEWA COMPARATOR SCORE	422	437	-15
YEAR 5 - 5 POINTS OR LESS BELOW CEWA COMPARATOR SCORE	518	513	+5

BANDS	2022 SFOA	TOTAL	DEVIATION
YEAR 3 60% STUDENTS IN BAND 5 OR ABOVE	BAND 5: 23.73% (14 STUDENTS) BAND 6: 23.73% (14 STUDENTS)	47.46% (28 STUDENTS)	-12.54%
YEAR 5 60% STUDENTS IN BAND 6 OR ABOVE	BAND 6: 38.89% (21 STUDENTS) BAND 7: 27.78% (15 STUDENTS) BAND 8: 14.81% (8 STUDENTS)	81.48% (44 STUDENTS)	+21.48%

Year	School	CEWA	State	National
2022				
Y03	422	437	428	439
Y05	518	513	505	510
2021				
Y03	424	437	426	438
Y05	509	516	505	511
2019				
Y03	423	438	425	432
Y05	497	516	503	506
2018				
Y03	438	434	423	434
Y05	507	516	503	509
2017				
Y03	419	435	420	431
Y05	486	510	499	506

SUCCESES:

Year 5 achieved CSIP school targets both the Mean Score Comparator and Band Target with steady growth over the past 3 years.

NAPLAN reading results indicate for Year 3 students with a Language Background other than English (LBOTE) are performing comparatively in line with CEWA LBOTE cohort.

AREAS FOR IMPROVEMENT:

Year 3 Mean Score has remained stable in last 3 years with minimal variance.

What needs to happen? To improve performance in the junior years, continue to embed Guided Reading practices, increase opportunities for reinforced reading, shared reading experiences, home reading and independent reading. Have a range of different reading resources accessible to students and teachers in the classroom, home readers range and library.

PAT READING DATA

SUCCESES:

Year 6 - achieved above the norm median score.

Year 5 - 3% below band target but gap closing.

Year 2 / Year 4 – less than 2 points below the norm median score.

Continued support of students at risk in literacy with the introduction of MacqLit intervention program this year in Year 3 to 6 alongside MiniLit in Year 1 and 2.

PAT data collated and used alongside other teacher data has provided opportunities for data rich discussion and facilitated reflective practice amongst staff. These data conversations support teachers with forward planning and differentiation within the classrooms.

AREAS FOR IMPROVEMENT:

Continue to embed and consolidate guided reading and other reading practices across the school.
Set individual student reading goals within the classes from Yr. 3 to 6. e.g., Lit Pro targets and certificates

Mrs Kristina Bowden
Literacy & Student Support Coordinator

NUMERACY

YEAR LEVEL	2019 TARGETS	2019 RESULTS	2020 TARGETS	2020 RESULTS	2021 TARGETS	2021 RESULTS	2022 TARGETS	2022 RESULTS
1	30% ABOVE SCALE SCORE/BAND 95	66% (38/58)	35% ABOVE SCALE SCORE/BAND 95	94% (49/52)	60% ABOVE SCALE SCORE/BAND 95	70% (41/55)	60% ABOVE SCALE SCORE/BAND 95	
2	40% ABOVE SCALE SCORE/BAND 95	63% (31/49)	45% ABOVE SCALE SCORE/BAND 95	85% (49/57)	60% ABOVE SCALE SCORE/BAND 105	49% (27/55)	60% ABOVE SCALE SCORE/BAND 105	45.45% (25/55)
3	50% ABOVE SCALE SCORE/BAND 105	75% (43/55)	55% ABOVE SCALE SCORE/BAND 105	63% (35/56)	50% ABOVE SCALE SCORE/BAND 115	31.58% (15/57)	50% ABOVE SCALE SCORE/BAND 115	28.81% (17/59)
4	60% ABOVE SCALE SCORE/BAND 115	63% (38/61)	65% ABOVE SCALE SCORE/BAND 115	58% (32/55)	65% ABOVE SCALE SCORE/BAND 115	54.71% (29/53)	65% ABOVE SCALE SCORE/BAND 115	46.94% (23/49)
5	65% ABOVE SCALE SCORE/BAND 115	72% (41/57)	70% ABOVE SCALE SCORE/BAND 115	67% (38/56)	55% ABOVE SCALE SCORE/BAND 125	24.14% (14/58)	55% ABOVE SCALE SCORE/BAND 125	24.53% (13/53)
6	70% ABOVE SCALE SCORE/BAND 125	68% (40/59)	75% ABOVE SCALE SCORE/BAND 125	50% (27/54)	70% ABOVE SCALE SCORE/BAND 125	63.64% (35/55)	70% ABOVE SCALE SCORE/BAND 125	47.46% (28/59)

At the beginning of the 2022 school year, SFOA formed a 'Numeracy Team' whose job was to lead and develop the school's new approach to Numeracy teaching and learning. In collaboration with Ben Saulsman (CEWA Numeracy Consultant), the Numeracy Team reviewed SFOA's current practice and developed a new teaching and learning direction based on research and evidence-based practices.

