



ANNUAL REPORTING 2025

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
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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).

2024 Data

Five Year Trained – 6
Four Year Trained – 28
Three Year Trained – 0

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	7	0	19	0	28	0	23.4
Non-Teaching Staff	3	0	16	0	21	0	14.09

4: Student Attendance

Class	Total
Kindy	89%
Pre-Primary	89.9%
Year 1	90.9%
Year 2	90.8%
Year 3	88.9%
Year 4	91.99%
Year 5	90.4%
Year 6	91.01%
Total Attendance	90.36%

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 2024

NAPLAN Summary

St Francis of Assisi Catholic Primary School's 2024 NAPLAN data is summarised in detail in the attached Principal's Report for 2024.

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. 2024 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

2024 – Taken from Detailed Income Statement FOR YEAR END 31ST DECEMBER 2024

REVENUE

Student Income \$ 576,344.00

GOVT GRANTS

State Govt Grants \$1,037,933.00
Australian Govt Grants \$4,398,841.00
Other Govt Grants 37,835.00

OTHER INCOME

Misc Income \$ 111,256.00
Capital Income \$ 85,543.00

TOTAL INCOME \$6,247,752.00

EXPENDITURE

Tuition Expenditure \$4,174,027.00
Administrative & General Expenditure \$ 416,343.00
Operating Leases \$ 19,073.00
Property Maintenance & Utilities \$ 203,698.00
Interest Capital \$ 16,219.00
Curriculum & Departmental Expenses \$ 145,722.00

TOTAL EXPENDITURE \$4,975,082.00

(DEFICIT)/SURPLUS \$1,272,670.00
Before Amortisation & Depreciation

Surplus after Amortisation & Depreciation \$ 841,921.00

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

Key Improvement Goals - drawn from Strategic Intent <i>Performance & development goal to be achieved (stated simply)</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Success Indicators <i>How will we know we have been successful? What process and outcome data will we measure?</i>	Responsibility <i>Who is the staff member who will lead the strategy?</i>	Timeline <i>Timeframe within which the key improvement goal will be achieved</i>	Progress <i>How are you tracking? Not commenced, Progressing, Achieved</i>
Further build staff engagement with more personal opportunities to continue their faith journey.	Maintain Coffee With Christ with year level blocks leading staff in faith experiences termly. 3/term Faith opportunities to be shared with children through use of the prayer garden termly for each year group. Building community engagement with prayerful spaces through building teacher leadership capacity	Staff attendance Staff Professional Growth Plan Goals	Catholic Identity Team AP's Christian Service Leaders Wheelchair for Kids Parish Priest - Father Darek/Marian John Haydon	Term 1, 2025	Not Commenced <input type="checkbox"/> Progressing <input type="checkbox"/> Achieved <input type="checkbox"/>
Strengthen collaboration with our Catholic Church to enhance the preparation and celebration of sacraments, fostering a deeper connection between students and their Catholic faith	Maintain regular meetings with the new AP: Parish Priest Working with the RE consultant and CEWA Catechist team, provide professional development of staff teaching in sacramental years either online or in person Continue to support the delivery of sacramental workshops with more interactive parent engagement	Achieve an increase in student and family participation in sacramental preparation programs related celebrations, demonstrating enhanced collaboration and effective integration of sacramental program.	AP's Classroom Teachers - Year 3,4,6	End of 2025	Not Commenced <input type="checkbox"/> Progressing <input type="checkbox"/> Achieved <input type="checkbox"/>

EDUCATION

Key Improvement Goals - drawn from Strategic Intent <i>Performance & development goal to be achieved (stated simply)</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Success Indicators <i>How will we know we have been successful? What process and outcome data will we measure?</i>	Responsibility <i>Who is the staff member who will lead the strategy?</i>	Timeline <i>Timeframe within which the key improvement goal will be achieved</i>	Progress <i>How are you tracking? Not commenced, Progressing, Achieved</i>
Continue to develop teacher confidence and practice in the proficiency strands of numeracy.	Embed Launch, Explore, Summarise model Review of Numeracy data and setting of goals relating to Number talks/Westwood data Curriculum year level meetings once per semester to discuss planning and assessment Review of Westwood Data per semester Year 3-6 and 1/2 approach to Numeracy homework. WALT/WLFS	Weekly LES lessons Assessments that include A/B/C behaviours Improvement in data results in Westwood Cluster discussion twice per semester	Classroom teachers Numeracy team Leader of Teaching and Learning	End of Semester Two 2024 End of Semester One 2025 Semester One 2025	Not Commenced <input type="checkbox"/> Progressing <input type="checkbox"/> Achieved <input type="checkbox"/>
Embed use of data to improve student learning and teacher practice	Curriculum meetings each Semester - one focused on literacy and the other on numeracy. Reviewing planning documents and assessments Term reviews on data - reading data PM/Litpro/Initial/Lit Term 1: PAT data from previous year Term 2: PM/Initial/Litpro/Mac/Lit/Mini/Lit Term 3: NAPLAN Data Term 4: Review of current PAT data	Staff meetings dedicated to a data focus each term Curriculum meetings termly Staff competency in triangulation of data using PAT/NAPLAN/whole school assessments eg. Litpro/PM's	Classroom teachers Leader of Teaching and Learning/Student Support coordinator Numeracy Team Literacy Team Leadership team	Every term	Not Commenced <input type="checkbox"/> Progressing <input type="checkbox"/> Achieved <input type="checkbox"/>

COMMUNITY

Key Improvement Goals - drawn from Strategic Intent <i>Performance & development goal to be achieved (stated simply)</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Success Indicators <i>How will we know we have been successful? What process and outcome data will we measure?</i>	Responsibility <i>Who is the staff member who will lead the strategy?</i>	Timeline <i>Timeframe within which the key improvement goal will be achieved</i>	Progress <i>How are you tracking? Not commenced, Progressing, Achieved</i>
Enhance educational opportunities for Aboriginal and other culturally diverse students by integrating culturally responsive practices and supporting identity and agency.	Aboriginal Teaching Assistant employed to work alongside Aboriginal children both in class and small groups Focus: intercultural responsiveness professional development for all staff, including participation in the AEM strategy Integrate culturally responsive priorities across the curriculum Enhance supportive structures and services to assist Aboriginal students, families and staff	Documented growth data pertaining to Aboriginal students' engagement, academic and emotional regulation Establishing a stronger sense of identity with Aboriginal culture and traditions through positive feedback from Indigenous families Establish parent communication and involvement with our Aboriginal community	Jodi Butterworth - ATA Leadership Team CAT - Graham Gorman (Leader)	End of 2025	Not Commenced <input type="checkbox"/> Progressing <input type="checkbox"/> Achieved <input type="checkbox"/>
Implementing a consistent whole school student approach to emotional regulation.	Use RULER as the framework and language in classrooms Establish new RULER team of staff for implementation Class Charters implemented across the school. Mood meters aligned to RULER framework Review WEC Survey data as baseline for Student Wellbeing	Every class has a class charter displayed Each class with a Mood Meter WEC Survey data Establish the starting point for the current wellbeing of Year 4/5/6 students	Leader of Wellbeing (Liz) RULER Implementation Team	End of Term 1 End of Term 3	Not Commenced <input type="checkbox"/> Progressing <input type="checkbox"/> Achieved <input type="checkbox"/>

