

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%



SUCSESSES:

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

SUCSESSES:

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

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

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.

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 OCE;
- d. providing abundant and meaningful opportunities for catechesis through the Word, worship, prayer, retreats, service and community;
- e. recognising, celebrating and leveraging the contributions of the laity and religious orders and their charisms in witnessing to the mission of Catholic Education and its faith story; and
- f. displaying meaningful and distinctly Catholic icons and symbols which are visible in both internal and external environments.

1.2 Decision-making and Collaboration

We ensure that:

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

2. EDUCATION

2.1 Curriculum Inspired by the Principles of Catholic Education

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

2.2 Religious Education

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

2.3 Catholic Vision for Learning

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

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

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

3. COMMUNITY

3.1 Catholic Pastoral Communities

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

- a. Dignity of the Human Person: through our inclusive practices, we welcome and celebrate the uniqueness and diversity of each person formed in the image of God;
- b. Child safety: we ensure the safety of students is our highest priority and that the voice of each child is heard in all of our undertakings;
- c. Pastoral Care: we take proactive steps to provide for the pastoral needs of our students and staff. With Christ as our foundation, holistically we place the spiritual, physical and mental wellbeing of each person as a priority;
- d. Transforming Lives: we recognise Aboriginal people as the custodians of the land and as a priority, commit to providing educational opportunities to Aboriginal children to enable them to reach their full potential with a strong sense of identity and agency. We demonstrate respect for Aboriginal culture and traditions;
- e. Code of Conduct: we require all members of our school and office communities, staff, religious, clergy, students, parents, caregivers and volunteers to adhere to the CEWA Code of Conduct;
- f. Parents and Caregivers: We partner with and support parents and caregivers as the first educators of their children;
- g. Partnerships and Engagement: We partner with parishes and their Christian faith communities especially with regard to the celebration of the sacraments;
- h. We engage and partner with other Church and community organisations, including other educational providers;

4. STEWARDSHIP

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

4.1 Staff

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

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

4.2 Natural Environment

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

4.3 Finance, Infrastructure and Compliance

We ensure that all Catholic schools and offices:

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

REVIEW AND IMPROVEMENT

We use data-rich and evidence-based processes to assess, implement and monitor our four pillars with the aim of achieving CEWA'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 Kruebert 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

Date: -----

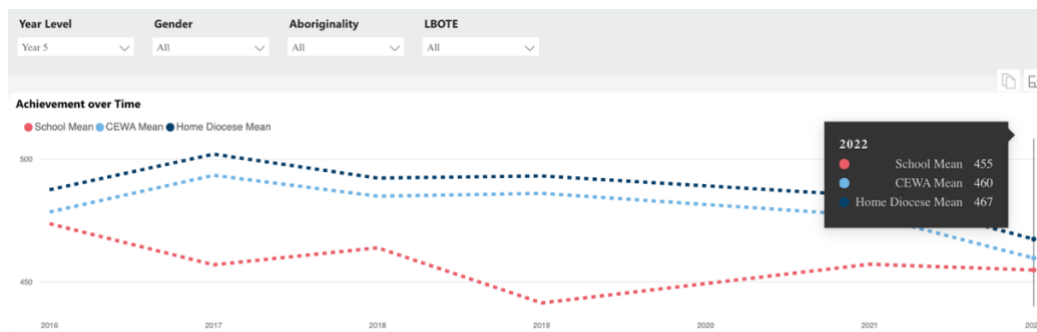
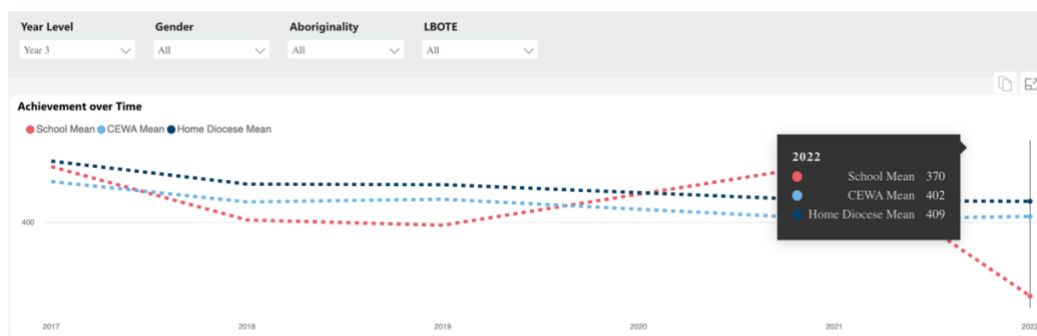
2023 STAFFING ANNOUNCEMENTS (see Powerpoint Slides)

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)

PPW: Kayla Swinny (Teacher)
Lisa Kerr (EA)

1B: Kat Simon

1W: Grace Giglia-Smith

2B: Zoe Walton

2W: Melissa Rossi

3B: Tom Kinder

3W: Sian Cruse

4B: Jackie Hunt (Mon/Tue/Wed/Fri)

4W: Joslyn Selyer

5B: Meagan Kruenert

5W: Nicole Bond

6B: Rebecca Freeman (Mon/Tue/Wed/Fri)

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 &

Kris Bowden

Literacy Coordinator:

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