

2021
ANNUAL SCHOOL
COMMUNITY MEETING

24th November 2021



Principal's Report



Dear Parents and Friends,

Welcome to the 2021 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 some important academic achievements we have made this year through our educational programs, as well as an overview of some successful initiatives throughout 2021. I will also provide a brief snapshot of our major focus areas and staffing for the 2022 school year ahead.

After a challenging 2020, I know we were approaching the 2021 school year with a positive mindset, hoping that the difficulties of the pandemic were in the rearview mirror. Unfortunately, the year began with a statewide lockdown and a false start to 2021! When the school year finally began, we continued to be agile in responding to navigating the pandemic and its impact on the teaching and learning program. We did so with a strong focus on the pastoral care and wellbeing of our children. Fortunately, it was a smooth return and disruptions were minimised.

MAJOR ACHIEVEMENTS

POSITIVE LEARNING CULTURES

One of our major school focus areas in 2021 has been the development of a positive learning culture across the school, this was driven by two focus teams in the school, the Wellbeing Team and our senior staff, Mrs Jackie Hunt and Mrs Rebecca Freeman.

Learning Walks

Mrs Hunt and Mrs Freeman looked at teaching and learning through introducing our Learning Walks and Talks. The focus of these walks was building staff capacity in developing a classroom culture that promoted positive relationships and learning environments. Each Wednesday, the Learning Walks involved staff visiting other classrooms to look for specific characteristics of a positive classroom climate, celebrating the positive elements staff felt they witnessed, while also examining student engagement. Children were canvassed for their feedback on how they felt in the classroom and their relationship with their teacher.

Staff responded very warmly to the opportunity to view other classrooms, meet children from across the school and build their toolkit of strategies in developing a positive learning environment. This has created a culture of shared practice, but also an opportunity to seek and receive feedback about their teaching. A key ingredient to the learning walks and talks has been Mrs Freeman and Mrs Hunt guiding the discussion and feedback sessions. Since the introduction of these learning walks, staff have identified a whole-school approach to the elements required to create a positive classroom culture.



Friends of Francis

To complement this positive learning culture, the Wellbeing Team lead by Mrs Liz Ward and several committed staff, have implemented our Friends of Francis Whole School Positive Reward system. This initiative was developed through parent, child, and staff feedback for the need to recognise and acknowledge children demonstrating our school values of Honesty, Responsibility and Respect. The response to the system has been overwhelmingly positive, with children being recognised at an individual level (raffle ticket into the draw for lunch with leadership), a group level (raffle tickets is exchanged for a coloured token for their faction, with winning faction receiving recognition), and a whole school level (whole school target).

The initiative was nominated through the Quality Catholic Education Awards from CEWA and has worked alongside our learning walks and talks in developing not only positive classroom cultures, but a sense of belonging across the school. Children and staff have provided feedback and there continues to be minor adjustments as the program progresses. Lunch with Leadership has been a fantastic way for children to be recognised and feel valued throughout our school for their efforts. In 2022, we are looking forward to the Friends of Francis Program continuing to grow and adapt to the needs of our children.

Vision for Learning

With a focus on positive learning environments through both Learning Walks and the Friends of Francis initiative, we are now in the final stages of developing our St Francis of Assisi Vision for Learning. A Vision for Learning outlines our goals for children leaving St Francis of Assisi and what we hope for them to achieve throughout their time in our community. The SFOA Vision for Learning focuses on three main elements:

- What does learning look like?
- What does teaching look like?
- What do we want our students to become?

We will begin 2022 articulating our Vision for Learning at SFOA and much of the work in the coming years will focus on 'living' this vision both in the classroom and the culture of our school. We have a shared vision that understands the importance of culture before strategy.

LITERACY

Literacy remained a key focus area in 2021 with the continued implementation and consolidation of our literacy programs along with data rich conversations and analysis. InitialLit, the whole class literacy program now in its second full year of implementation in Pre-Primary to Year Two, continued to explicitly teach students essential core literacy knowledge through its synthetic approach to teaching phonics and the use of quality children's literature and vocabulary. The program, along with other literacy learning experiences, such as guided reading instruction, Talk for Writing and home reading continued to build the foundations for students to become successful readers and writers. In addition, this year also saw the introduction of the MultiLit program 'PreLit' in

Kindy. PreLit teaches pre-literacy skills and concepts in a fun and engaging way in the early years, focusing on phonological awareness and oral language through storybook reading.

Literacy instruction and learning in Year Three to Year Six continued to be taught using explicit instruction and through varied learning opportunities, including the comprehensive English Stars program that teaches comprehension, grammar and text types. Encouraging results and enthusiasm for reading was also evident in the middle and upper years with students reading over 12 million words and completing approximately 2500 quizzes in the Literacy Pro reading program in 2021.