STEWARDSHIP

Key Improvement Goals - drawn from Strategic Intent <i>Performance & development goal to be achieved/learned/empowered</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Success Indicators <i>How will we know we have been successful? What process and outcome data will we measure?</i>	Responsibility <i>Who is the staff member who will lead the strategy?</i>	Timeline <i>Timeframe within which the key improvement goal will be achieved</i>	Progress <i>How are you tracking? Not commenced, Progressing, Achieved</i>
Continue to build leadership capacity in staff to drive school improvement strategies.	Realignment of organisational structure and roles and responsibilities. Appointment of leaders of areas of focus. Maintaining Learning Walks as a vehicle to embed teacher practice in Numeracy. Induction processes to reflect the distributed leadership model	Termly meetings and goal setting Regularly meeting of Transformation Team	Leadership Team Leaders of each area within the school (Kris, Bec, Liz, Kayla, Graham, John)	Ongoing Term 1	Not Commenced <input type="checkbox"/> Progressing <input type="checkbox"/> Achieved <input type="checkbox"/>
Further enhance and integrate student voice and agency into school-wide practices	QA1: 1.2 Practice: Educators facilitate and extend each child's learning and development. ECE team work to review QA1 and further embed responsive teaching and learning that promotes student agency Review and update Early Childhood Philosophy Review of current Student Leadership Model and seek student feedback from Year 5/6	Consultation with 5/6 students - list of positives/negatives Termly meetings lead by ECE leader Updated ECE Philosophy Appointment of staff for student leaders/staff leaders for Semester Two.	Leadership Team Year 5/6 Students Nominated staff	End of Term 4, 2024 Ongoing throughout 2025	Not Commenced <input type="checkbox"/> Progressing <input type="checkbox"/> Achieved <input type="checkbox"/>

2024

**ANNUAL SCHOOL
COMMUNITY MEETING**

19th November 2024



Principal's Report



Dear Parents and Friends,

Welcome to the 2024 St Francis of Assisi Annual Community 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 2025 school year ahead.

MAJOR ACHIEVEMENTS

STEWARDSHIP

We continue to build strong Catholic school leaders within our staff, and this is evidenced by the appointment of several staff to leadership positions both internally and across CEWA. Our internal school structures has allowed a model of distributed leadership which recognises the strength of staff and leverages their interests and passions to further enhance our school.

Strong financial governance and oversight has ensured we continue to maintain excellent facilities across the school in 2024. The Your Move Grants of \$20 000 provided two new bike shelters whilst the Kindy/PP playground was ably supported by the P&F to be replaced in January 2025. The planning and execution of this playground replacement was coordinated by our ECE staff with a view to provide updated facilities for our 3yo, Kindy, PP.

COMMUNITY

In 2024, the 3-Year-Old Program has been extremely successful with full subscription of 20 children running one day per week. The feedback from parents has been extremely positive with children quickly settling into school routines in preparation to transition to Kindy the following year.

Staff were educated around the RULER Framework and completed modules as a staff throughout the year led by our Wellbeing Team. The RULER Approach identifies four components to emotional regulation, Class Charter, Mood Meter, Meta-Moment and The Blueprint. This framework is evidence based and has its origins in Yale School of Medicine. In 2025, students will access the RULER Framework starting with the Class Charters. This year also saw us gather some baseline data around student wellbeing through the Wellbeing and Engagement Census administered to Year 4-6. This will provide comparison data to the effectiveness of an explicit emotional regulation framework such as RULER, to measure its effectiveness in the future.



EDUCATION

LITERACY

Literacy at St Francis of Assisi in 2024 continued to focus on improving the literacy learning outcomes for all students with:

- The ongoing delivery and consistent review of a MultiLit suite of programmes in our Kindy (PreLit) and Pre-Primary to Year Two classrooms (InitialLit). PreLit focusing on phonological awareness and oral language development in fun and engaging ways through storybooks. InitialLit a whole class reading and spelling program with a synthetic phonics approach alongside a rich literature and vocabulary provides our students with the core knowledge and foundations to be successful readers and writers.
- A new addition this year to the SFoA evidence based, high-quality suite of programs saw the introduction and implementation of the MultiLit spelling program, Spellex, in Year 3. Recent PAT testing (October) showed positive results with students in Year 3 being 10 points above the 50th percentile norm data – spelling growth to be celebrated.
- Several new decodable reading resources were purchased to build on the selection of home readers in Pre-Primary and Year One to compliment the InitialLit program and support current research in reading.
- Continued delivery of literacy support intervention programmes MiniLit, MacqLit and Reading Tutor including Reinforced Reading for selected students by trained and dedicated staff.
- Continued consolidation of guided reading instruction and practices in the classroom, including regular professional data conversations relating to improving literacy growth in reading.
- Fostering 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. A new feature within the Scholastic platform called Lit Pro checkups was utilised this year providing teachers with further information to engage in data conversations and goal setting with students.
- Meetings facilitated by lead staff enabled ongoing, productive curriculum and data rich conversations to occur for teachers to review and refine the approaches in achieving literacy goals, reflect on practices and programmes for the betterment of our students.
- Access to professional learning as well as networking opportunities with other CEWA schools to discuss literacy teaching and learning.
- Our second only Scholastic Book Fair in August this year was an outstanding success. It was delightful to see so many students motivated and excited about books and reading.