The agreed approach included the staff being guided on how to better integrate the Numeracy judging standards into their lesson planning and assessment. This was followed by professional learning around the concept of 'Number Talks' at the commencement of Numeracy lessons. This was not necessarily a new idea, but more of a refocus as to what good mental maths discussions looked like, sounded like and felt like in a modern classroom setting. Ben Saulsman modelled some lessons for SFOA teachers to view and the staff were quick to trial this in their lessons. To further support staff, the school made 'Number Talks' a focus during the weekly Learning Walks,

where staff viewed each other delivering 'Number Talks' in the classrooms across all year levels. The teachers have been very receptive and the practice of 'Number Talks' has now been embedded into our whole school Numeracy approach.

In 2023, the school's focus will move towards the delivery of 'Tuning-In Games' (in addition to 'Number Talks') as an alternative way to start a lesson and create engagement. Furthermore, the school will be engaged in professional learning surrounding 'Launch, Explore, Summarise' which focuses on real-world problem-solving opportunities and the development of numeracy skills that are better tailored to each child's point of need. The Numeracy Team will again work with Ben Saulsman in relation to this approach and support staff with the transition to this teaching technique. 'Launch, explore, Summarise' will hopefully form part of the SFOA Numeracy structure by the end of 2023.

Mr Geoff Clarke
Numeracy Coordinator & Assistant Principal



DATA & REVIEW

National School Improvement Survey (NSI)

In 2022, we undertook the National School Improvement Survey. This system wide initiative is completed every two years and is a catalyst for many of the changes that have taken place in our school over the last few years. We had a record number of parents complete the survey this year, with over 30% of families responding to the survey. This is an important data collection tool as parents, staff and students are canvassed on their thoughts and feelings about our school. The survey provided an opportunity to reflect on some of the wonderful things happening at our school, whilst also helping shape future directions. Some important feedback included:

Parents

- Parents feel we are a very welcoming school with a score of 4.71/5
- 91% agree or strongly agree they would recommend this school to others
- 94% agree or strongly agree that they are satisfied with what the school does for their child

Students

- Teacher support 4.7/5, clarity 4.3/5 and expectations for success 4.37/5 connectedness have all increased
- All pillars have increased since 2019
- Student support has seen the biggest increase

Staff

- Job satisfaction has increased from 2019 (4.03/5) to 2022 (4.36/5) with 100% of staff almost always or often feeling proud of the work they do at SFOA
- All areas of wellbeing and staff efficacy have increased since 2019

Quality Catholic Education School Review (QCESR)

We also undertook the QCESR this year which is a cyclical review of our school improvement journey as well as a review of my leadership capabilities in the first three years of my Principalship. This process is a formal panel of colleagues including a CEWA Appointed Panel Chair, Peer Principal, School Improvement Advisor and School Support Consultant to meet with stakeholders to affirm the work being carried out in the past three years. All three stakeholders, parents, staff and students are interviewed to gather and triangulate data. Pleasingly, this was a positive process which provided some further affirmation of the work our staff have undertaken both in the teaching and learning space and as a wider community. Some feedback included:

- The school has also established a strong culture around staff learning and collaborative input in developing the school's improvement agenda.
- Faith, life, and culture are integrated and inseparable, even though the school does not have a church on site.
- The focus on student voice and the empowerment of students was evident to the QCESR panel. The school often consults and surveys students to get their perspectives on what they see as improving the school. The result has been a contribution to faction names and logos, a contribution to the Student Code of Conduct, Friends of Francis, school song and decisions on rewards systems.
- Students feel safe knowing where to go in times of difficulty. Students articulated the process they followed when (from their perspective) a teacher was not speaking appropriately to students and what action was taken.
- Parents feel well-informed, and that communication is transparent. They have good access to their child's teachers and staff at St Francis of Assisi Catholic Primary School know their child and are genuinely interested in them. Communication has improved significantly in the past three years and the school has several ways to ensure parents are informed on their child's learning and school events.
- A strong collegial atmosphere throughout the school and this has been intentionally fostered. The staff are acknowledged as the most important and valued resource, and they feel they receive support from the Leadership Team.

OTHER ACHIEVEMENTS

IMCC Partnership/Sustainability Garden

In 2022, there has been a significant increase in the partnership we foster with Irene McCormack Catholic College with several activities that support the relationship between the two schools as part of one system. Thanks to Mr Clarke, he has enhanced an already strong relationship by streamlining our transition process for our Year 6's. We have also enjoyed our Year 5's cooking at the College and 5/6 cohort involvement with the recent Cheerleading workshops.

IMCC students continue to volunteer as part of our Wednesday morning reading, driven by Mrs Bowden, Student Support Coordinator and thanks to our Social Worker – Mrs Julie Ford, we have also seen several IMCC students volunteer at our Tuesday and Thursday breakfast club.

Our Sustainability Garden was introduced this year under the guidance of Mrs Sarah Kavanagh and a partnership with Nutmegz, an organisation committed to helping support schools to foster sustainable practices. In its early stages, the Kindy children have been responsible for our first crop of vegetables and creating mulch. There is much more to do but the Kindy and Early Childhood Team have gotten us off to a great start!

SFOA FUTURE FOCUS





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.

Document version 17 June 2021

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	 3. COMMUNITY	 4. STEWARDSHIP
OUR VISION	OUR VISION	OUR VISION

2.1 Curriculum Inspired by the Principles of Catholic Education
We seek to ensure that the curriculum, delivered through all learning areas, practises 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.

3.1 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.