In 2021, we continued our focus on providing a systematic whole-school approach to literacy and numeracy. From Kindy through to Year 2, we have consolidated the use of the MultiLit suite of evidence-based, synthetic phonics with Pre-Lit in Kindy, InitialLit in Year 1 and 2, and MiniLit as our intervention strategy. In Years 3-6, English Stars has continued to be used to provide consistency and a robust framework for teaching literacy. Reading Recovery has continued to support our most at-risk children in developing whole language reading skills.

NAPLAN was once again introduced to provide a standardised test to measure the effectiveness of teaching and learning within our school. Key data was also collected across the school using Progressive Achievement Testing (PAT) in literacy and numeracy. Both NAPLAN and PAT data was collated and then compared against school-based targets. The collated data results indicate progressive growth across each of the year levels in reading.

St Francis of Assisi 2019 - 2021 TARGETS - PAT READING

YEAR LEVEL	2019 TARGETS	2019 RESULTS	2020 TARGETS	2020 RESULTS	2021 TARGETS	2021 RESULTS
1	30% ABOVE SCALE SCORE/BAND 90	24.5% (14/57)	35% ABOVE SCALE SCORE/BAND 90	30% (23/52)	45% AT/ABOVE SCALE SCORE/BAND 90	34.3% (30/55)
2	50% ABOVE SCALE SCORE/BAND 100	49% (24/49)	55% ABOVE SCALE SCORE/BAND 100	49% (23/59)	55% AT/ABOVE SCALE SCORE/BAND 100	55% (30/55)
3	60% ABOVE SCALE SCORE/BAND 110	57% (32/56)	65% ABOVE SCALE SCORE/BAND 110	39% (22/56)	65% AT/ABOVE SCALE SCORE/BAND 110	45% (25/56)
4	55% ABOVE SCALE SCORE/BAND 120	51% (31/62)	60% ABOVE SCALE SCORE/BAND 120	50% (28/55)	50% AT/ABOVE SCALE SCORE/BAND 120	43.3% (33/52)
5	70% ABOVE SCALE SCORE/BAND 120	54% (30/55)	75% ABOVE SCALE SCORE/BAND 120	56% (43/56)	50% AT/ABOVE SCALE SCORE/BAND 130	21% (12/58)
6	60% ABOVE SCALE SCORE/BAND 130	57% (33/58)	65% ABOVE SCALE SCORE/BAND 130	51% (27/53)	65% AT/ABOVE SCALE SCORE/BAND 130	60% (33/55)

Fig 1. PAT Reading Results v School Targets

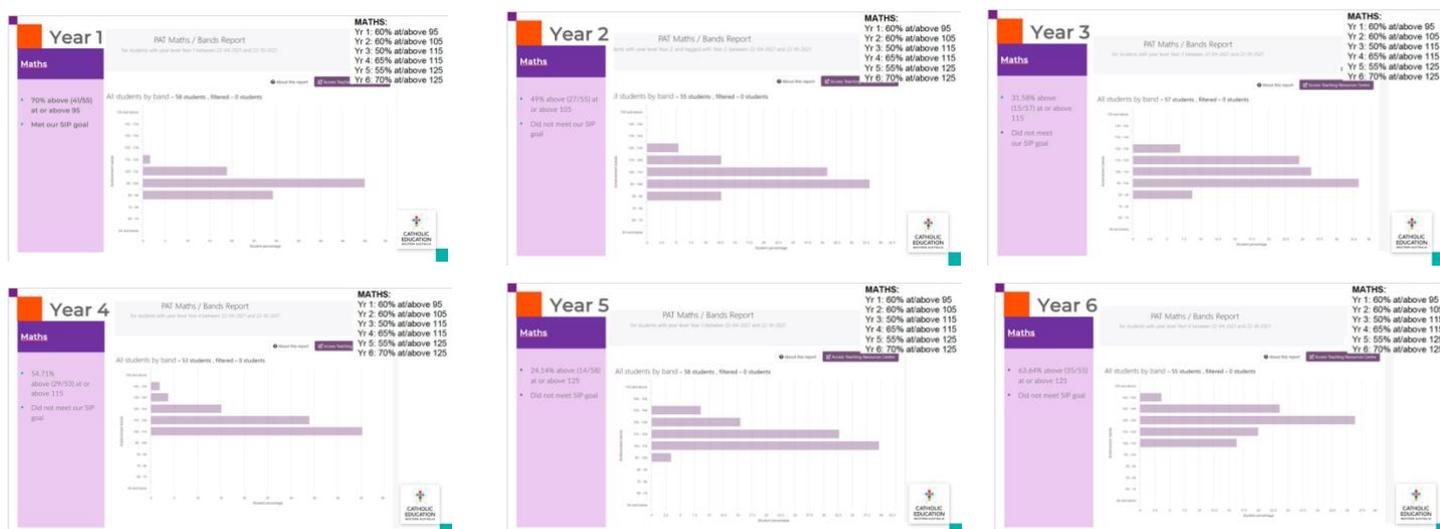
PAT READING 2019 - 2021 NORM AND SCHOOL MEDIAN