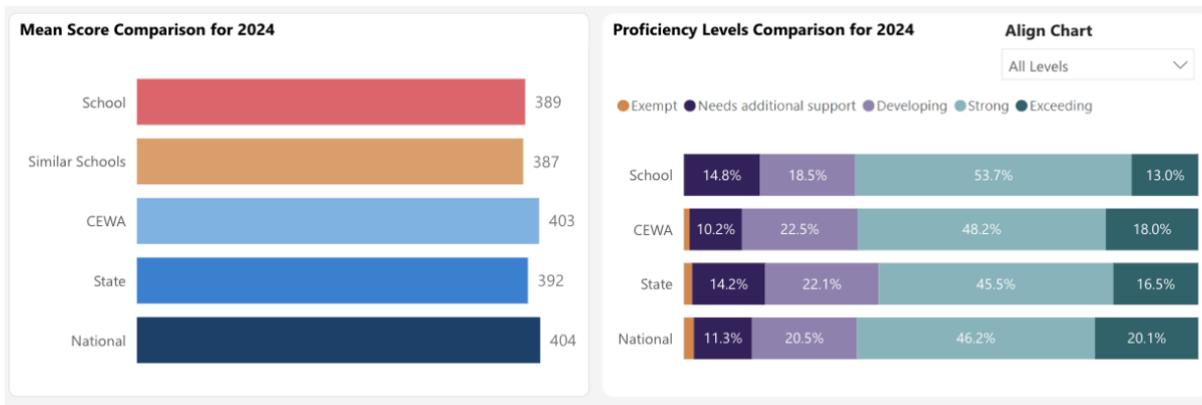
- Book Week activities, author incursions for the whole school from Steve Heron, an amazing and creative bookmark design competition and the addition of hundreds of new books in our library throughout the year has also continued to motivate and foster our students love of reading.

Data -

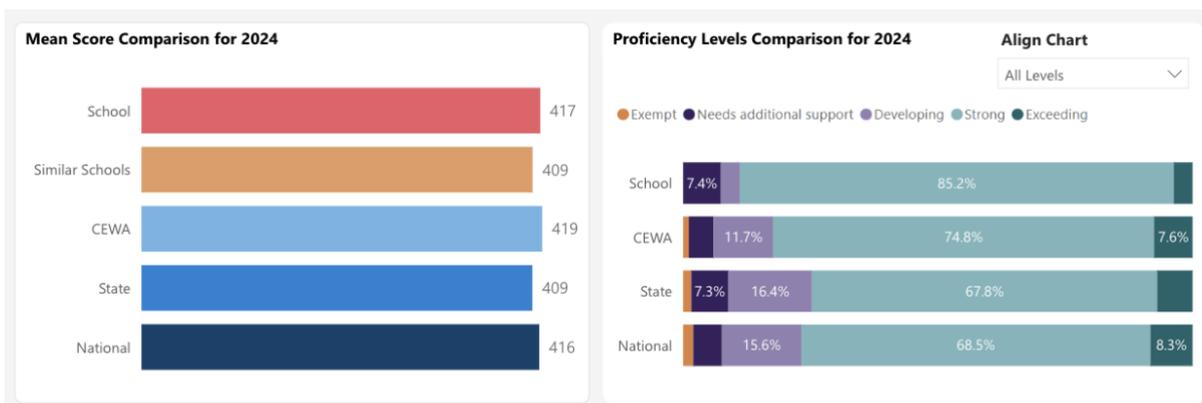
This year there has been a focus on the triangulation of several data sources to analyse and evaluate student growth and to review effectiveness of teaching practices and programs for future planning. The 2024 NAPLAN Literacy data for SFOA was reaffirming of the teaching and learning happening in our school when compared to CEWA Similar Schools. Future school targets will be realigned to consider new data representations and information from a number of data sources to inform teaching and practice.

Referred to CEWA Similar Schools (CSS) comparators

YEAR 3 READING

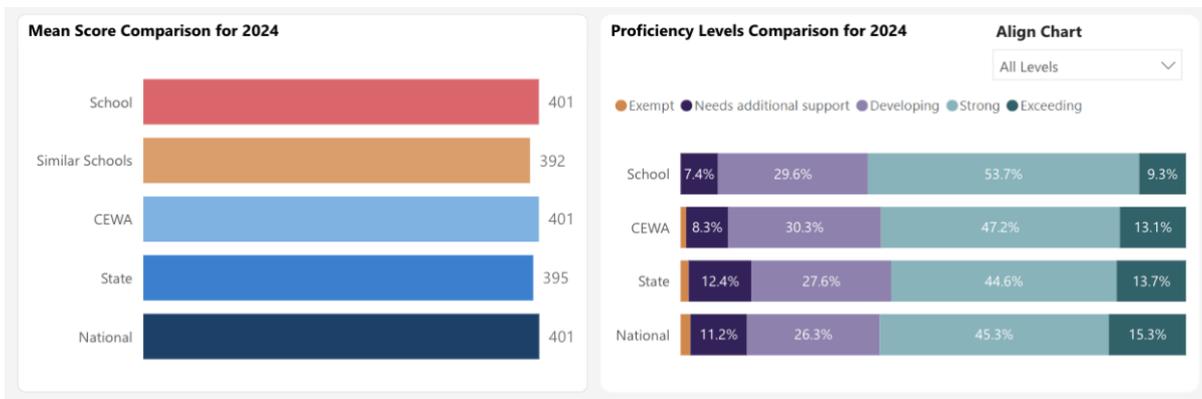


YEAR 3 WRITING

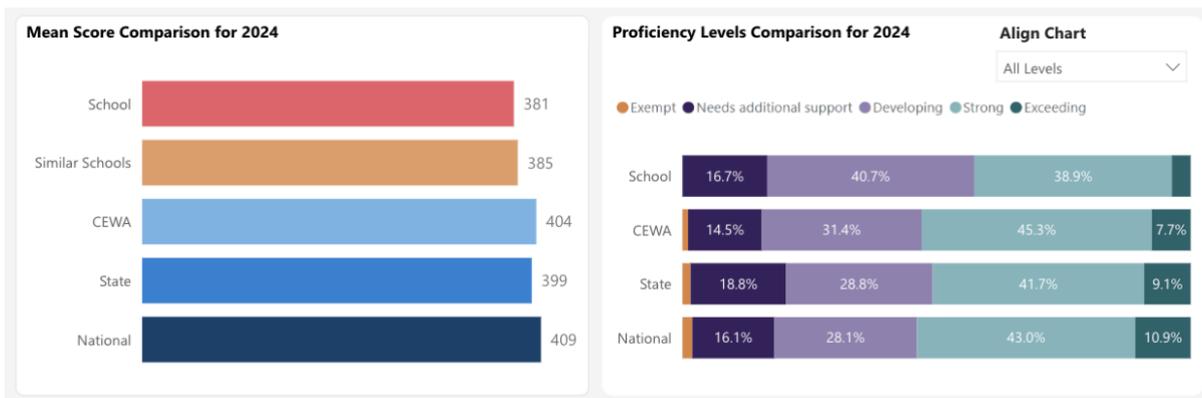


DOMAIN	2024 – YEAR 3
Reading	SFoA Mean Score Comparison is 2 points higher than CEWA Similar Schools (CSS) 53.7% students in Strong Proficiency Level 13% students in Exceeding Proficiency
Writing	SFoA Mean Score Comparison is 8 points higher than CEWA Similar Schools (CSS) 85.2% students in Strong Proficiency Level

