



St Francis of Assisi Catholic Primary School

CATHOLIC SCHOOL IMPROVEMENT PLAN | 2023

CEWA'S VISION

Catholic Education WA is a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel.

SCHOOL'S VISION

St Francis of Assisi Catholic Primary School aspires to be a community where each individual is respected as a uniquely gifted creation of God, and where all are encouraged to grow in faith, love, knowledge and service to others in the light of the Gospels.

Respect

At St Francis of Assisi Catholic Primary School, we value respect and commit to offering it to each other through our words and actions. At all times, we reach out to each other with courtesy and acceptance of individual differences.

Honesty

At St Francis of Assisi Catholic Primary School, we value honesty by being truthful to self and others in what we say and do. We say what we mean, we mean what we say and are not mean in how we say it.

Responsibility

At St Francis Catholic Primary School, we value the ability to make our own decisions guided by our conscience. We must think about how our choices will affect ourselves and others.

STRATEGIC INTENTS | 2022-2024

Strategic intents should be drawn from and complementary to CECWA's Strategic Directions (2019-2023) with the necessary alignment and recognition to the context of the school. Strategic intents are developed through a school-wide consultative process. The strategic intents are broad goals and success factors that can be articulated in more detail and action through the iterative School Improvement Plan. Through the cycle of strategic planning, when CECWA's Strategic Directions are renewed, a school will factor this in when its next cycle of strategic consultation generation of new intents over a three-year period occurs.



CATHOLIC IDENTITY Inspiring Christ-centred Leaders

GOALS	SUCCESS INDICATORS	QCE LINKS
Engage staff with more personal opportunities to engage with their own faith.	More than 75% staff regularly attending formation experiences offered. Staff confident in sharing and some staff willing to lead faith sharing.	1.1d
Introduce, embed and maintain the visible Catholic Identity of St Francis of Assisi	School song Prayer Prayer garden Icons and symbols	1.1f



EDUCATION Catholic Schools of Excellence

GOALS	SUCCESS INDICATORS	QCE LINKS
Continued use of purposeful data to improve student progression in literacy.	PAT / NAPLAN Targets (see attached targets) Data Wall / Data Dialogue reviews / dedicated literacy team	2.3d
Develop staff professional competencies on effective data driven numeracy teaching and learning.	Staff professional learning / dedicated numeracy team Staff feedback PAT Data	2.3c
Quality Area 1: Standard 1.1 Education Program and Practice: Develop child centred program based on their current knowledge, strengths, culture, abilities and interests.	Programs and planning for child agency	2.3b



COMMUNITY Catholic Pastoral Communities

GOALS	SUCCESS INDICATORS	QCE LINKS
Develop cultural competency of staff, parents and children	Engaging with Aboriginal parents and wider community partners. Aboriginal Education Team / Cultural Awareness Team	3.1d
Embedding the Well Being Framework and build a positive learning environment through a shared vision.	Well-Being Team Positive student engagement Reduce escalated behaviours	3.1c



STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

GOALS	SUCCESS INDICATORS	QCE LINKS
Quality Area 3: Standard 3.2 Physical Environment	Staff development and understanding of use of outdoor spaces.	4.1d
Continue to build teacher capacity	Effective learning walks to meet professional needs Mentoring in the St Francis Way.	4.1b



In considering the school's Strategic Intents over the next three years in Catholic Identity, Education, Community and Stewardship, together with the iterative Improvement Goals (collectively the Catholic School Improvement Plan), priority also needs to be placed on identifying faith formation and mission objectives. These are the foundation to any school improvement goal setting and can permeate across all four pillars.

It is recommended schools focus on three goals across a three-year period. The template below has been provided to schools at Evangelisation Planning workshops over the past 4-5 years and may be modified to suit the school's context. It is primarily based on staff formation because staff cannot effectively evangelise students unless they themselves are suitably formed. The following link to the [Accreditation for CEWA SharePoint](#) may provide a valuable resource for schools. This plan should be reviewed annually and schools are encouraged to utilise support from CEWA's Faith Formation Team. These goals are to be incorporated and infused through the Catholic School Improvement Plan.