2019 YEAR LEVEL No. OF STUDENTS	2019			2020 YEAR LEVEL No. OF STUDENTS	2020			2021 YEAR LEVEL No. OF STUDENTS	2021		
	2019 NORM REFERENCED MEDIAN	2019 MEDIAN	DEVIATION		2020 NORM REFERENCED MEDIAN	2020 MEDIAN	DEVIATION		2021 NORM REFERENCED MEDIAN	2021 MEDIAN	DEVIATION
1 (57)	87.1	79.6	-7.5	1 (52)	87.1	84.2	-2.9	1 (55)	87.1	90.6	3.5
2 (49)	100.5	100.3	-0.2	2 (59)	100.5	101.1	0.6	2 (55)	100.5	101.1	0.6
3 (56)	110.9	113.6	2.7	3 (56)	110.9	108.2	-2.7	3 (56)	110.9	109.9	-1.0
4 (62)	118.7	121.3	2.6	4 (55)	118.7	121.3	2.6	4 (52)	118.7	126.1	7.4
5 (55)	124.5	123.5	-1.0	5 (56)	124.5	127.8	3.3	5 (58)	124.5	121.5	-3.0
6 (58)	128.8	131	2.2	6 (53)	128.8	131	2.2	6 (55)	128.8	134.5	5.7

Fig 2. PAT Reading results against national NORM Median

The PAT and NAPLAN results across the Reading domain indicate the significant positive success the whole school approach is having on our children. We continue to focus on consolidating this approach today reading and supporting children at-risk.

NUMERACY



In Numeracy, both the NAPLAN and PAT testing results suggested there needed to be a focus on this learning area moving forward. A whole school approach to the teaching and learning will be the priority moving forward and will include accessing resources and expertise in this area through working with CEWA Numeracy Consultants.

Staff have recognised the importance of building fundamental numeracy proficiency in fluency, understanding, problem solving and reasoning. In 2022, dedicated Numeracy and Literacy teams of staff will focus on how to continue progressing student achievement.

Data Analysis

To measure the effectiveness of our teaching and learning programs across both literacy and numeracy, 2021 has seen a comprehensive review of our achievement data, led by Mrs Kat Simon and Mrs Fi McDonald. Staff have continued professional dialogue by regularly reviewing and discussing student achievement and leveraging the collective strengths of each other in a professional capacity to support the children.

The introduction of a visible data wall and weekly review of identified students' progress has enabled staff to track and monitor various individuals across the wide spectrum of abilities. Drawing on the collective professional expertise of staff in tailoring individual solutions to support our children.



OTHER ACHIEVEMENTS

Seqta Engage/ Online Presence / Marketing

In 2021, we have also transitioned our school to electronic reporting with the release of academic reports and student progress through our Seqta Engage App. Thanks to the work of Mrs Caitlin Evans, this has been a very smooth transition.

Alongside our Assistant Principal, Mr Geoff Clarke, our school marketing strategy has flourished. As Tony mentioned, we have now adopted a more unified approach to promoting Catholic Education, inclusive of Irene McCormack and St Andrews. Through this 3-way partnership, Mr Clarke and Mrs Evans have developed an effective strategy in continuing to build enrolments. Our online profile through social media channels continues to build with the introduction of an Instagram account to build on our Facebook profile. These platforms provide a wonderful opportunity to share the great work of our children with the wider community.

As 2022 approaches, we will look to continue to move progressively in the digital space through online content, whilst walking alongside parents in any changes to school operations.

Faction/Kindy Shirts

This year has also seen the first year of the introduction of our Faction and Kindy Shirts. The purpose behind these two initiatives has been driven by further building the sense of belonging in our school. Children have embraced their faction identity through Feast Day celebrations coordinated by Ms Dee Campbell and our Year 6 leaders at Friday Sport.

Thanks to our Assistant Principal Ms Campbell, we have built strong partnerships with Wheelchair 4 Kids, a voluntary organisation that actively promotes social justice in our community. The opportunity for our children to visit this organisation and support the most marginalised has been an evangelising activity. Alongside the celebration of their Faction Saint, this has brought social justice theology to real world practice. Thank you to Ms Campbell for her tireless work in this space which will continue into 2022.

Official Opening of Administration Building / Naming of Library

As Tony mentioned, we finally opened the additions to our administration building and renamed our library to the Ann Nolan Library last week. Whilst the disruptions of COVID cancelled the event almost 18 months ago, it was rewarding to recognise the contributions of both State and Federal government, and past Principals to the history of our school.