YEAR 3 SPELLING

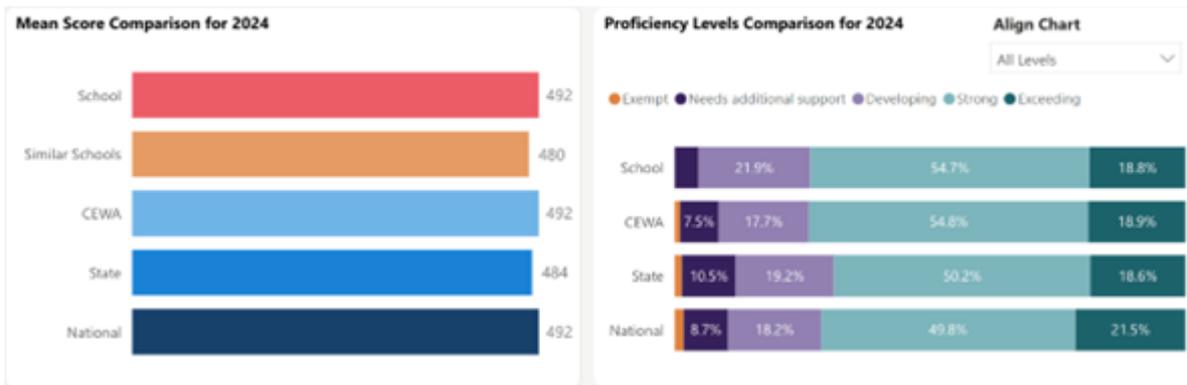


YEAR 3 GRAMMAR

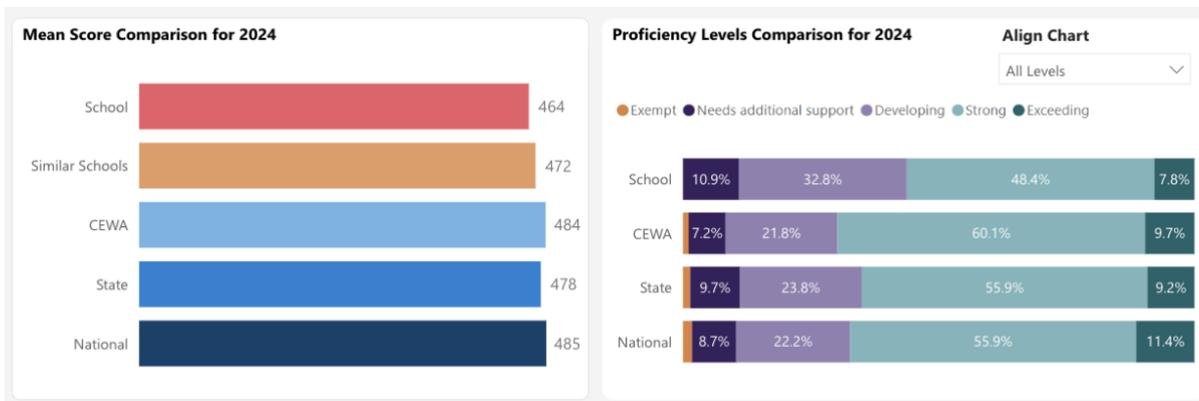


DOMAIN	2024 – YEAR 3
Spelling	SFoA Mean Score Comparison is 9 points higher than CEWA Similar Schools (CSS) and on par with all CEWA Schools and National with a Mean Score of 401. 53.7% students in Strong Proficiency Level 9.3% students in Exceeding Proficiency Level
Grammar	SFoA Mean Score Comparison is 4 points below CEWA Similar Schools (CSS) 38.9% students in Strong Proficiency Level and 40.7% in Developing Proficiency Level