4.1 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



Through this framework, the following priorities for 2023 have been identified:

CATHOLIC IDENTITY

- Continue to embed charism of St Francis of Assisi
- Engage staff and parents in further opportunities for faith development

EDUCATION

- Embed effective evidence-based literacy practices
- Embed number talks, fluency, and Launch, Explore, Summarise numeracy model
- Review effective assessment in numeracy aligned with judging standards
- Streamline data analysis to accurately reflect student progress in both literacy and numeracy

COMMUNITY

- Develop stronger cultural awareness and recognition of diversity in community
- Embed the Student Code of Conduct (Francis Five) as the framework for student wellbeing

STEWARDSHIP

- Continue to build staff capacity in their role
- Sustained strong financial governance and capital improvements (Yr 1/2/3/4 Shade structure, furniture, playground)

SCHOOL ADVISORY COUNCIL (SAC)

It's been another challenging year for the SAC. With meetings restricted and the use of Teams as the primary form of communication, the SAC has been outstanding in its decision making in supporting our school. With several improvements happening across the school, the SAC has supported me in maintaining our financial position whilst making substantial upgrades to the school. This includes the recently approved Shade Structure due for construction in 2023, Year 6 furniture and lockers and the support of our BYOD iPad Program for Year 4 in 2023.


Thank you to Tony Summers, the Advisory Council Chair for his leadership and Janelle Prunster in the role as Vice Chair. To Craig Grantham as Treasurer and Laura Hampson as Secretary, both have been outstanding in their roles. A thank you must also go to Geneve Bastian and Debbie Brunton for their support as finance officer and enrolments officer. To all other Advisory Council members, Father Darek, Jacinta Lynton, Jevita Nilson and Stephenie Kunder as our P&F President, thank you for your support and willingness to collaborate around a shared vision this year. I extend those thanks also to Dee Campbell and Geoff Clarke for their contributions throughout this year.

P&F

I would like to acknowledge and thank all P&F members for their work throughout this year. It has been another challenging year, but they continue to step up and deliver much needed funds to support a variety of initiatives across the school. More importantly, the 'family feel' we have at SFOA is a direct result of the many hours they spend coordinating and volunteering to not make a profit, but just build community.

Although some of our usual events have been postponed due to COVID, they have still managed to include:

- Weekly Lunch Orders of Subway/Sushi
- Mother's Day/Father's Day Stall
- Cake Stalls
- Children's Disco
- Colour Run
- Shared community lunches



All of these contributed to some major projects this year, the biggest of which was our Aboriginal Mural installation of the Six Noongar Seasons. Thank you must also go to Mrs Emma Coad who was instrumental in getting this project delivered.

In 2022, the P&F Terms of Reference document under CEWA Ltd means that the Executive will appoint new roles. Thank you to the current executive members, President Stephenie Kunder, Vice President Teegan Stewart, Secretary Tammy Jones, and Treasurer Heidi Durer-Jones.

PARENTS

To our parents, schools have never relied more heavily on working in partnership with you. Every year you entrust your most valuable gift, and we understand the enormity of the task of looking after your children. Thank you for the continued support, whether that be at P&F events, volunteering for Running Club, fundraising or simply just getting your children to and from school on time. Thank you all for your generosity. Thank you for the help and guidance you have provided to your children this year. I realise as a school, we may not always see eye to eye on a variety of topics, but we understand parents always just have their children at heart. We look forward to working closely with you again next year.

PARISH

To Father Darek and Father Marian, a sincere vote of thanks from our whole school community. Unfortunately, Father Darek couldn't be here tonight as he is away on retreat, but it is possibly the only school event he has missed this year. Both he and Father Marian are always willing to work alongside our school to ensure the faith life of the school continues to grow.

We look forward to continuing to facilitate strong communication between the Parish and the school. Similarly, I extend my thanks to all parish members for their support of our children and school.

STAFF

It has been a tumultuous year for staffing across the education sector at large and we were not immune to that. We have farewelled several staff this year for many reasons and their impact on our school community cannot be understated. However, with change comes opportunity.

We have been excited to see the new staffing additions of Miss Walton, Miss Cruse and Miss Kruevert and welcomed back Mrs Melissa Rossi and Mrs Tara Coker. In 2023, we will also welcome Miss Grace Giglia-Smith to our Early Childhood team.

Teaching is a challenging profession, but one that provides so much satisfaction when you can impact a young person's journey. The investment of energy and effort from our staff in your children this year has been unprecedented. Never has the safety of a classroom been at risk like in 2022. Thank you to every single person within our school, from classroom teachers, education assistants, specialists, administration staff, grounds men and social worker. The collective effort it has taken to navigate 2022 would not be possible without the dedication and investment of every person who works at SFOA.

Staff are continually asked to do more and more, yet the reason they show up smiling every day is because they love teaching your children. Without this passion, working in education is near impossible! This year, their commitment and enthusiasm has been affirmed by the wonderful feedback provided by both the school survey and school review panel.

To Geoff and Dee, the Assistant Principals. Like the classroom staff, they were challenged like never before in Semester One and without hesitation carried the workload without missing a beat. On days which required them to be Assistant Principals, Kindy teachers, Music teachers or even a grounds person, they balanced these demands whilst

also supporting our staff. Thanks to both for their continued support and positive impact they have on our whole community. Words can't express my appreciation for how they have led in challenging times.