CEWA SYSTEM PRIORITIES

Quality Catholic Education Framework

2021 also saw the introduction of the Quality Catholic Education Framework as our overarching planning and reviewing framework. This document is an improvement framework that encompasses all four domains of Catholic Education, Catholic Identity, Education, Community and Stewardship.

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*

<p style="text-align: center;">1. CATHOLIC IDENTITY</p> <p>1.1 Catholic Identity is the lived expression of our Vision and Mission We commit to:</p> <ul style="list-style-type: none"> a the Catholic Church's objectives for Catholic schools; b the integration of faith, life and culture; c our Catholic education principles permeating all elements of QCE; d providing abundant and meaningful opportunities for catechesis through the Word, worship, prayer, retreats, service and community; e recognising, celebrating and leveraging the contributions of the laity and religious orders and their charisms in witnessing to the mission of Catholic Education and its faith story; and f displaying meaningful and distinctly Catholic icons and symbols which are visible in both internal and external environments. 	<p>1.2 Decision-making and Collaboration We ensure that:</p> <ul style="list-style-type: none"> 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.
<p style="text-align: center;">2. EDUCATION</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Our schools are educational communities of excellence in which the culture, pedagogies and practices:</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">3. COMMUNITY</p> <p>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:</p> <ul style="list-style-type: none"> 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. <p>3.2 Parents and Caregivers We partner with and support parents and caregivers as the first educators of their children.</p> <p>3.3 Partnerships and Engagement</p> <ul style="list-style-type: none"> a We partner with parishes and their Christian faith communities especially with regard to the celebration of the sacraments. b We engage and partner with other Church and community organisations, including other educational providers.
<p style="text-align: center;">4. STEWARDSHIP</p> <p>We commit to stewardship as a fundamental dimension of Christianity that implements the social teaching of the Catholic Church.</p> <p>4.1 Staff We acknowledge that our staff are our most important and valued resource. We:</p> <ul style="list-style-type: none"> 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. <p>4.2 Natural Environment We commit to fulfilling and promoting Christian responsibility for care of the Earth as our common home.</p> <p>4.3 Finance, Infrastructure and Compliance We ensure that all Catholic schools and offices:</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">OUR VISION</p> <p style="text-align: center;">We use data-rich and evidence-based processes to ensure improvement across 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.</p>

OUR VISION **CATHOLIC EDUCATION WESTERN AUSTRALIA**

Through this framework, the following priorities for 2022 have been identified:

CATHOLIC IDENTITY

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

EDUCATION

- Embed use of data to improve student learning and teaching practice in reading
- Review practice and develop whole school approach to numeracy
- Data Wall to consistently review student progress
- Consistent whole school pedagogy and lesson structure

COMMUNITY

- Build cultural competency across the community in Aboriginal education
- Maintain and build whole school positive behaviour program Friends of Francis

STEWARDSHIP

- Develop and build staff capacity for effective teaching strategies
- Increased access to outdoor learning experiences
- Sustained strong financial governance and capital improvements (Yr 1/2/3/4 Shade structure)



SCHOOL ADVISORY COUNCIL

The School Advisory Council has continued to work diligently as a team throughout 2021. Their expertise and collective wisdom have continued to provide a strong support to me, as Principal. We continued the strong financial viability of our school for its immediate future and under their direction, the school has continued to be a progressive and innovative environment for our children to flourish.

Thank you to Tony Summers, the Advisory Council Chair for his leadership, Jo Richardson and more recently, Janelle Prunster, for undertaking the difficult task of Treasurer. As mentioned by Tony, this year we farewelled Jo in her role as Treasurer but welcomed her onto staff as a valuable teacher addition. To Laura Hampson for her role as Secretary, and Geneve Bastian for her contributions as Finance Officer. Also, to Geoff Clarke and Dee Campbell for their contributions and wisdom at meetings. To all other Advisory Council members, Father Darek, Jacinta Lyon, Gerry McLaughlin, Stephenie Kunder, thank you for your support and willingness to collaborate around a shared vision this year.

This year, we say a special thanks to Jo Richardson and Gerry McLaughlin as they move on from the role of the School Advisory Council members. Jo has spent 4 years and Gerry 3, devoting their time to our school community. I'd like to echo the thoughts of Tony and thank them for their expertise, commitment and vision for our school over a long period of time. As they are vacating their positions, in 2022 there will be two vacancies up for election which will be ratified at the end of my report.

VOTE OF THANKS

P&F

I would like to acknowledge and thank all P&F members for their work throughout this year. They are central to our community and through their efforts, we continue to be recognised as a school with a strong community feel.

Some notable events have included:

- Family Fun Night
- Weekly Lunch Orders of Subway/Sushi
- Mother's Day/Father's Day Stall
- Cake Stalls, Icy Pole Friday's
- Children's Disco
- Colour Run
- Shared community lunches



Thank you to the executive members, President Stephenie Kunder, Vice President Claire Duddy, Secretary Tammy Jones, and Treasurer Heidi Durer-Jones. The way you have led the committee and our community has been a credit to all of you.