YEAR 5 READING



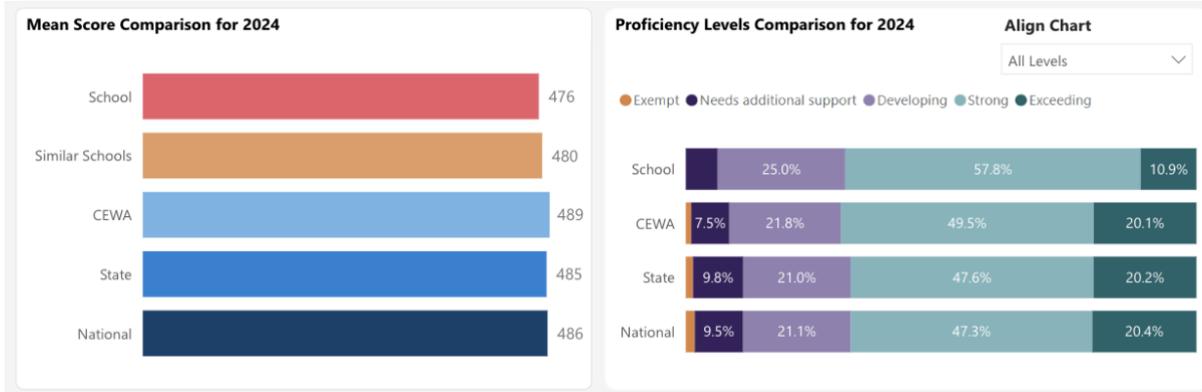
YEAR 5 WRITING



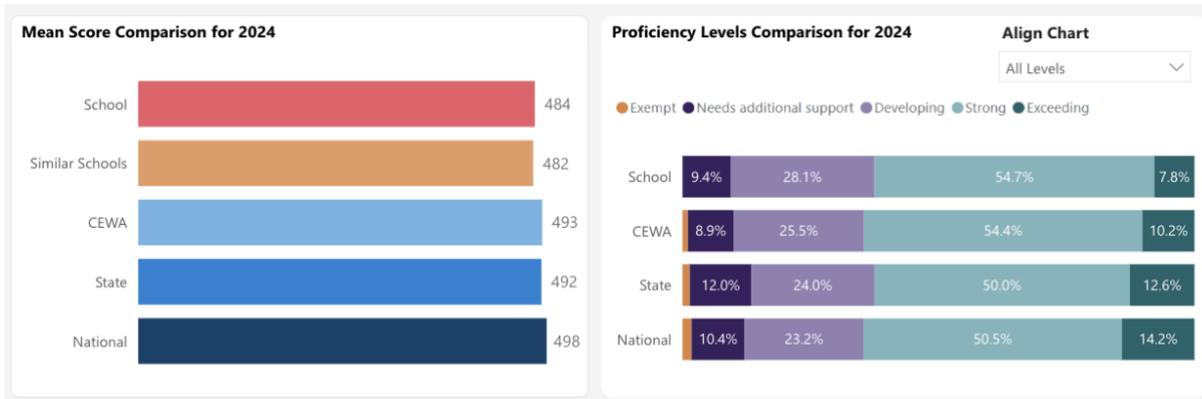
DOMAIN	2024 – YEAR 5
Reading	SFoA Mean Score Comparison is 12 points higher than CEWA Similar Schools (CSS) and on par with all CEWA schools and the National mean with a Score of 492 54.7% students in Strong Proficiency Level

	18.8% students in Exceeding Proficiency
Writing	SFoA Mean Score Comparison is 8 points below CEWA Similar Schools (CSS) 48.4% students in Strong Proficiency Level and 32.8% in Developing Proficiency Level

YEAR 5 SPELLING



YEAR 5 GRAMMAR



DOMAIN	2024 – YEAR 5
Spelling	SFoA Mean Score Comparison is 4 points below CEWA Similar Schools (CSS) 57.8% students in Strong Proficiency Level 10.9% students in Exceeding Proficiency Level
Grammar	SFoA Mean Score Comparison is 2 points above CEWA Similar Schools (CSS) 38.9% students in Strong Proficiency Level 40.7% in Developing Proficiency Level

Kristina Bowden
Student Support Coordinator



NUMERACY

At SFOA we know that Numeracy plays a vital role in a child's schooling and again in 2024, we have focused on improving our teaching and learning in this curriculum area. In recent years, we have introduced 'Numeracy Kits' to help foster basic facts (simple addition, subtraction, multiplication and division problems) through the inclusion of 'Number Talks' and 'Tuning-In Games' at the beginning of each lesson. We have also introduced some assessments around basic facts to track the development of skills in Numeracy fluency, as well as their reasoning skills. This data is analysed on an individual basis, as well as a whole school, to determine the impact of these strategies and where we can help students improve.

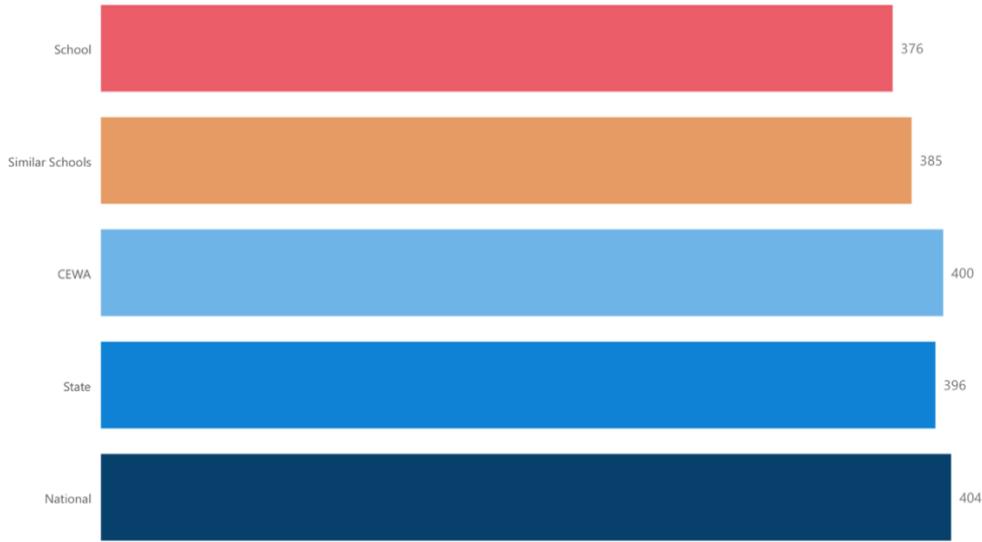
In 2024, we implemented and embedded the practice of 'Launch, Explore, Summarise' (LES) into the teaching and learning program once per week. The lesson begins with the teacher 'launching' a problem with limited instruction and with just enough details for the students to begin the 'exploring' phase. 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 problem-solving methods. 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. These lessons help students develop their reasoning and problem-solving skills within the Numeracy outcomes as specified in the curriculum.

Towards the end of Semester One, a student survey was conducted by the Numeracy Team which sort to get feedback on the engagement and enthusiasm for these LES lessons. The feedback from the students was overwhelmingly positive and showed that the students thoroughly enjoyed this style of lesson. They loved the collaboration, participation and communication that this learning provided as well as the challenge that the launches exposed them to. Teachers have also fed back that the lessons have been great for building the resilience of students in Numeracy lessons and that they are now more likely to persevere with the problem, rather than giving up early.

This year also saw the school facilitate its first-ever 'Numeracy Week'. The week was headlined by a 'World of Maths' incursion for students from Pre-Primary to Year 6 and involved small groups working together to problem-solve age-appropriate but challenging, maths-based questions. This theme of problem-solving aligned well with our focus on LES lessons in classrooms. The incursion also opened its doors to parents on one of the days after school, and it was pleasing to see some parents come along and share some learning with their child. 'Numeracy Week' also included some lunchtime activities facilitated by staff like 'Bingo', and card games such as 'Go Fish' in addition to some before-school problem-solving activities. The school will have 'World of Maths' back again in 2025 and we will aim to have

more teachers and parents share in the experience after school. The school will celebrate another 'Numeracy Week' in 2026 as a biennial event.