Through all the disruptions, never once have we waived from our CEWA mantra, being Christ-centred and child-focused. Every decision, action, event, experience that has taken place in and out of the classroom has always placed your children at the centre. To be able to say that makes me extremely proud, not only of the staff, but our whole school community. I am very grateful to be in the privileged position to lead the SFOA community and can only do so while supported by our amazing children, parents, and staff. Thank you.

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

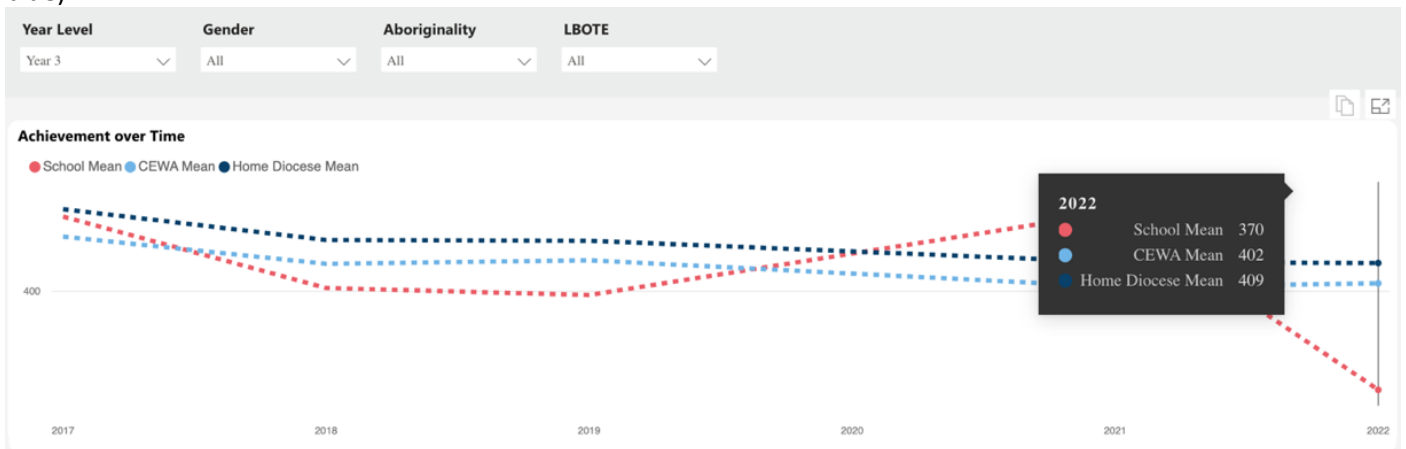
Best wishes
Jason Baker
Principal

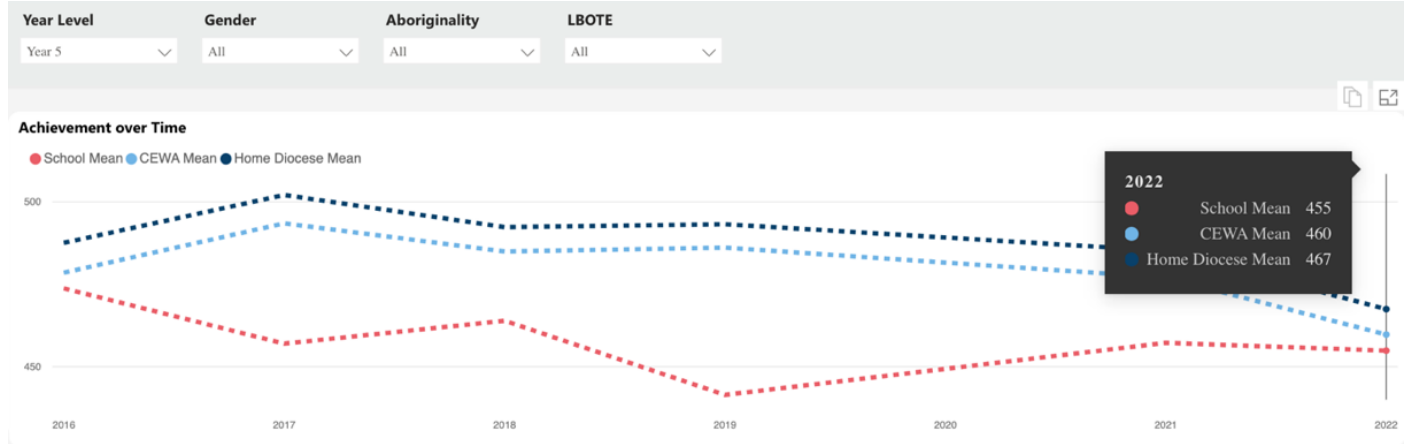
BISHOPS RELIGIOUS LITERACY ASSESSMENT (BRLA) YEAR 3 & 5

Our Year Three and Five children participated in this assessment process and the outcome is indicated in the graphs and tables below. We have in place a number of activities and foci to ensure our students have a deeper knowledge and understanding of our faith practices and traditions supported by the Religious Education Units.

Yr 3 and 5 Summary of School Achievement Over Time

The graphs below show our school's achievement over time mean scores from 2017 (yr 3) and 2016 (yr 5) – 2022. The RED dotted line is our school mean, compared to the CEWA mean (light blue) and the Home Diocese – Perth (dark blue).