PARENTS

On behalf of the staff, can I thank you as parents for your support of the staff and the programs we have put into action this year. The support you have provided to our school as volunteers has been invaluable. From parent helpers on excursions, sports-day officials, class helpers, lunch order volunteers, manning the bbq at sausage sizzles and providing for cake stalls, I 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 are always just looking out for the best for their children. Our staff looks forward to your continued support again next year.

PARISH

To Father Darek and Father Marian, I would like to express my sincere thanks. Both have been extremely positive advocates of our school and the Sacramental programs, always providing enriching experiences for children and families. 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, including Geneve Bastian - the parish catechist who led the preparation of the Parish children for sacraments.

STAFF

At the conclusion of 2021, we have several staff retiring, or not returning. Mrs Ali Spencer, our Education Assistant who has been with us for approx. 3 terms will return in a relief capacity next year. Mrs Spencer has worked with children from Kindy through to Year 3 and her easygoing nature will be missed.

Miss Melanie Supanz will continue her teaching journey as she moves to St Stephens in Carramar as the Pre-Primary teacher. Miss Supanz has been with us since the beginning of Term 2 and has had a very positive impact on both the children and parents in her class. Taking over a Pre-Primary class after term one was a daunting challenge, but Miss Supanz's passion for early childhood can be seen in the nurturing and caring environment she has created for your children. I'd like to thank Mel for her contribution to our community and dedication to the children, both qualities which will hold her in good stead as she embraces her new role at St Stephens.

Mr Steve Gelle has been our IT Support for the past two years. Steve has strived to support staff and children throughout this time and been a great support to administration staff and leadership. In 2022, we will shift to a



consultancy model of IT Support, supported by Mrs Evans. Thank you to Steve for his commitment to our school and living our St Francis values. We wish him well in whatever the future may hold.

Mrs Melissa Rossi has accepted a 12-mth temporary position at Our Lady of Grace, Karrinyup. Mrs Rossi is a long-standing staff member at SFOA and is looking to the opportunity as one of professional growth. We wish Mrs Rossi well as she explores the challenges of a new school and look forward to welcoming her back in 2023. Likewise, Mrs Gina Vescovi has decided to take Long Service Leave for the first six months of 2022. She will return as science teacher in Semester 2.

Marie Gray, our Library Technician has made the decision to resign from her position at St Francis of Assisi. Marie is also a long-standing staff member and has seen the school transform over many years. Marie has always been committed to seeing children develop a love of books and has coordinated many of the Book Week authors and activities we have enjoyed. We will certainly miss someone with her passion for reading and we wish Marie well as she moves to part-time employment.

Finally, Mrs Jane O'Reilly has been the Reading Recovery teacher at St Francis for the past 6 years. Many parents who have had the pleasure of their child working with Jane would know that she is a dedicated teacher who finds joy in seeing children succeed when reading. On her days off, you will often find Jane making resources, or at school planning for her next success story! Jane is making the difficult decision to retire after 35+ years of service to many families and children across Catholic Education. Her expertise and knowledge will be missed, but what will be missed most is her love of the role and the warm, compassionate way she has supported many children over the journey. We wish Jane, John, and their family well in retirement and many caravan adventures to come!

Whilst we farewell several staff members, in 2022 we welcome Miss Abigail Murphy as our Kindy teacher, and Mrs Dorota Pawloski as a Kindy Education Assistant. Abigail is currently teaching in a remote Aboriginal community and is looking forward to beginning in our supportive environment. Dorota comes to us with a wealth of professional experience across many sectors and is currently employed as an EA at Whitfords Catholic Primary. Mrs Tara Coker, a former staff member of Brighton Catholic, will also be returning to take up the position as science teacher in Semester One whilst Mrs Vescovi is on long service leave. We also welcome the return of Mrs Joslyn Selyer to our school community after her secondment to Derby over the past six months. We look forward to her sharing her experiences and learning with us all.

Lastly, a thanks to all of our dedicated and passionate staff of teachers, education assistants, administration staff, groundsman, social worker, IT support and library staff. I firmly believe that the quality of any organisation is measured by the quality of their people. This year, we have seen several changes and initiatives led by committed staff that have directly impacted our children in a positive way. The passion and knowledge of everyone enables a lot of the great work you see in our community.



For our school to continue to flourish, we are consistently asking more of our staff. Yet, their enthusiasm and desire to see your children succeed means they continue to step up and make this a vibrant, energized school community. Thank you to ALL staff. Despite the many challenges being an educator brings, you embody the values of Catholic Education through your willingness to see the best in every child and want the best for every child.