Year 3 NAPLAN 2024 Numeracy Comparison Data (Mean Score)



Year 5 NAPLAN 2024 Numeracy Comparison Data (Mean Score)



Our 2024 NAPLAN data showed that although the Numeracy focus of recent years may well be starting to impact student performance, we still need to embed the school's teaching and learning goals further, as well as give more time for these strategies to take effect and close gap in the comparison data. The Year 3 NAPLAN mean score was 24 points behind CEWA schools. The Year 5 NAPLAN mean score was 17 points behind CEWA schools.



The school would like to thank the Numeracy Team for their hard work and dedication to improving student outcomes in this learning area, and we would like to acknowledge the commitment of our school's teachers in implementing and embedding our Numeracy strategies. We look forward to more Numeracy success in 2025.

Geoff Clarke

Assistant Principal

Numeracy Leader

CATHOLIC IDENTITY

Here at SFOA we are blessed to be guided and supported on our faith journey by Father Darek and Fr Marian, as part of the St Andrew's Catholic Parish. It is always wonderful to have Fr Darek and Fr Marian with us, sharing the Word of God, partnering with us to facilitate the Sacramental Program and joining in at the Family Fun Night and St Francis of Assisi Mission Fete. We appreciate their commitment to our community and thank them for their continued guidance and support.

In 2024 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. We were fortunate to work with Peter Ryan a local artist whose incredible art is now recognised throughout Australia. Peter designed and painted the mural in the SFOA Prayer Garden, which is already regularly visited by children, families and staff. Our SFOA School Prayer, and a number of quotes by St Francis of Assisi can also be found in the Prayer Garden.

The Catholic Identity Team were supported by the incredible Yr 6 Christian Service leaders who were exceptional in promoting fundraising activities and leading the school in prayer opportunities throughout the year. I have appreciated their enthusiasm, commitment and 'Can Do' attitude throughout the year.

This year we have raised \$1185.65 for Project Compassion, \$571.10 for Lifelink Day and \$3193.75 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 20 wheelchairs! Community response to helping those in need has been outstanding and heart-warming – thank you for your continued support.

We will finish the year once more with the St Vincent de Paul Christmas Hamper Appeal. This appeal is always incredibly well supported by our school community and the SVDP team from Clarkson are overwhelmed by our propensity to give so generously.



“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 2024, our specialist teachers have once again committed to providing several opportunities for our children to explore their gifts and talents.

Music (Mr Cunniffe)

- This year both the Junior and Senior Choir entered the Catholic Performing Arts. We had over 50 students in both choirs. The Junior Choir received a Merit Award for their performance and the Senior Choir received an Excellence Award for their performance. Students from Year Four to Year Six also entered solo categories playing the piano, violin, recorder, drums and singing.
- Our instrumental program continued to go from strength-to-strength with a number of children in Year 3-6 receiving music tuition, culminating in a performance for Grandparents Day in Term 3.

Physical Education (Miss Kruenert)

- Miss K was thrilled to bring the excitement of sports to life this year, hosting epic Summer, Winter, and Spring carnivals for our Year 6 students, as well as an incredible Athletics Carnival and Interschool competition. The energy was contagious, and our students gave outstanding performances, showing off their skills and team spirit!
- Water Ponyz Swim School lessons occurred again for the Year 3 students who were equipped with essential survival skills just in time for summer, ensuring they feel confident and safe in the water.
- Many of our talented runners participated in running training sessions prior to the Interschool Cross Country Carnival to help in their preparation and motivation in the lead up to the fun filled day.

Science (Mrs Coker)

- The students have had engaging, hands-on science lessons from Pre-Primary to Year 6, with even some Pre-Kindy's enjoying some science fun! From making playdough to Oobleck to slime; to investigating materials and the world around them, developing students' scientific vocabulary and guiding students to work scientifically.

Italian (Senora Mignogna)



What a busy year it's been in the Italian classroom in 2024! Students have had a great time exploring the language and culture of Italy.

- In year 3 we began our language learning with lots of catchy songs and we had our first “bocce” tournament, which was a great success!
- In Year 4 we created comic strips of our morning routine using tricky reflexive verbs. Then we followed Mr Chicken’s lead and took a few virtual tours of famous Ancient Roman landmarks and did some Roman Numeral maths. We also expertly learned a new song “La Zia di Forli” for our multicultural concert.
- In Year 5 we had lots of fun creating our Italian Minecraft dream house. We turned these into little video clips with Italian subtitles. Then we explored the centre of a typical Italian town called “la piazza”.
- In Year 6 we experienced the second year of Signora’s Kitchen Rules creating and devouring a scrumptious bruschetta feast, and we learnt to play the traditional card game “Scopa”. We also created some very clever short films showcasing our amazing scripts about ordering a meal in an Italian restaurant. Finally, our awesome Year 6 cohort will get to enjoy the now traditional SFOA Italian Graduation lunch in the final week of school.

Drama (Mrs Mieschbuehler)

- This year in Drama, the K-2 children have continued to develop oral language and performance skills through a range of listening and speaking activities, storytelling, poetry and cooperative games. The Year Two children were lucky enough to watch an amazing production of ‘Charlie and the Chocolate Factory’ at the Peter Moyes Theatre. The Year One and Pre-Primary incursion brought the story of ‘Tiddalick the Frog’ to life as the children immersed themselves into the characters of Australian native animals.

Health (Ms Campbell PP-2)

- In 2024, PP – year 2 Health centred around the Keeping Safe Program for the Early Years (ages 5-7 years) and was supplemented to ensure the requirements of the SCSA Health Curriculum were met. The Keeping Safe program builds on previous knowledge of the children each year, so that they are receiving age-appropriate information, and is a valuable tool to help keep our children safe in all environments. They are encouraged each lesson to go home and discuss with their parents what they have learned. The Keeping Safe program is divided into 4 focus areas:
 1. **The Right to be Safe:** we explore our feelings, what it means to be and feel safe, our body’s warning signs and what it means to take risks, as well as different types of risks that are age appropriate.
 2. **Relationships:** centres on the rights of the child, identifies different types of relationships between humans and assists the children to develop a network of trusted adults.
 3. **Recognising and Reporting Abuse:** This topic teaches the children about privacy and the body, different types of secrets and how to recognise and report abuse to a trusted adult. We are particularly mindful that some children may have previously witnessed or experienced traumatic events and so to this content is delivered with sensitivity and awareness.



