

Annual Report 2016

Leschenault Catholic
Primary School



School Profile

Leschenault Catholic Primary School is a thriving school community and as a school, we want to ensure we are continually improving. We aim to build a Christ-centred community that inspires every student to think, learn, achieve and develop a spirit of service and justice. As such, we promote an annual School Improvement Plan where we strategically plan our goals and the strategies to accomplish our goals. Our plan encapsulates the acronym LEAD – Learning, Engagement, Accountability and Discipleship. We have a goal for each of these key areas and success indicators to know that we have successfully reached our goals.



Our objective in learning was to help our students achieve performance gains in Literacy and Numeracy in years 3 -5. We wanted to see all students in years 3 and 5 record positive growth in the NAPLAN data. We set in place internal moderation structures, with teachers creating rubrics and marking students' work across year levels. We developed scope and sequence documents for all Literacy areas. We implemented a whole school approach to the teaching and learning of Spelling. (Letters and Sounds)

Our objective for engagement was to develop a "Living Our Values" document with our school community in collaboration with students, staff and parents. Much time was spent in creating our school's Strategic Plan that was in fact, in consultation with staff, students and parents. As a school, we felt that the writing of this important document was essential. This document is a work in practise and we hope to see it completed in 2016.

Our objective for accountability is the plan for and the progress changes, to comply with external requirements for NQS (National Quality Standards). As a school we have spent time to work through each of the 58 elements of the seven standards. As a Junior staff from Pre- Kindergarten to Year Two, each member of staff have worked through the standards and has evidence to show their progress. In the first year we were using paper copies. During 2015, we saw the use of digital collection of evidence. We are proud of the progress made by staff in the Junior years. All staff members have met or exceeded the seven standards.

Our objective in Discipleship was to promote the core values and implications for living them out across the school community. We wanted to explicitly outline the core values for our students and school community. By the end of 2015, every student in our school could tell you the names of our values and what they mean to them. This is a significant accomplishment that they will continue to foster in the future years.



Annual Reports to the School Community

Principal's Report: 2016

I am blessed to be part of such a wonderful school with so many fantastic people within. It is truly a team effort in our school between the staff, parents and students. Everyone is working towards building a great community where every child is valued. We have such a dedicated and caring staff who work tirelessly to support our students and provide stimulating learning experiences. We have seen Walker Learning implemented across all year levels and we have seen our passionate staff engage fully with our students. This year our Year three too Year Six teachers introduced Educational Research Projects to our students along with expos for students and parents to view. It has been an exciting time in our school and the information that has been shared has been awesome. Our teachers are ably supported by the best team of Educational Assistants, these amazing women help to nurture learning across the grades. We truly are blessed to have teams of people working in union for the students in our care.

We have such awesome parents who choose to be involved with their child's education and participate actively in their daily lives. We have amazing student leaders who have led our school so well this year. They are willing to go above and beyond to help their fellow students and staff. Our student ministries are the key to our schools success; they are excellent role models and help out in so many ways.

We have such a strong link to our Parish which is fantastic. Our Parish is strong and vibrant. Father Jess is our spiritual leader who is always present within our school. Our liturgies and Sacramental celebrations are always so meaningful because of the care and personal touch from our amazing Father Jess. This year we joined our Parish in the "Buckets for Jesus Mission" and we were truly blessed to have so many generous families fill the bags with wonderful educational gifts for children less fortunate than ours. Each year we participate in so many worthy missions such as St Vincent De Paul, Christmas Hampers and Caritas, just to mention a few. Special thanks to our Student Executive, Nicholas Wilson, Jordana Pergoliti and Leah York, who have been exceptional leaders. Their warmth, vitality and dedication to duty have been an inspiration to us all.

Our School Board is made up of the most amazing people and our chairperson, Mrs Karen Wilding, is a great advocate for our school. Karen ensures that our Board are on task; Our Board comprises many sub-committees to ensure our school has every need met. The Board is strong on building our school for the future and equipping us with all we need. Such meticulous plans are laid down so that our school will remain financially sound. I can't thank the Board enough for their dedication and drive. They are a team of diligent men and women who place the continual improvement of the school as a high priority.