It is pleasing to note that over the past 6 years our average score has remained consistent in Year 5 even though the number of students who actively participate in religious activities outside school has declined. The Year 5 mean is close to the CEWA Mean.

The graph shows the Year 3 mean has dropped considerably from 2021(424) to 2022 (370). Further investigation around this result showed only 35% of Year 3 students were able to accurately answer questions about the Church. The Bishop’s Literacy Test is purely a knowledge-based assessment tool to assess the children’s understanding of Church, the Sacraments and Prayer, the Bible, and Jesus. It is through your witness of the Catholic Faith and practices that your child will see this is important to you and your family.

Miss Dee Campbell

PARISH INVOLVEMENT


As a community, we have been blessed to continue being supported by our Parish Priests, Fr Dariusz (Darek) Krzyształowicz SDS (Parish Priest) and Fr Marian Brzozowski SDS (Assistant Priest). It is through their presence in our school at our liturgies and Masses that we encounter our God within.

We are further supported by the St Andrew’s Parish through the continued collaboration with Mr Errol Raftos and Mr Tony Summers in training our Altar Servers. We greatly appreciate their dedication in helping our children experience serving God and our community through altar serving at school and parish masses. We thank Tony for making time to acolyte each year at our Thanksgiving Graduation Mass, alongside his recently trained altar servers!

The Sacramental Program began in term 1 with more than 100 children involved in the sacraments. In 2022 we continued to provide a variety of opportunities for these children and their peers to engage in meaningful faith experiences as part of their Sacramental journey, including retreats, workshops, and class-based activities.

2022 saw 33 children receiving the Sacrament of First Reconciliation on Tuesday 22nd March. Due to COVID-19 restrictions, the Sacrament of First Reconciliation was held at school and live streamed to families – hopefully for the first and last time.

In term two, the Year 4 children were prepared for the Sacrament of First Eucharist. The 30 candidates received Jesus for the first time in communion at a special mass on Sunday 19th June in front of family, friends, and staff.



In term 3, the Year 6 students were prepared to receive the final Sacrament of Initiation – Confirmation. This year, the Very Reverend Father Peter Whitely confirmed the children. We celebrated the Sacrament at a special mass on Thursday 18th August at 6pm.

In May, SFoA joined with St Andrew’s Parish for the Mayflower Mass on Sunday 29th May at 9am. May is the month dedicated to venerating Our Blessed Lady, Mary. It was wonderful to see so many SFoA families come together to celebrate Mary at our local parish. Thank you to Mr Baker and Mr Clarke and for providing the sausage sizzle for all parishoners to enjoy after the Mass.

Next week we will have our annual Christmas Concert celebrated by the children in song, dance, and drama. Our concert is on Wednesday 30th November at 6pm. We are going to open our hall for the concert and invite the community to bring a picnic dinner and eat it on the grass as a family before beginning the concert. This is a joyous occasion where the families and members of the parish come together in preparation for the birth of Jesus.

The following week is our Year 6 Graduation & Thanksgiving Mass for our Year 6 students and their families on Wednesday 7th December at 8:45am. This will be our final Mass for the year, and we invite all families to come together and give thanks to God for the school year. It is also a time to farewell our Year six students as they continue their life journey, into high school.

IN GIVING WE RECEIVE

This year St Francis of Assisi CPS has focused on furthering our connection to local charity, Wheelchairs 4 Kids. Staff have volunteered to assist to pack and stack boxes of wheelchairs into sea containers destined for countries such as Vietnam, Malawi, and Zambia, throughout 2022. Thank you to everyone who has been able to take part in supporting Wheelchairs 4 Kids this year.

Throughout 2022 as a school community, we have supported a variety of charity organisations and drives, including Project Compassion, Lifelink, Wheelchairs 4 Kids and St Vincent de Paul. In term 4, the Mission Fete raised \$2,069 through the effort of teachers, parents and children. All money from the Mission Fete has been donated to Wheelchairs 4 Kids – located in Wangara WA. Wheelchairs 4 Kids manufactures life-changing wheelchairs for children that are designed to be adapted to suit the growing needs of the children.

Our final appeal brings our focus to our own community as we prepare for Christmas. Some of the Christmas Hampers go to families in our school and the remaining baskets are given to the local chapter of St. Vincent De Paul. We encourage you to give generously to ensure all families can have the opportunity to celebrate the joyous arrival of our Saviour, Jesus Christ this Christmas.

Thank you for your amazing generosity this year in reaching out to those in need.


“For it is in giving that we receive.” St Francis of Assisi

Miss Dee Campbell

Catholic Identity & Assistant Principal

PHYSICAL EDUCATION – Ms Amanda Hamilton

2022 has seen some challenges with Covid interruptions and the cancellation again of the interschool swimming carnival however, we were still able to provide a wonderful Physical Education program for our students. Throughout 2022 we run incursions, excursions at no extra cost to families through a grant from the government’s Sporting Schools program, this grant also helped replenish equipment for all year groups. Within our school all children learn skills throughout their PE lessons that are needed to participate in a variety of sports and day to day activity. Children showcase these skills learnt at our Faction Cross Country Carnival for Year 3-6 and our Faction Sports Carnival for Pre-Primary to Year 6. For the first time we introduced a Jumps and throws day which included 400m, shot put, long jump and turbo javelin events for our students from year 3-6, this allowed us as a community to come and see individuals



participate and the points carried over to our whole school sports carnival. Students were excited about this initiative, and it was great to see all the children, staff and parents involved in the day.