4. **Protective Strategies:** the final part of the program provides the opportunity for children to add to their repertoire of protective strategies, as well as strengthen the strategies they have learned in previous years.

Health (Mrs Landers 3-6)

- This year in Health lessons, students from Years 3 to 6 explored essential life skills and strategies to support their overall well-being. Through *Keeping Safe Curriculum* we:
- explored the UN Rights of the Child, which emphasises every child's right to safety, respect, and protection.
- identified the importance of maintaining positive, respectful connections with themselves, friends, family, and trusted adults.
- gained awareness of the different types of abuse, recognising signs and understanding the steps they can take to protect themselves and/or report. Explored protective strategies, including how to seek help from trusted adults and community resources when needed.
- The older students further deepened their understanding by participating in puberty education, preparing them for the physical and emotional changes of adolescence.

Overall, these lessons aim to have empowered students with the knowledge and skills to make healthy, safe choices now and in the future.

SFOA 2025

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.



Through this framework, the following priorities for 2025 have been identified:

CATHOLIC IDENTITY

- Further build staff engagement with more personal opportunities to continue their faith journey.
- Strengthen collaboration with our Catholic Church to enhance the preparation and celebration of sacraments, fostering a deeper connection between students and their Catholic faith

EDUCATION

- Continue to develop teacher confidence and practice in the proficiency strands of numeracy.
- Embed use of data to improve student learning and teacher practice

COMMUNITY

- Enhance educational opportunities for Aboriginal and other culturally diverse students by integrating culturally responsive practices and supporting identity and agency.
- Implementing a consistent whole school student approach to emotional regulation.

STEWARDSHIP

- Continue to build leadership capacity in staff to drive school improvement strategies.
- Further enhance and integrate student voice and agency into school-wide practices

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 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.

This year, Mrs Janelle Prunster concludes her time on the School Advisory Council after several years of service to our school and community. I'd like to extend my gratitude to Janelle as she has ably filled the role of Vice Chairperson over my time at the school. We have a token of our appreciation from the school and wish you well as all your children finally conclude their time at SFOA.



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 the Quiz Night, the Colour Run and the always successful Mother's and Father's Day Stalls.

In 2025, Heidi Durer-Jones will step down from the role of Treasurer and Stephanie Kunder will also undergo a transition period from the P&F stepping down as Vice Chair. We'd like to acknowledge and thank both these wonderful ladies for their efforts over the past few years in supporting both the P&F and Geneve, ensuring the funds raised have been accurately dispersed and reported back to our parent community. They have also worked diligently to engage our community in a range of different opportunities for both the kids and parents. Thanks to the P&F efforts, the funds raised in 2024 of will be put towards the replacement of the Kindy/PP playground which is the original playground.

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 2024 has been no different. Staff have once again created a safe, nurturing environment that has made us the school of choice in the far northern suburbs. Our reputation in the community is reflective of the efforts of all staff, from classroom teachers to support staff, education assistants and grounds staff. There is a pride in our school that stems from each person feeling part of our school community and this flows through to their conduct as professionals.

This year, we farewell several staff, Meagan Krueenert, Sian Cruse, Zoe Walton, Katarina Hubkova, Joslyn Selyer, Jackie Hunt and Dee Campbell. We will formally acknowledge them at our graduation and thanksgiving mass, but on behalf of all parents, staff and students, thank you for the positive impact you have had on our children throughout your time at our school and we wish you the very best on the next part of your professional journey.

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.

Jason Baker
Principal

19th November 2024

2025 STAFFING ANNOUNCEMENTS (Powerpoint Slides)

Staffing for 2025

Principal: Jason Baker
Assistant Principal: Sarah Kavanagh
Assistant Principal: Geoff Clarke
Admin & Enrolments: Debbie Brunton
Finance: Geneve Bastian

Playgroup: Sharon Gonzales (Monday)

3-Year-Old: Linda Ridley & Carinna Rudd (Tuesday)



Kindy B: Sarah Kavanagh (ECE Teacher)
 Odette Taylor (EA)
 Sharon Gonzales (EA)

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

PPB: Liz Ward (Teacher)
 Sonia Goor (EA)

PPW: Treasa Young (Teacher)
 Lisa Kerr (EA)

1B: Kayla Swinny
 Julie Gannaway (EA)

1W: Grace Giglia-Smith
 Gemma Nanovich (EA)

2B: Mairead O’Farrell

2W: Melissa Rossi

Jodie Dux (EA – 2W/2B)

3B: Tom Kinder

3W: Katherine Anderson

4B: John Haydon

4W: Rhonda Landers

5B: Rebecca Freeman (Mon-Wed)

5W: Amanda Hamilton

Kirstie Pierce-MacNeill (Thu/Fri)

6B: Nicole Bond

6W: Graham Gorman

Science:

Tara Coker

Phys Ed:

Chris Rebeiro

Italian:

Lori Mignogna

Drama:

Ashlee Mieschbuehler

Music:

Mark Cunniffe

HOTS:

Geoff Clarke

Health:

Angela McBride (PP-3)

Geoff Clarke (3-6)

Student Support Coordinator:

Kristina Bowden

Leader of Teaching and Learning:

Rebecca Freeman (Thu/Fri)

Literacy Intervention (MiniLit):

Melissa Carroll

Literacy Intervention (MacqLit):

Linda Howell

Student Support:

Suzie Baker/Nicole Miller

Library:

Linda Howell/Sharon Gonzales

Social Worker:

Julie Ford

Digital Engagement / IT / Marketing:

Caitlin Evans

Head Groundsman:

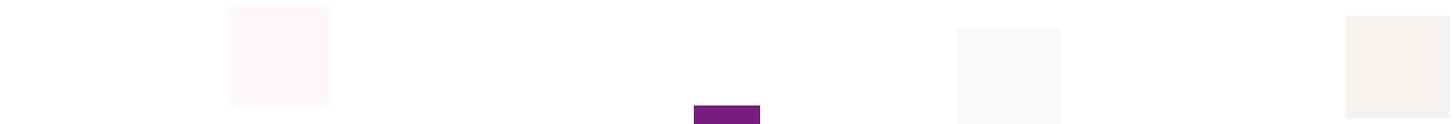
Mark Hughes

Groundsman:

Karl Glenn

Groundsman:

Jim Gullen





St Francis of Assisi Catholic Primary School

**The Annual Meeting of the School Community
Tuesday 19 November 2024**

School Advisory Council Chairperson's Report

It is my honour and privilege to present the annual report for 2024, 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 2024.