Our Board is ably supported by our dynamic P & F. Mrs Taryn York, our P & F President, and her fabulous team, lead our P & F and ensure that they are working in unison to provide for our school needs and building our school community spirit. This year they have really powered ahead and ensured that Walker learning is thriving in our community.

We saw the new nature playground take shape and the new bush play area. This group were led by Claire Treasure and Sheree Angel and this band of industrious women were supported by their families and other wonderful parents in our P & F community.

The P & F continually amaze us with their drive and determination. This year we have seen the addition of the pod, red cat system in our Year 6 rooms as well the provision of the 'Reading Eggs' and 'Reading

Eggpress' programs for each student in our school. The aforementioned projects are just a few of the items provided by our stunning P & F this year.

Due to the amazing support we have from our School Board and P & F we as an educational team continue to thrive and this in turn benefits our students.

Special thanks to our awesome duo in the front office, Anne Davis and Mary McCann. When you enter our school, these are the first people you meet. They know so much about our school and through their knowledge, organisation and work ethic they keep our school running smoothly.

To Brigid Bryce and Bree Dudek, what can I say; they are such active and passionate people who form our leadership team at Leschenault. It is their drive that keeps our school on track. I know that I can call on them at any time. A big thank you to their families, as I know they give much time and thought to our school and we are blessed to have them as members of the leadership team.

To Dave Salathiel, our amazing gardener and handyman, you continually keep our school looking beautiful.

I love our Leschenault school spirit; there is something very special about this school and the people within. This spirit permeates throughout the school community. Leschenault is known for its community and encouragement. I love participating in our events because that is when you see our community spirit building and growing.

We have the most committed staff in our school. This team of dedicated and passionate members constantly strive to provide the most engaging learning for our students. They work in teams and really provide stimulating learning across the grades.

A special thank you to Stephanie Taylor and Tania Dagnall our canteen super stars, who ensure that we have a wonderful choice of healthy yummy food on hand every day. Also thanks to Rachel Craig who manages our uniform shop and makes sure we are fully stocked at all times.

It is always sad when we farewell staff as they have been a big part of our school community. At this time we will say farewell to Colleen Brooks who has been in our junior primary classrooms for the past six years. Colleen has been amazing with our little ones, the care and concern shown to all has been wonderful. She has a natural and gentle nature and children respond so well to her caring nature.

We wish Michelle Urquhart all the best as she leaves us to return to Perth to continue her teaching career. Michelle has been wonderful in our Pre-Primary class and shared her many talents with us this year.

We also farewell Emma Bignell as she prepares to welcome a new addition into her family. We have been blessed to have Emma with us this year and wish her all the best in her future. We look forward to seeing the new baby next year.

At this time we also wish Chris Gordan a happy year as she leaves to travel for twelve months around the world. We hope you enjoy your travels and return to us in 2018 refreshed and ready to rock on.

Mrs Carla Kay is always an inspiration to us and she has accepted the challenge to work in the Kimberly for two years on secondment. We wish you a very happy time and know you will be gratefully welcomed into the Beagle Bay community, your enthusiasm and excellent teaching skills will be invaluable to the staff and community. We will look forward to your return in 2019.

Reflecting on current year's result

This year's surplus is reflective of the board's decision to consolidate the work performed over the previous years. This meant spending was more subdued than in previous years. We did however still spend in very necessary areas. The largest project being the relocation of the bus stop from the front of the school to Mardo Avenue. This was a tremendous effort by Dom Veneer and Paula Makenzie.

Major expenditure included

- Relocation of bus stop to Mardo Ave
- Upgrade to lights within the school
- Completion of the front verge area with grass.