I would like to make a special mention of Assistant Principal's, Dee Campbell, and Geoff Clarke. As a new leadership team in 2021, they have provided wonderful support to staff, parents, children, and me. The demands of the Assistant Principal role are a delicate and stressful balance, which has included being a classroom teacher this year. Many of the things they do, go on behind the scenes unnoticed, but I wish to thank them for their continued support and express my appreciation of the way they have led our school.

Being part of such a diverse, inclusive community that aspires to provide the best opportunities for our children to succeed is a very rewarding aspect of this role. Witnessing the growth in our children and staff this year only serves to further motivate me to continue to build on our vision and be proud to lead a Christ-centred, child-focused Catholic School. There are many exciting times ahead and I am grateful for the chance to be involved. I continue to lean on my favourite St Francis quote: *'Start by doing what's necessary, then what's possible; then all of sudden you are doing the impossible.'* We will continue to strive to do the impossible in 2022!

Best wishes
Jason Baker
Principal

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----- Date: -----



2022 STAFFING ANNOUNCEMENTS

In 2022, we continue to develop a distributed leadership model and the placement of staff reflects our desire to build capacity. I continue to espouse the notion of the expertise being within our staff, 'Using the team, to improve the team.'

(Staffing slides)

ELECTION TO 2022 SCHOOL ADVISORY COUNCIL – SAC Chair

There are two nominations for the two vacant positions on the SAC for 2022. In 2021, we co-opted Mrs Jevita Nilson and Mr Craig Grantham to the SAC to temporarily fill positions, and both are now standing for permanent election. The term for election to the SAC is 3 years. As there are no other nominees, I am pleased to confirm the election of both Craig and Jevita to the School Advisory Council for 2022. Congratulations to both Craig and Jevita and we look forward to their contribution to the SAC in the coming years.

(The following reports have been provided by each specialist teacher)

Parish Involvement– Miss Dee Campbell

Just prior to Easter we farewelled Father Dariusz Basiaga SDS and welcomed Father Darek Krzysztalowicz SDS to the St Andrew's Parish and St Francis of Assisi community. I must thank Fr Darek and Fr Marian for their dedication to the Catholic faith life of our children and willingness to adapt throughout the year, ensuring that the spiritual needs of our children were met. It is so important to have a strong connection to our parish community and we are very fortunate to have two priests who understand the intricacies of working with children.

The 2021 Sacramental program saw the introduction of retreats for all the Sacramental classes. The retreats were run by 24/7 Youth Ministry – an amazing group of young people who led our students with energy and vitality in drawing closer to God. This was our first Sacramental Program with Father Darek and it was a great year. Father worked with our staff to ensure the needs of the children were met and to make each sacrament reverent and special for the recipients and their families. Congratulations to all the children who received their sacrament this year. A special thank you to their amazing class teachers and parents who supported and guided throughout their faith journey.

Mrs Ashlee Mieschbuehler prepared the children beautifully for the Stations of the Cross held at St Andrew's Parish at the end of March. It was wonderful to see so many of our St Francis of Assisi families in the parish Church. It was wonderful to have some of our families support our St Andrew's Parish through participation in the Mayflower, St Mary of the Cross MacKillop and St Andrew's Feast Day masses. It is so important for us to support our local parish.



In Giving We Receive – Miss Dee Campbell

Each year there are several opportunities to assist those people in our local and wider community. This year we worked hard once more to give generously and to ensure we do our best to help support our local, state, and international services that do such amazing work for those in more difficult circumstances. Some of the services we have supported this year include Caritas, Lifelink, St Vincent de Paul, Wheelchairs 4 Kids, and the RSPCA.

This year we introduced Faction Feast Days, providing an opportunity for children in each faction from PP to Year 6 to connect and develop a strong bond during team building exercises and a shared lunch. Years 4 – 6 children in each faction visited Wheelchairs 4 Kids to gain a better understanding of how and where our fundraising helps to support other children throughout the world.

Once again, our Mission Fete was a huge success and I extend our thanks to the children, parents and staff who helped to make this such a wonderful and successful day.

In Week 6 our final appeal of the year will begin – the Christmas Hamper Appeal. Each year we donate several hampers to the local St Vincent de Paul who distribute the hampers to local families in need, to bring a brighter Christmas to as many families as we can. Please give generously. Wishing all families, a joyful Christmas, and a safe summer holiday,

Physical Education – Mrs Amanda Hamilton

In 2021 the Physical Education program has included incursions, excursions, and carnivals, including the interschool and our faction carnivals. The interschool swimming and interschool cross country also returned this year. Within our school all children try and 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 champion and runner up champion medals to our students from year 3-6, allowing the community to acknowledge individual achievements in sport.

‘Make A Move’ was back again in term 3 for all children in Kindy – year 6. The children enjoyed the opportunity to be creative as well as follow choreographed dance steps.

