



St Francis of Assisi Catholic Primary School

CATHOLIC SCHOOL IMPROVEMENT PLAN | 2024

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 experiences (Prayer, CWC)	1.1d
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 First Nations parents and wider community partners. 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	Developing teacher confidence in the delivery of best teaching practices in literacy and numeracy	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
WITNESS <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>
CALL TO FAITH <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 2024	<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>
CALL TO GROW IN DISCIPLESHIP <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 2024	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: 2024

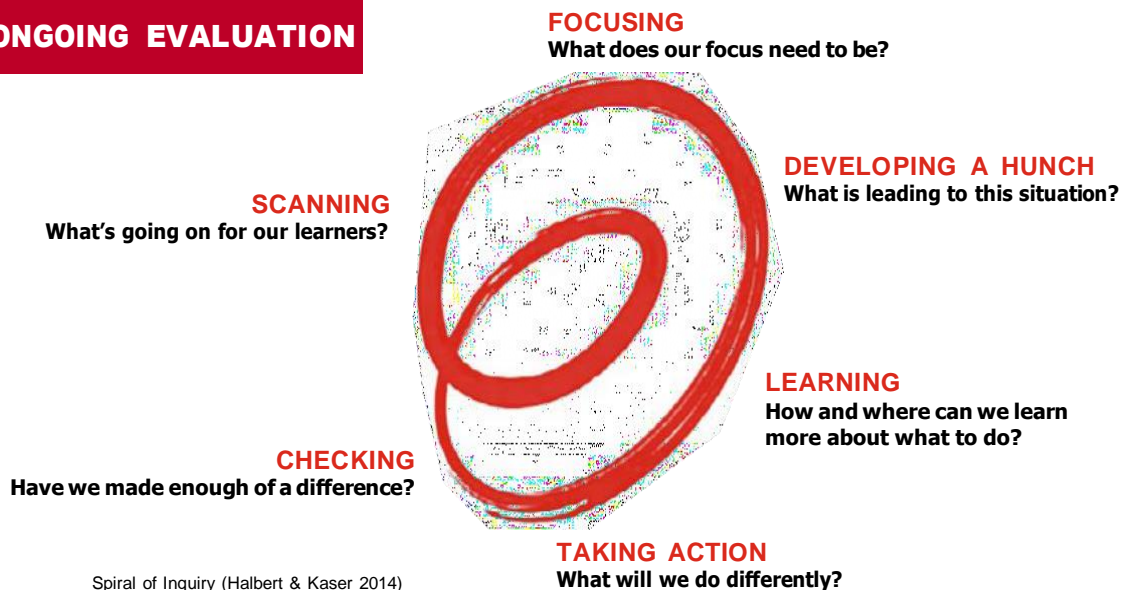
The Improvement Goals are not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth 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 berequired to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know wehave 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.	<p>Review current faith opportunities.</p> <p>Coffee With Christ – each block takes a Term, minimum of 3 x CWC each term</p> <p>Update FSW resources</p>	<p>End of 2024</p> <p>Term 1 2024</p> <p>Term 4 2023</p>	<p>Prayer topics</p> <p>Can be done in pairs, use meditation, podcast: Catholic Influencers Homilies Podcast, faith sharing moments, prayer & reflection, templates</p> <p>St Francis Camino, CEWA Laudato Si PL,</p>	<p>More than 50% of staff voluntarily attending Coffee with Christ</p> <p>More staff attendance at CWC Range of faith sharing experiences employed</p> <p>Laudato Si PL completed Camino & FSWfeedback from new staff</p>	<p>Review end of Term 4, 2024. Catholic Identity Team</p> <p>Roster of CWC added to Daily Memo (review Term 4 2024)</p> <p>Review end of term 1 2024 (Leadership team & new staff)</p>
Continue to build charism of St Francis of Assisi.	<p>Develop community partnerships and service-learning relevant to staff, children, and parents.</p> <p>Faction feast days modified to include liturgy, shared lunch and afternoon activities.</p> <p>School prayer introduced.</p> <p>Each class has an RE lesson / Prayer session in the Prayer garden each Term</p>	<p>Prayer garden – T4, 2024</p> <p>Term 1 2024</p> <p>Prayer resource – Term 1, 2024</p> <p>Start in Term 1 2024</p>	<p>Catholic Identity Team</p> <p>APRE Christian Service Leaders Wheelchair for Kids Parish Priest - Father Darek</p>	<p>Build additional community partnerships.</p> <p>School prayer is visible and used daily in all classrooms.</p>	<p>Review end of 2024</p> <p>Catholic Identity Team</p>