Projections for 2017

Whilst we have not been able to obtain the 2016, Budgeted figures confirmed from the Catholic Education Office (CEO) we expect our trading result to remain positive. With the only major works planned being the geo matting for the drain near the Pre-primary area, upgrade to the eating area for pre-primary and whole of school security cameras. Also as a Board we have taken to extending the Kindergarten and Three Year Old classrooms in a major refurbishment. As our focus remains on our junior primary improvement plan.

Our Vision

We must maintain the first class facilities for student and staff, at the same time as paying attention to and preserving the school's healthy financial position, for future generations

Lee Tilbrook – Treasurer

Chairperson's Report- 2016

Who are your School Board and what do they do? I hear you ask... Well, your Board are a committed, lively and active representative group of parents (did I mention charming and very personable?). We work with Leaders of the School and Church to help make decisions about the direction of the school and the running of the school. We meet regularly to discuss issues and plan solutions. We are active in projects such as the beautification of the front of the school over the past year and the initiation of an in-depth Maintenance Schedule to keep our buildings, equipment and systems in check. We are all 'hands-on' people and are very approachable, so please chat with any one of us about whatever you like, anytime you like.

Now, I must start by saying what a beautiful school we have. We are so blessed to be a community which oozes love and kindness, courage and compassion. We are filled to the brim with so many wonderful volunteers who tirelessly donate their time, equipment and resources to make our school a better place for our children. Our parents and helpers sell tickets, participate in fundraisers, spend

time in classrooms, co-ordinate Busy Bees, build playgrounds, wash dishes in the canteen and assist in the uniform shop. All volunteers can rest easy knowing that their contribution has made a real difference. We are a community founded in the solidity of Jesus, and I extend my personal thanks to each and every one of the superheroes who contribute our school.

Our teachers are the rocks of our school. They are the framework steeped in professionalism, knowledge and passion on which our children's learning is launched. They take on extracurricular activities without a gripe and always with a common purpose in mind- the academic, spiritual and social development of our most precious assets – our children. It is easy to dismiss the level of commitment our teachers display in believing they are 'just doing their job'. But, teaching is a lifestyle and a passion for all of the dedicated ladies and lads at our school. Thankyou, educational gang – You rock!!!!

Indeed, where would our fabulous school be without the dedicated infrastructure team who work tirelessly behind the scenes? Our front office ladies, our darling canteen sweethearts, our fabulous Education Assistants and our mate to all, Dave 'the gardener' (who in fact seems to actually be Dave, the everything guy). Super thanks to you great people.

We are very fortunate at LCPS that our fees are nominal for the incredible level of education our children receive (you need only compare with other non-government run schools). These fees really only provide for the basics. Luckily for us, we have an incredibly dynamic P&F gang who fundraise and fundraise and fundraise some more to provide the extras that we love. This year our P&F have raised tens of thousands via various projects. Some of the fundraising initiatives this year included the dynamic colour fun run which is a favourite for the entire Australind and Bunbury community (this year we had live coverage on Hot FM!!), the wildly illuminated discos for our kids, the Easter raffle, the pretzel fundraiser and a big favourite amongst the families who don't like cleaning – the inaugural cleaning raffle (a personal favourite). The P&F have willingly donated to various projects within the school – they bought the Reading Eggs programme for the kids, built an Uh-May-Zing nature playground (with a super team of volunteers), installed a PA system within the school, plus the installation of Redcats in the classrooms and a host of other very deserving projects. From the board, thank you P&F – we love you!

The newly refurbished junior area is fully up and running, with 2016 being the first full year of use. The teachers and students are absolutely loving the new facilities, extra space and the learning opportunities which come with access to an outdoor classroom. Of course, after hours, in the new junior block, is the OSH program, which has proved to be extremely popular with both parents and kids.

With warm regards and many thanks, Karen Wilding (Board Chair, 2016).

President of the P & F Report - 2016

In 2016, from a fund raising point of view, gave us challenges right from the beginning. With the numerous job losses, early in the year in particularly from Worlsey and the slow economic climate, we made a decision to back off slightly from our fund raising this year and concentrate more on uniting the community. However, we are still extremely proud of what we have been able to donate back to

the school. Coming into the year with a healthy bank balance made it a lot easier to tick off many of the requests.