I applied for and was successful in obtaining an \$8000 grant from the government’s Sporting Schools program. The grant has helped replenish equipment and provide a variety of incursions across all year groups. The grant also funds multiple beach sessions for the year 6 children at Quinns Beach and sailing at Hillary’s yacht club. I look forward to continuing to grow and achieve many goals in 2022 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

It has been an exciting and rewarding experience stepping into the role as Drama Teacher in 2021. Following the two very talented ladies before me, I have continued to use drama activities 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 play in structured activities, and a range of speaking and listening activities. Nursery rhymes, fairy/folk tales and InitialLit storybooks were incorporated into Drama lessons to support their learning in class. In Years One and Two, there was a strong focus on performance skills, as the children explored the drama elements of voice, movement and role. They have also been learning to focus their attention as an audience and respond to drama appropriately. The Year One children were lucky enough to visit a theatre in Term Three to watch a performance of Aladdin Jr, which was thoroughly enjoyed by all.

I was fortunate enough to coordinate the Stations of the Cross and Performing Arts Christian Dance Group. I extend my heartfelt thanks to the Year Four, Five and Six children involved for their hard work, and to their parents for their support. I look forward to continuing to provide the students of St Francis with opportunities to be enthusiastic and express their love for the Arts in 2022.

Music - Mr Mark Cunniffe

This year we had students compete in the Catholic Performing Arts. The whole school performed at our NAIDOC assembly. In the classroom, students developed their music skills on several different instruments. The school choir performed at this year's Catholic Performing Arts Festival. They performed "I am Australian" by the Seekers and "When I grow up" from the musical "Matilda". They received a Merit award for their performance. In addition to the choir, we also had four students perform solo piano pieces.

For our whole school NAIDOC assembly this year, all year groups performed songs from three different Australian Indigenous languages as well as Australian Indigenous songs in English. We also had a whole school music workshop from Gina Williams.

During classroom music, students developed music skills on keyboards, guitar, ukulele, drums, recorder, and Garage Band. Next year the school will be introducing music instrument lessons with the company Polygon. The plan for next year is to start a school band with students who are learning a musical instrument.



Science – Mrs Gina Vescovi

Both the Year 5 and 6 classes have completed a full year of science learning using the online teaching program, STILE. Students have remained engaged with this interactive resource which exposes them to real world issues. Every unit is guided by a relevant scientific expert, so children have been exposed to a wide range of science-based careers. We will continue to use this in 2022.

Cecily from Australian Earth Science Education came out for her yearly visit to our school in term 2 and she delivered a variety of hands-on lessons including a new incursion called Story of a Rock. This new incursion was well received by both Year 2 classes.

The focus for science week this year was food and children got to make butter using different methods and learnt the science behind popcorn popping. They compared different models of a Thermomix when we focused on different kitchen technologies and how they had changed over the years. Unfortunately, our whole school science incursion had to be cancelled as the performer was unable to fly into WA as planned. I added a STEM activity corner to the Science room in term 3. This has been a big hit with all the kids from PP to Year 6. Going into 2022, my plan is to add additional resources to this area.

Library – Mrs Marie Gray

The Book Week theme was 'Old worlds, New worlds, Other worlds' which gave the staff and students many ideas for their Dress Up Day costumes, and they all looked fantastic. This is a day where the students and staff enjoy dressing as many interesting book characters. Incursions have become a notable part of Book Week and there is no better way to encourage students to read a variety of books. The younger students, PP – Yr. 2 enjoyed a musical performance titled 'Bigger, Better, Brighter' which had the actors taking the students on a journey highlighting three (3) of the shortlisted Book Week books. The older students, Yr. 3 – Yr. 6 listened to author, Mark Evans. Mark is a West Australian writer and photographer, and he kept the students entertained. Many new books have been on display for the students to borrow throughout the year. Thank you to the parents who have helped cover the books.

Finally, I have enjoyed my time at St Francis of Assisi Catholic Primary School, and I wish the school community the best for the future.

Higher Order Thinking Skills and Robotics – Mrs Gen Fenlon

We began the year in Year 6 learning all about solar power, motors, and aerodynamics, building solar cars with the fastest teams entering the Synergy Solar Challenge Day at St Marks. Year 5s began the year using the EV3 robots to track independently through a maze and were joined in Term 2 by the Year 6's in using the EV3 robots in preparation for RoboCup held at Curtin University at the beginning of Term 3.



Students were required to build and program a robot or pair of robots to perform and tell a story to music, building all their own props and coordinating the work within their groups. The competitions culminated in the annual Academic All Stars Day in which St Francis was the host this year. A challenging day of learning and cooperation between groups of three students from Year 4, 5 and 6.

The Year 4 HOTS program students have undertaken many challenging tasks such as developing their online research skills through various mysterious and unbelievable facts to prove or disprove, developing their engineering design skills through building bridges from pop-sticks, newspaper, and glue and along with the Year 4 classroom teachers using the Sphero Sprk sets. The Year 4 HOTS students took part in our very own Spherolympics during class and was completed in Term 3.