There was a great start to the year with the gates opening to a capacity cohort of students in all year levels, including a firmly established 3-year-old Program.

Additions to the campus throughout the year include a bike track which all Kindy and Pre-Primary students can utilise, a Senior Nature Play area, new bike shelters and an amazing mural which adorns the Prayer Garden, beautifully reflecting the charism of St. Francis of Assisi and his love of the environment. These initiatives have enhanced the existing resources, contributing towards a physical space which lends itself to a collaborative and conducive ethos, in which a committed staff and students eager to learn can flourish, thereby generating a positive working culture for all stakeholders.

An aspect of education very close to my heart is the wellbeing and engagement of all community members and I am delighted that this continues to be a focus at St Francis. The Leadership Group maintain a forward-thinking philosophy, always striving to address the betterment of the school, promoting positive initiatives which challenge all of us to respond accordingly. A wellbeing program called RULER will be implemented next year, encouraging our children to become more resilient and face challenges with a greater mindset. You will hear more about this program in 2025.

We continued to strengthen our relationship with the Parish, once again hosting the Mayflower Mass at the end of May, which as always, was very well attended by staff, students, and family members from our school. Many thanks to Father Darek and Father Marian for their continued dedication and support throughout the year.

And we continue to boost the Altar Serving Ministry with new servers now well established within the school and Parish, and I am confident that many more will follow in their footsteps over future years.

Of course a major highlight of this year was the recent 20th anniversary of St Francis, formerly Brighton Catholic Primary School. I had the pleasure and privilege of attending the celebration, marking a significant landmark in its history. I have watched the school grow since 2005 and it is an honour to maintain a connection with its development into 21st century learning. The immediate future is exciting – earlier this month, a collaborative STEM project, involving Year 5's and 6's with Year 7 and Year 8 students from IMCC was established. You will be able to follow their progress in forthcoming Newsletters.

On a personal note, I would like to acknowledge the staff who will be leaving the school at the end of the year, and I wish you all well in the next phase of your career. However, I would like to make special mention of Dee Campbell, with whom I have worked directly for many years, in my dual capacity as both chairperson of this school and St Andrew's Pastoral Parish Council. Dee has been the primary link person between the school and the church and it has been an honour to work with such a dedicated, passionate and incredibly knowledgeable person. Her loss to our



community is a major gain to St Brigid's Catholic Primary School and I am confident that Dee will shine an amazing light in the Swan Valley as she has in our Northern Suburbs. Good luck Dee and thank you from the bottom of our hearts – you will be missed.

For those of us remaining, it goes without saying that my colleagues and I are eternally grateful for the care and education provided to all students, from our 3-year-olds to the Year 6's. The primary goal for all parents and guardians is the safety and happiness of their children and this school delivers ten-fold. 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 2025 with excitement and promise. The long-term autonomy of St Francis of Assisi may be a little uncertain, however there is no doubt that our short-term future remains as positive as ever, with student numbers thriving. We are confident that our school will continue to flourish and prosper under strong leadership and a passionate body of teaching and non-teaching staff who constantly strive to provide an environment which fosters personal, social, spiritual and academic growth.

On behalf of the School 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 school community.

.....
Tony Summers

.....
Date

School Advisory Council Chairperson

2024 P&F Chairperson's Report

As the Chairperson of the P & F, I am pleased to present the annual report for 2024. The P & F has experienced a successful year, and I would like to express our gratitude to the parents and staff for their support and contributions throughout the year.

Events for 2024

This year, several new events were discussed and scheduled during the Executive Committee planning meeting held at the end of 2023. This provided us with a clear directive for 2024. We have also reduced the frequency of P&F and they are now once a term, usually in week 2 or 3. We also mixed up the days we met up to assist with boosting attendance numbers, but also ensuring that the executive committee were in attendance. I believe we have once again met our goals for both fundraising and community engagement.

Term 1

We began the year with our Family fun night which always proves to be a fun-filled evening for our school community, welcoming the new year as well as new and existing families. This year we mixed it up with a few vendors such as Perth Reptile Company, Laser Tag, and Pony rides, just to name a few.

Also in term 1, we asked for Easter donations to help create the Easter Hampers which were raffled off to the school community. We also had the Cadbury chocolate fundraiser, and end-of-term community lunch, which was held on the last day of every term.



Term 2

We had our annual Mother's Day stall, which always proves popular with the students getting to choose something special to gift on the day. Thanks to the local businesses for their donations to our raffle which was drawn at the mothers day breakfast.

This year we chose to host a Quiz night as our parent only event. This event proved to be successful, selling over 100 tickets and profiting just under \$5000 on the night. Special mention to TAS Industries for their donation towards the Quiz Master. We also had over 30 local businesses donate prizes which went towards raffles, silent auctions etc

Term 3

As always term 3 is busy for the P & F. We ran our first ever Sports carnival accessory stall. It was set up each morning before school the week prior to the carnival. The feedback we received from parents and teachers was very positive and they liked the convenience of having the stall at school and we will run it again in 2025.

Next up we had the Father's Day stall and raffle followed by the Spooky School Disco.

Term 4

Lastly, in Term 4 we had Colour Run. This was the 2nd year of using Fundraising Australia as an online platform and it proved yet again to be very successful, with donations slightly down from last year, we still made a substantial profit.

This event is always a highlight on the yearly calendar with a high number of parents volunteering on the day.

This year we have been very fortunate with the donations we have received from the community to help facilitate these events. Just to name a few; Coles, Woolworths, Bunnings, Kmart. And of course, we can not forget our local small businesses, which we named and promoted in our newsletter and P & F Facebook page.

This year, we have maintained our online presence by increasing Facebook posts and continuing our fortnightly segment in the school newsletter. This approach helps keep the school community informed and updated on our events and achievements.

What we have fundraised for this year

Due to the success of our fundraising efforts this year, we have been able to provide multiple donations to the school, which Heidi will run through in her report.

Thank you to the 2024 executive committee made up of Stephenie as Deputy chair, Erin as Secretary, and Heidi as treasurer. The support and dedication you give to our team and school community has been amazing.

Finally, it has been wonderful to see so many new volunteers for our events and new active members on the committee. Having engaged parents and guardians putting up their hand to volunteer for events is what has made 2024 such a successful year.

Thank you again for your support.