The Rainbow Fun Run was a wonderful way to begin our School Year. It was a fabulous Fundraiser that involved the wider community, as this year it was extended to include other Schools and various stalls. It was also wonderful to see many older children (and ex-students) helping at the event and thoroughly enjoying themselves. A huge thank you must be extended to the fabulous parents and families who were involved in the success of this event. We are excited to announce we will be continuing with this tradition and holding the Rainbow Fun Run again in 2017.

A major highlight of Term 2 was the incredible parenting guide, Maggie Dent. Maggie Dent was invited on behalf of LCPS to talk to us on the importance of "Resilience" in children. Over 350 eager parents attended to listen to her words of wisdom.

We held two very successful raffles throughout the year, one being the Easter Raffle, the other "Win a Cleaner for a Year" raffle.

We also held our annual Mothers and Father's Day Stalls in 2016.

The School Disco, held in Term 3 was another successful event organised by the P & F. Not only was it a financial success but the conduct of the students was to be admired.

With all the events held we were able to donate back to the school the reading eggs subscription, 20 year 6 basketball uniforms, the Redcat pods, Maths extension books, the nature playground, cubby house, decking and the fencing.

One of the most significant achievements of the P & F in 2016 was the establishment of the Nature Playground. Sincere thanks to Claire Treasure and Sheree Angel and their partners for organising and coordinating such an amazing play area for our children. Thanks to the many families who helped over various weekends who helped to mulch, dig, chop and construct.

The support and commitment shown by our parents and friends of the Leschenault Community has been outstanding. Our school community continues to grow in both numbers and spirit. Thank you to all who have been involved to enable our children to be educated in such a positive learning environment.

As President, I would like to personally extend a huge thank you to our committee, P&F Vice President, Elizabeth Murray, P&F Secretary, Lisette Tilbrook, P&F Treasurer Kelly Catalano and our P&F Board Representative Danielle Forrest. Anne Davis and Mary McCann must also be thanked for their continual assistance to our fundraising events. I also want to thank all the classroom representatives for their contributions at our meetings. In addition, we want to thank all the new parents and friends that assisted in our fund raisers this year.

On behalf of the P&F I would like to thank our Principal, Paula MacKenzie. Her dedication to the school, its parents and most importantly the students does not go unnoticed. Whether she is drenched in colourful powder, dressed in a shark costume or digging at the end of a shovel, her commitment is tireless. I would like to thank Paula personally for her support in my role and look forward to working with her again in 2017. I would like to encourage all parents to come along to our meetings in 2017

to assist in community and fund raising events. We wish everyone a safe, happy and Holy Christmas season.

Taryn York
President 2016

Contextual Information

Leschenault Catholic Primary School is a co-educational, double stream school comprised of 509 students from our comprehensive Pre-Kindergarten class to Year Six. We are blessed as a school to be ably supported by our Parish and there is a strong relationship between the Parish, the school and the wider community. Religious Education Curriculum underpins our school and enables students to practise their faith within a range of liturgical celebrations.

Leschenault promotes an atmosphere of openness and mutual respect where children feel secure to develop to their full potential. Students embrace spiritual, emotional, intellectual, physical and social skills, encouraging them to develop into independent learners. Senior students participate in ministries focusing on Pastoral, Environmental, Library, Media, Peer Mentoring and Sporting leadership and led by the Student Executive. It is very important that our school leaders have the opportunity to lead our school and become active citizens.

We aim to engage our students and have them relate to their learning. We need them to have learning skills for the 21st Century and the future. We not only want them to be educated in Literacy and Numeracy, but in resilience, problem solving, social interactions, effective communication and appropriate self-expression. With this aim in mind we as a school have embraced the Walker Learning Approach and begun implementing many of the Walker Learning strategies.