I look forward to continuing to grow and achieve many goals in 2023 across all aspects of Physical Education at St Francis of Assisi and appreciate the ongoing support from all staff and the school community.

DRAMA - Mrs Ashlee Mieschbuehler

In 2022, Drama has continued to be used as a tool to develop literacy, creativity, and collaborative skills. Drama strategies are a great way to engage a variety of learning styles, particularly through drama-based games and guided movement activities. The Kindy and Pre-Primary children have engaged in Drama through role-play in structured activities, and a range of speaking and listening activities. Nursery rhymes, fairy tales, folk tales and InitialLit/PreLit storybooks were incorporated into Drama lessons to support their learning in class. In Years 1 and 2, there was a strong focus on performance and improvisation skills, as the children explored the drama elements of voice, movement, and role.

In Term Three, 13 girls from Years 4 to 6 were part of the Performing Arts Christian Dance Group and received a Certificate of Excellence for their graceful and reverent performance. In Term Four, the Pre-Primary and Year 1 children were lucky enough to participate in the Fairytale Fiasco Incursion, run by The Drama Toolbox who came out to Perth for the first time. Mrs Kinder will continue to provide these creative opportunities for the children in 2023, when she takes over the role as Drama Teacher during Term One.

MUSIC – Mr Mark Cunniffe

This year we had a growth in the number of students competing in the Catholic Performing Arts. The whole school performed at our NAIDOC assembly. Music instrument lessons commenced at the school with the Polygon company.

The school choir performed at this year's Catholic Performing Arts Festival. They performed "Bindi, Bindi" by Gina Williams and Guy Ghose (sung in the Noongar language), along with "A cat called Alexander" by Jesper Gilbert Jespersen. They received a Merit award for their performance. In addition to the choir, we also had five students perform solo piano pieces and two students perform solo guitar pieces.

For our whole school NAIDOC assembly this year, all year groups performed songs in the local Noongar language. The students performed songs about the six Noongar seasons, the "Bindi, Bindi" (Butterfly), "Koolbardi wer Wardong" (Magpie and Crow) and many more.


This year the school introduced music instrument lessons with the company Polygon. We had 38 students learning instruments such as piano, guitar, drums, and trumpet. Some of the students performed in a band for the Grandparents concert.

During classroom music, students developed music skills on keyboards, guitar, ukulele, drums, recorder, and Garage Band. The school purchased five new Tenor Ukuleles and three midi keyboards to help with the music program.

SCIENCE – Mrs Tara Coker

I have thoroughly enjoyed stepping into the role of science teacher in 2022 and I look forward to a future developing this position even further. The students and I have enjoyed a lot of hands-on learning experiences from making ice-cream, to natural utensils, to designing and creating a floating boat and a functioning wind turbine.

In Term 2 the school enjoyed a SciTech Incursion involving a Day and Night Spacedome show for PP to Year 3 where they journeyed through our day sky as it made exciting changes into night. Years 4 through to Year 6 experienced a Spacedome Solar System Show where they learnt how astronomers searched the night skies and discovered our solar system and learnt about our nearest neighbours and why our home is so special!!



Science Week this year taught children about “Glass, more than meets the eye”. Children in Years 5 and 6 were involved in making marble runs, whilst Year 4s made their own kaleidoscopes, Year 3s made cookie magnifying glasses and Years 1 and 2, sugar glass cookies. Each year group performed an experiment to the year group below. A lot of fun and learning was had!

Going into 2023, I plan on incorporating STEM projects into Years 5/6 Science (instead of using STILE) that focus on real world problems. The students have thoroughly enjoyed the open-ended inquiry tasks through STEM activities that they have taken part in, and I look forward to allowing students to express their understanding in meaningful and relevant ways.

HIGHER ORDER THINKING SKILLS (HOTS) & ROBOTICS – Mrs Gen Fenlon

This year has been another busy year for the Higher Order Thinking Skills program at St Francis of Assisi as we again, embraced the challenge offered by some external competitions, though we couldn’t get to them all. The year began with the Year 6s hoping to take part in the Synergy Solar Challenge, which due to the ever-present situation presented by Covid, was postponed, and then eventually cancelled. This didn’t stop the students from participating in some very fierce competition at school against each other! Learning all about solar power, motors, and aerodynamics along the way. RoboCup went ahead this year with less preparation time than usual and saw Year 6s Taicia Ashley, Sophia Guelfi and Julia Pedrini make it through to the finals on Saturday for a second year in a row! The competitions culminated in the annual Academic All Stars Day at Peter Moyes. A challenging day of learning and cooperation between groups of three students from Year 4, 5 and 6.

Semester 2 has seen students research and develop their own experiment box kit which was used to teach the Year 3 students about a STEM topic of their choice. Year 5s began the year using the EV3 robots to complete a different challenge each week, moved into inventing devices to solve big environmental issues and have finished the year applying Roman Law to real life court cases and arguing their point as either a defence or prosecution lawyer, or arbitrating as the jury! Year 4 spent the first half of the year researching and developing a fire safe farm using Minecraft and sharing these with each other. The Year 3s started the year investigating the pros and cons of the school playground areas, researched fun, quality playgrounds online and then imagined and designed their own playground, finally building their own prototype including some unplugged coding for an Ozobot to track through.