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.	<p>Data Case Management and use of data wall</p> <p>Curriculum year level meetings/termly</p> <p>Literacy Dedicated Teaching time</p> <p>Literacy Position Statement for SFoA</p>	<p>End of 2024</p> <p>Review Sparkle Assessments T2, 2024</p> <p>Ongoing review of use of WALT/WILF throughout 2024</p>	<p>Literacy Box / year level scope and sequence</p> <p>Home Readers (resourcing PP-Yr3)</p> <p>Dedicated Literacy Team/ Leader of Teaching and Learning</p> <p>Staff professional development</p> <p>MiniLit Sage/MacqLit intervention (incl Reinforced Reading)</p>	<p>PAT / NAPLAN reading targets (TBC)</p> <p>Data wall and date conversations</p> <p>Curriculum Meetings</p> <p>Student progress review from data dialogue.</p>	<p>Dedicated Literacy Team</p> <p>Leader Teaching and Learning (Jackie Hunt)</p> <p>Jackie Hunt / Kris Bowden (Data)</p> <p>Transformation Team</p> <p>Teachers</p>
Review current practice and develop teacher confidence in the proficiency strands of numeracy.	<p>Numeracy Position Statement for SFoA</p> <p>Numeracy Dedicated Teaching time</p> <p>Implement Launch, Explore, Summarise model consistent with Numeracy Framework (1 per week)</p> <p>Review of Numeracy data and setting of goals relating to Number talks/Westwood data</p>	<p>Ongoing - 2024</p> <p>Consolidating number talks, tuning in games - S1, 2024</p> <p>CEWA Consultant - ongoing 2024</p> <p>LES 1 lesson per week Semester 1 2024</p> <p>Ongoing review of use of WALT/WILF</p>	<p>Dedicated Numeracy team.</p> <p>CEWA Consultants</p> <p>SCSA Maths curriculum.</p> <p>Paul Swann Numeracy Kits</p> <p>Numeracy Framework</p> <p>Westwood Numeracy Data</p> <p>LES – Nrich reSolve</p> <p>Numeracy games</p> <p>Number talks</p> <p>Using WALTs and WILFs</p> <p>Use of learning walks to view approaches to numeracy.</p> <p>Curriculum year level meetings/termly</p>	<p>Teacher confidence in teaching maths.</p> <p>PAT Data progress (Appendix 1)</p> <p>Brooke and Alisha from CEWA to present LES.</p> <p>Measure student engagement in Numeracy.</p> <p>Dedicated PL from Numeracy team.</p>	<p>Dedicated Numeracy Team</p> <p>Geoff Clarke</p> <p>Jackie Hunt / Kris Bowden (Data)</p> <p>Transformation Team</p> <p>Teachers</p>

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.	Appoint new Aboriginal Teaching assistant. Introduction of Cultural Awareness Week	Review and reflect on implementation of Our Land, Our Stories. Develop scope and sequence End 2024. Appoint new ATA – end 2024	Our Land, Our Stories Curriculum Resource Kit Scope and Sequence for Aboriginal Curriculum Parent involvement School funding ATA	Feedback from Cultural Awareness Week activities from parents, staff and children Travel Expo and parent engagement	More visible acknowledgement of our EALD population (Cultural Awareness Week)
Introduction of the RULER program for staff	Whole staff trained in the modules of RULER and the familiarisation of the four anchors	End of 2024 (students 2025)	RULER specific resources Access to CEWA Well Being Consultant	CEWA staff delivering the training at meetings and PLS Data - WECH surveys	Liz Ward Well-Being Team Teachers/EA's
SFOA 20 th Anniversary Celebration	Event open to past students, staff, parents as well as current members of the community	Term 4	Members of the community to help organise	One off community event	Working party
Introduction of 3yo Program	Implement and review for demand	Term 1 2024	ECE Staff and EA CEWA Early Years Team	Fully subscribed enrolment (20) Possibility of introducing a second day for 3yo	Parent feedback Child engagement Enrolment numbers

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.	Use of learning walks to share and reflect on teaching strategies in numeracy and other teacher nominated areas. Appointment of Leader of Teaching and Learning to drive literacy and numeracy practices Mentoring and onboarding for new or graduate staff	Ongoing 2024	Learning Walks Leader of Teaching and Learning Appointed Support resources – literacy position statement Regular release time for mentoring and feedback	Staff feedback and data Student feedback and engagement Staff undertaking Literacy Leaders CEWA Accredited Course Two staff undertaking middle leadership program, CEWA Restructure of timetable and focus on teacher capacity in literacy and numeracy	Jackie and Bec Literacy and Numeracy Teams Transformation team Term review - release time
Provide increased access to outdoor learning experiences.	Address outdoor spaces for Year 5/6 Early Childhood Educators Professional Learning in using the outdoor spaces for learning environment.	End of 2024	National Quality Standards - Quality Area 3: Standard 3.2 Physical Environment 3.2.2 Outdoor play resources (fixed and loose) Prayer Garden Sustainability garden	Staff Professional Learning ECE Team NQS meetings led by NQS leader and team	Kayla Swinny - release time Dee, Kris Early Childhood Educators & EA's

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	2024
	60% of students in band 5 or above	30% of students in band 5 or above	2024
Year 5	SFOA to be 5 points or less below CEWA comparator score	SFOA less than 10 points below CEWA comparator score	2024
	60% of students in band 6 or above	20% of students in band 7 or above	2024

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