All classrooms are equipped with interactive whiteboards or large televisions with Apple connections to support the dynamic teaching and learning environments. We are a very well-resourced school providing our staff and students with the latest technology. The school has a well-equipped computer lab and we also provided eight iPads for each classroom. The technology infrastructure within the classroom is constantly evolving so that we may keep up with new technological advances. We encourage our staff to be innovative and to use many forms of technology to promote learning within our school.

The school has developed a whole school approach to Literacy and Numeracy. Many assessment strategies contribute data. This is used to monitor the progress of each individual student. Curriculum differentiation and specialist group work is an integral part of all teaching at Leschenault. Each class has access to a Teacher Assistant to facilitate this process. This ongoing commitment to cater for and support students with a range of specialised needs, is evident in the Intervention and Enrichment programmes within the school.

As a school we appreciate creative thinking and encourage our staff and students to think outside the box. As a school we have joined Opti-Minds to encourage our students to share their creative minds



and join a creative thinking problem solving challenge. This is part of our Enrichment programme for Year Three – Year Six.

We also value sports within our school and above all, sportsmanship. Our students have not only developed their skills in this area and achieve well in all sports, but school spirit is paramount to our community. Our students constantly attain great results but also encourage one another on and off the field.

Our students are also given the opportunity to be immersed in the Indonesian culture and learn the language; students from year one to year six participate in the Indonesian programme and are currently learning about the culture, food and language.



Teacher Standards and Qualifications

All teaching staff meet the professional requirements to teach in Western Australia and can be found on the public register of teachers of the Teacher Registration Board of Western Australia. A number of our staff hold multiple qualifications but we have only shown their highest qualification.

Years Qualified	Number of Teachers	% Teachers	Qualifications Include
3 Years	3	10%	Diploma of Teaching Diploma of Arts Associate Diploma of Science Graduate Diploma of Reading Education Graduate Certificate in Education (Early Childhood) Higher Diploma in Education
4 Years	25	80%	Bachelor Of Education Bachelor of Arts Bachelor of Arts (Early Childhood)
5 Years	3	10%	Master of Education

Work Composition

We have a dynamic staff who are committed to our students and community.

	Number of Staff		Percentage of Staff	
	Female	Male	Female	Male
Teaching staff	28	2	93%	7%
Educational Assistants	15	0	100%	0
Administration Officers	2	0	100%	0
Support staff	3	1	75%	25%
Indigenous Staff	0	0	0	0

Student Attendance at School

Year Level	%Attendance	Number of students
Pre-Primary	94.25%	60
Year One	92.41%	61
Year Two	92.89%	60
Year Three	93.07%	62
Year Four	92.70%	57
Year Five	93.80%	54
Year Six	93.68%	60
Total School	93.08%	414

Children who are absent from school for a full day or consecutive full days are required to notify the school in the following manner:

- Telephone the school before 9:00am in the morning, followed by a written note to the school with the child's name, date of absence, reason for absence and signed by the parent/legal guardian, OR
- Email the school before 9:00am in the morning outlining the child's name, date of absence, reason for absence, with the parent/legal guardian's name at the bottom.