LANGUAGES (ITALIAN) - Signora McDonald

In our one hour per week lessons I have integrated the essential elements of the curriculum with cultural and language experiences. These have included; cooking, Italian cinema and documentaries, role plays, music and song.

Signora Carla joined us for some deliziosi cooking incursions again this year. As a native speaker she brings her expertise and authenticity to our Italian programme and promotes enthusiastic student participation. Grazie mille Carla.

Across all classes I have incorporated many iPad apps and interactive teaching resources to engage students and enhance their language learning. Students have continued to enjoy Learn-italian.net to consolidate their knowledge. The Year 3’s are finalising their eBooks about their families. The Year 4’s have been using a variety of apps to create/present their daily routines. The Year 5’s have been constructing their case and citta`ideali using Minecraft Education. In Year 6, we have explored sports and pastimes using Quizlet, Wordwall, Liveworksheets.com and Blooket to name a few.

Il Coro Italiano – The Italian Choir continues to grow. It has been incredibly gratifying to see that the Padre Nostro/ The Our Father sung in the language of St Francis our patron, is now an ongoing part of our St Francis mass.

The Italian Graduation Breakfast is now a true SFOA Italian class tradition is an opportunity for students to taste regional cuisine. It is our way of saying Arrivederci to our Year 6's in true Italian style. The Italian year will culminate in the upcoming Italian Icons Games and Gelato Day! The medieval extravaganza will be a day of delicious fun! I would like to extend a sincere and warm "Grazie" to students and parents for their continued enthusiasm and support.

The Piccolo Coro Italiano / Italian Choir continues to grow and has delighted us by singing in Italian - the language of St Francis. The enthusiasm of the younger children who continually ask to join is very encouraging. It is so pleasing to see how they have been inspired by the older, existing members of the Coro.

Staffing for 2023

Principal: Jason Baker
Assistant Principal: Dee Campbell (Class Thu)
Assistant Principal: Geoff Clarke (6B Thu)

Kindy B: Sarah Kavanagh (ECE Teacher)
Odette Taylor (EA)
Gemma Nanovich (EA)

Kindy W: Linda Ridley (ECE Teacher)
Carinna Rudd (EA)
Dorota Pawloski (EA)


PPB: Liz Ward (Teacher)
Melissa Carroll (EA)

1B: Kat Simon
2B: Zoe Walton
3B: Tom Kinder
4B: Jackie Hunt (Mon/Tue/Wed/Fri)
5B: Meagan Kruenert
6B: Rebecca Freeman (Mon/Tue/Wed/Fri)

PPW: Kayla Swinny (Teacher)
Lisa Kerr (EA)
1W: Grace Giglia-Smith
2W: Melissa Rossi
3W: Sian Cruse
4W: Joslyn Selyer
5W: Nicole Bond
6W: Graham Gorman

Science: Tara Coker
Phys Ed/Year 4B: Amanda Hamilton
Italian: Lori Mignogna
Drama: Ashlee Mieschbuehler/Kaitlin Kinder
Music: Mark Cunniffe
GATE: Caitlin Evans (S2)
Student Support & Literacy Coordinator: Kris Bowden
1/2 Numeracy Support: Dee Campbell
3/4 Numeracy Support: Angela McBride
5/6 Numeracy Support: Geoff Clarke

Playgroup: Carinna Rudd (Mon 8:30 – 10:15)
EA Support: Linda Howell (3/4/5/6)
EA Support: Sonia Goor
EA Support: Jodie Dux
EA Support: Julie Gannaway
EA Support: Katarina Hubkova
Student Support: Suzie Baker
Student Support: Nicole Miller
Student Support: Jack Carroll
Library: Linda Howell
Social Worker: Julie Ford



IT:	Caitlin Evans
Admin:	Sonia Goor
Admin/Enrolments:	Debbie Brunton
Finance Officer:	Geneve Bastian
Head Groundsman:	Mark Hughes
Groundsman:	Karl Glenn
Groundsman:	Jim Gullen

St Francis of Assisi Catholic Primary School

The Annual Meeting of the School Community 23rd November 2022

School Advisory Council Chairperson's Report

It is with the greatest of pleasure that I once again have the opportunity to present the annual report for 2022, on behalf of the whole school community of St Francis of Assisi Catholic Primary School.

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 joined the school's Leadership Group to begin 2022.

As always, there is something to appreciate at the beginning of each new school year and 2022 was no different. With the assistance of Mark Hughes, additional shading was added to the school grounds, primarily in the Senior Nature Play area and the Prayer Garden, recognising the importance of the safety and comfort of our children.


Further access to some of our buildings, providing additional space for the Psychologist and Music tutors was also facilitated – a range of instrumental tuition is now available, including acoustic and electric guitars, keyboards and drums.

And we welcomed 25 new families to our community, a wonderful endorsement of our marketing strategies and our growing reputation.

COVID did have an inevitable impact at the beginning of the year, with our first recorded cases amongst the community, however sensible protocols were implemented which minimised the disruptions and prevented further whole school closures. Despite isolations and class shutdowns, well managed processes allowed the education and learning of all unaffected students to continue.