Year 2 and Year 3 HOTS students participated in a semester only program due to time constraints and added learning benefits for these students. The Year 2s have been charged with designing and creating a playground for a new school, building models of these, and reflecting on changes that could be made to accommodate students who have hearing, sight, or mobility difficulties. A year filled with so much learning and problem solving for all!

Languages (Italian) - Signora McDonald

Within our timeframe of one hour per week, I have endeavoured to deliver the essential elements of the curriculum while integrating cultural aspects and understandings. Among these are - cooking, making pasta, Italian cinema, gelato, music, and song.... to name a few. We are fortunate to have our Language Assistant and native speaker, Signora Carla on hand to share her expertise. Whether it's cooking cornetti or traditional pizza, she adds authenticity to the Italian programme and promotes enthusiastic student participation. Grazie Signora Carla.

I have incorporated several iPad Apps to engage students and enhance their language learning. Chatterpix, Book Creator and Minecraft Education, certainly capture the students' attention and get students excited about learning! I have introduced Learn-Italian.net – an online educational website to consolidate the students' knowledge and learning. It has been very positively received by all classes.

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.

Moving forward, I will explore and incorporate resources from Clickview.com into my programming. Judging by the enthusiasm of the students the Coro will continue to be a part of the program as well.



Aboriginal Education – Miss Nikeisha Vinciguerra

This year for Aboriginal Education Miss Nikeisha Vinciguerra along with the Aboriginal Education Team led by Mrs Jackie Hunt ran several activities and cultural incursions. The Team started by applying for a PALS Grant of \$1,000. This money was used to create mosaic tiles and a Hands of Friendship banner, that Nikeisha worked alongside the Year 4-6 students to complete.

NAIDOC 2021 was a busy and exciting week. It began with a NAIDOC Liturgy led by Mrs Rebecca Freeman and Miss Amanda Hamilton. We were extremely grateful to have the Wesley Moorditj Mob come and share traditional Aboriginal dances and play the didgeridoo. They were very interactive getting our students involved with the dances. The school also had a visit from Gina Williams and Guy Ghouse who performed a music workshop, which was organised by Mr Mark Cunniffe. We got to hear culture and Noongar language through Gina and her songs, along with the melodies of Guy playing the guitar. On Friday students wore colours of the Aboriginal/Torres Strait Islander Flags. Our NAIDOC celebrations concluded with an assembly where each year sang a song, which was organised by Mr Mark Cunniffe. Each Year Group were also given an activity to complete, which was displayed in the Library.

Term 3 we had a workshop run by Yirra Yaakin who put on a play for the whole school. Not only did they use Noongar Language throughout the workshop but they also told a dreaming story, which the students found very engaging. This was organised by Mrs Emma Coad. I look forward to continuing this role next year working alongside our Parish school, St Andrew's Catholic Primary.



Staffing for 2022

Principal: Jason Baker
Assistant Principal: Dee Campbell (1B Thu)
Assistant Principal: Geoff Clarke (6B Thu)

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

Kindy W: Abigail Murphy (Teacher)
Carinna Rudd (EA)
Dorota Pawloski (EA)

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

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

1B: Caitlin Evans (Mon/Tue/Wed/Fri)

1W: Emma Coad

2B: Kat Simon

2W: Carmen Mirto

3B: Tom Kinder

3W: Katherine Anderson

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

4W: Joslyn Selyer

5B: Jo Richardson

5W: Nicole Bond

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

6W: Fiona McDonald

Science: Tara Coker (S1) / Gina Vescovi (S2)

Phys Ed/Year 4B: Amanda Hamilton

Italian: Josephine McDonald

Drama / PP Science: Ashlee Mieschbuehler

Music: Mark Cunniffe

GATE: Gen Fenlon

Student Support & Literacy Coordinator: Kris Bowden

1/2 Numeracy Support: Dee Campbell

3/4 Numeracy Support: Angela McBride

5/6 Numeracy Support: Geoff Clarke

Playgroup: Carinna Rudd (Mon 8:30 – 10:15)

EA Literacy Support: Linda Howell (3/4/5/6)

EA Literacy Support: Jodie Dux (Year 1) / Sonia Goor (Year 1 – Mon-Thu am)

EA Support: Julie Gannaway (Year 2)

SWD: Suzie Baker

SWD: Nicole Miller

SWD: Jack Carroll

Library: Linda Howell

Aboriginal TA: Nikeisha Vinciguerra

Social Worker: Julie Ford

IT: Caitlin Evans (Thu)

Admin - Sonia Goor

Admin - Debbie Brunton

Finance Officer - Geneve Bastian

Groundsman - Mark Hughes

Groundsman - Karl Glenn

Groundsman - Jim Gullen