Staff Formation Planning 2022-2024

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
<p>WITNESS</p> <ul style="list-style-type: none"> • Examples of expressing the divine within • Raising awareness of the presence of Jesus 	Engage staff with more personal opportunities to engage with their own faith.	<p>Work collaboratively with staff to identify what faith development opportunities are currently present in the school.</p> <p>Invite staff to share in their faith formation.</p> <p>Introduce voluntary Coffee with Christ led by staff.</p>	<p>T1 – staff PL on Evangelisation Goals</p> <p>T2 – implement formation experience</p> <p>T4 – check measurable goal is being met.</p>	<p>Prayers</p> <p>Topics for formation experiences</p> <p>Model by leadership</p>	<p>More than 75% staff regularly attending formation experiences offered.</p> <p>Staff confident in sharing and some staff willing to lead Coffee with Christ</p>	<p>Review end of 2022.</p> <p>Current attendance.</p>
<p>CALL TO FAITH</p> <ul style="list-style-type: none"> • Themes • Beliefs 	Improve parent connection with opportunities to support their child's faith journey.	<p>Visible promotion of faith celebrations.</p> <p>Streaming of liturgical celebrations.</p>	End of 2023	<p>Streaming service in hall</p> <p>Liturgical celebrations formalised with parent invites.</p> <p>Catholic Identity team</p>	<p>Increase parent attendance at masses, liturgies, and prayer services to 25%</p> <p>Parents accessing faith opportunities through streaming</p>	<p>Monitor parent logins to stream.</p> <p>Number of parent volunteering to read and model their faith.</p>
<p>CALL TO GROW IN DISCIPLESHIP</p> <ul style="list-style-type: none"> • Apostle's Creed • Sacraments • Life in Christ • Christian Prayer 	Build social justice awareness through connections with community organisations.	<p>Align with community organisations that support the marginalised and vulnerable.</p> <p>Provide opportunities for staff, parents and children to engage with these organisations.</p>	End of 2022	Professional learning on social justice	<p>Mario Borg Staff PL</p> <p>Feast Day celebrations for each faction</p> <p>Parent involvement</p>	Review end of 2022

Improvement Goals

School: St Francis of Assisi Catholic Primary School

Year: 2022

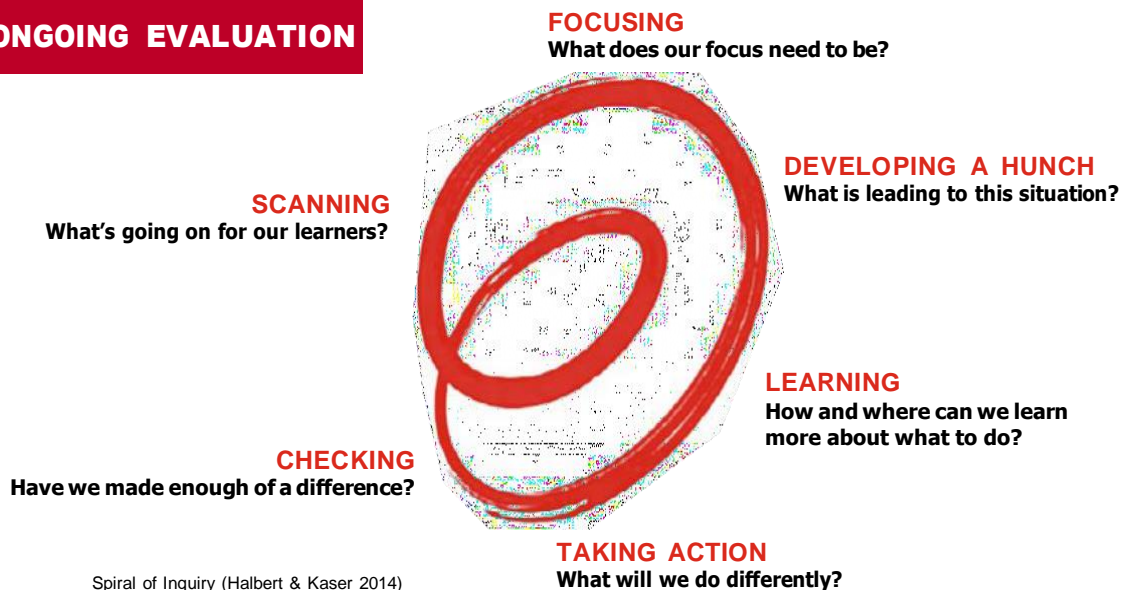
The Improvement Goals are not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, this is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of these goals is encouraged and schools may find the addition of notes and/or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

There is an expectation that at least one goal for Aboriginal education and Early Years education (if relevant) be included.

INFORMED BY EVIDENCE FROM

- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Directions (2019-2023)
- School Strategic Plan
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

ONGOING EVALUATION



Spiral of Inquiry (Halbert & Kaser 2014)

CATHOLIC IDENTITY

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

EDUCATION

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

COMMUNITY

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

STEWARDSHIP

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

NAPLAN Targets for CSIP 2022/2024

Year Group	Reading	Numeracy	Timeframe
Year 3	SFOA less than 10 points below CEWA comparator score	SFOA less than 10 points below CEWA comparator score	2023
	60% of students in band 5 or above	30% of students in band 5 or above	2023
Year 5	SFOA to be 5 points or less below CEWA comparator score	SFOA less than 10 points below CEWA comparator score	2023
	60% of students in band 6 or above	20% of students in band 7 or above	2023

PAT Targets for CSIP 2022/2024

Reading	Numeracy
Yr. 1: 45% at/above 90	Yr. 1: 60% at/above 95
Yr. 2: 55% at/above 100	Yr. 2: 60% at/above 105
Yr. 3: 65% at/above 110	Yr. 3: 50% at/above 115
Yr. 4: 50% at/above 120	Yr. 4: 65% at/above 115
Yr. 5: 50% at/above 130	Yr. 5: 55% at/above 125
Yr. 6: 65% at/above 130	Yr. 6: 70% at/above 125