It has been another eventful year, with the undertaking of two significant and overlapping reviews in June, focussing upon several aspects of school processes.

CEWA appointed leaders carried out a Cyclic Review of school procedures, examining the learning opportunities and experiences afforded to all members of the St Francis of Assisi Community. As part of this process, which took place over four days at the end of Semester 2, our school's improvement processes were investigated, which included the gathering of extensive data and feedback from staff, students, parents, SAC members and P&F members. Jason himself was a major focus within this review period – as is the case with any new Principal in his third year of leadership, formal evaluative procedures are conducted to establish the performance of the incumbent. The audit was extremely thorough – initial surveys were followed up with formal panel interviews. Several members of the SAC were invited to participate in one such interview to shed light on Jason's leadership, particularly regarding the Community Pillar of Catholic Education. Feedback from all stakeholders has been extremely positive and encouraging, such that Jason has been afforded a further 5-year contract as Principal at our school and I am confident that all stakeholders are delighted with this outcome.



As always, our children were thoroughly prepared for all Sacraments throughout the year - Reconciliation, First Eucharist in June and Confirmation in September. As highlighted last year, the Parish and Schools continued to adopt a more personal and collaborative approach to the Catholic Identity Pillar, taking responsibility for a specific Feast Day Mass. St Francis coordinated and prepared the Mayflower Mass in May to acknowledge the significant role that our Mother Mary has played throughout the life of the Church. The Sunday morning Mass was followed by a sausage sizzle event, provided by SFOA for the St Andrew's Community. We also continue to contribute towards Church ministries, providing an additional five new Altar Servers to their pool, with more on the way, whilst the Leadership Group maintain representation at monthly Pastoral Parish Council meetings, further cementing the relationship between school and Parish. And we are building positive relationships with IMCC – exchange of student visits between the schools has occurred throughout the year, including Reading Clubs, Cheerleading Workshops and Cooking Classes.

In order to facilitate the transition to high school, Year 6 students will have access to lockers from next term, alongside upgraded desks. And we await the first yield of crops from the recently established sustainable gardens, an opportunity for our

students to develop their entrepreneurial skills.

With the removal of COVID restrictions to baseline settings, we have once again embraced the involvement of parents on school grounds and the return of events such as whole school gatherings, assemblies and Masses, and on behalf of the whole school community, I would like to thank the P & F for their tireless efforts throughout the year regarding this matter.

A Leadership Group can only function with the support of a hardworking and dedicated staff body and SFOA boasts one of the best. Our children are in the very safe and accomplished hands of gifted teaching and non-teaching professionals who continue to provide meaningful learning and enrichment opportunities on a daily basis. As parents and grandparents, we can rest assured that their future is receiving the best of foundations and on behalf of the SAC, I thank you all.

So, as 2022 concludes, we look forward to further developments both inside and outside of the classrooms. A major project for 2023 will be the installation of a shade structure encompassing additional sails which will provide much needed shade and a more comfortable environment throughout the few remaining exposed areas around the school. This will complement the existing shade infrastructure which currently protects our children, particularly throughout the summer months. Preparation for the construction of this shelter, which is destined for the space between the Years 1 and 2 blocks and the Years 3 and 4 blocks, is already underway and we anticipate that it will be completed by April.

I am confident that the 10% reduction in school fees announced at our last meeting will provide welcome relief in 2023, especially considering the current climate of financial challenges and the implementation of a significantly reduced IT Levy following a revised BYOD iPad model will also assist when budgeting next year.

As for now, I would like to wish you and your families a very happy, safe and blessed Christmas and a peaceful New Year. I thank you for your attendance this evening and for your continued support of our exceptional school community.

Tony Summers

School Advisory Council Chairperson



P & F TREASURER'S REPORT 2022

Our aim as your P&F is to raise ten thousand dollars each year to contribute to various projects. Anything above that amount is gravy. You could look at it that we raised \$10k less compared to 2021. This was due in part to COVID restrictions which resulted in the cancellation of our Easter community lunch, icy poles Fridays and one less cake stall. But I am happy to report we ultimately achieved our goal.

Some highlights this year included

- Cadbury chocolate boxes which together with our Easter raffle raised \$3,863.
- Colorathon which raised over \$3,600.
- Quickcliq canteen income \$15,711 with Pizza lunches being especially popular.
- Recycling income \$162, we no longer create our own recycling as do not provide juice boxes with lunches. Our running tally since starting the program \$673 and we encourage all families to contribute their own cash for cans on the schools behalf.
- Sports carnival sushi a change of pace from Subway – still healthy \$156.50.
- We had a new DJ and a photo booth at the Disco which proved very popular with the kids. Our costs (\$411) were mitigated by the sausage sizzle and coffee van donation.

This was the second year of \$10 per family SFOA P&F levy. These funds in turn paid for Audit costs of 2021 financials, our Annual fee to the Catholic School Parents WA Inc and incidentals like our Canva subscription.

Opening bank balance 23 Nov 2021	\$17,226.39
Income	\$40,080.09
Expenditure	\$37,585.66
Ending the year with a balance on 14 November of	\$19,720.82

Outstanding payments P&F have agreed to contribute to are:

Decodeable readers for lower year levels	\$2,200
Contribution to the Mural	\$10,000
So our adjusted year end balance will be	\$7,520.82

Heidi Durer-Jones

Treasurer