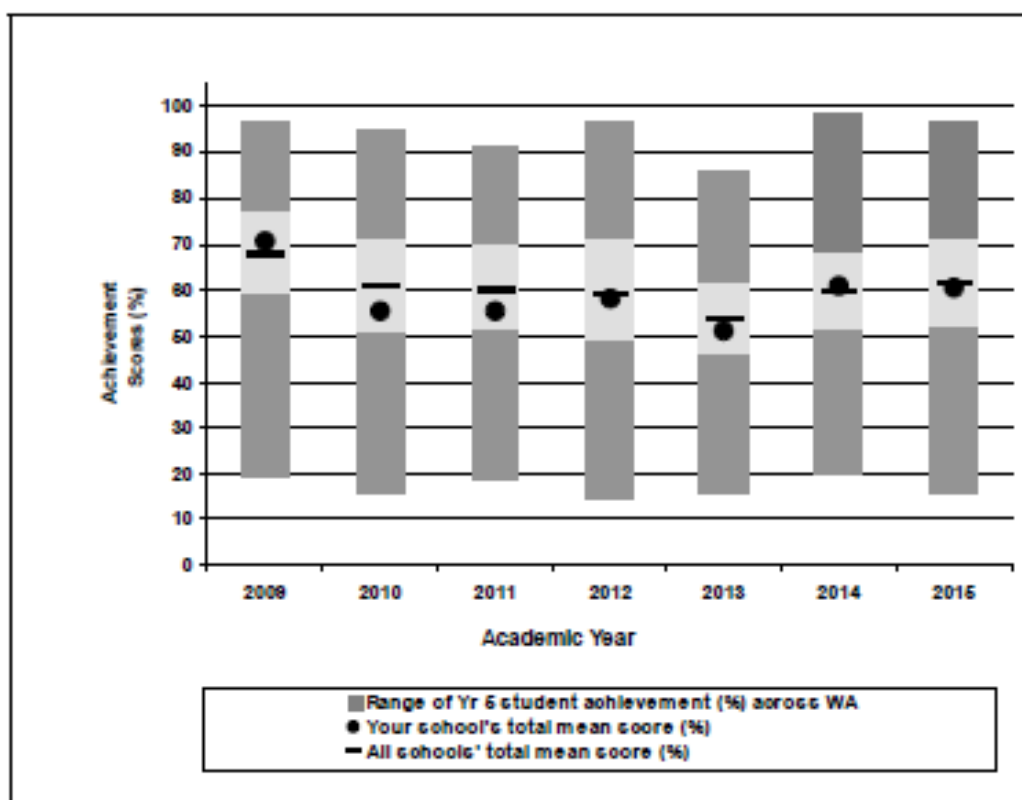
Absentee Notes may also be presented in advance for known absenteeism.

Proforma absentee slips are available either in your child's school diary, from the website or the school office. It is not acceptable to write an Absent Note in the pages of the School Diary. A separate note must be written, so it can be filed at the office. The school has a legal requirement to document and store written explanations for ALL absenteeism of students.

Absentee SMS messages

If a child is absent or late from school without notification from the parent/legal guardian, before 9:00am, an automated SMS Message will be sent, advising that the child is absent and requesting an explanation. This practice both notifies parents/legal guardians that the child is not at school and ensures the safe whereabouts of all students.

BISHOP'S LITERACY



Observations

Our 2016 Religious Education results indicate

- Our Year 5 students have performed marginally lower than the State mean, with the number of students in the top 25 percentile decreasing slightly. This year was the first year that the Bishop's Test was completed by our school on-line.

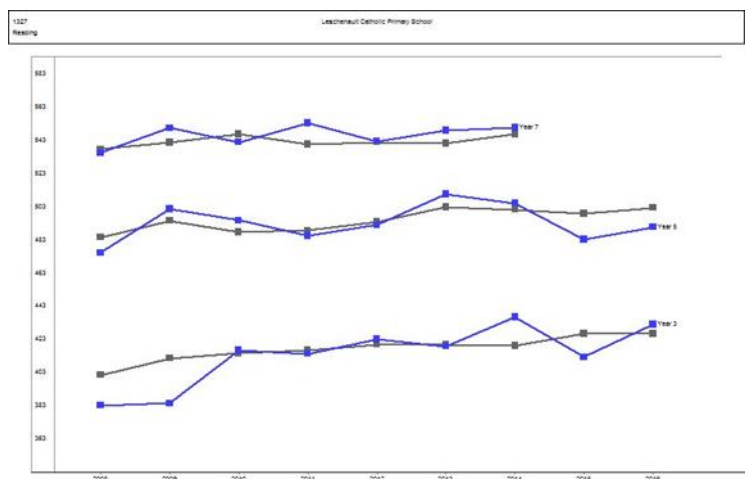
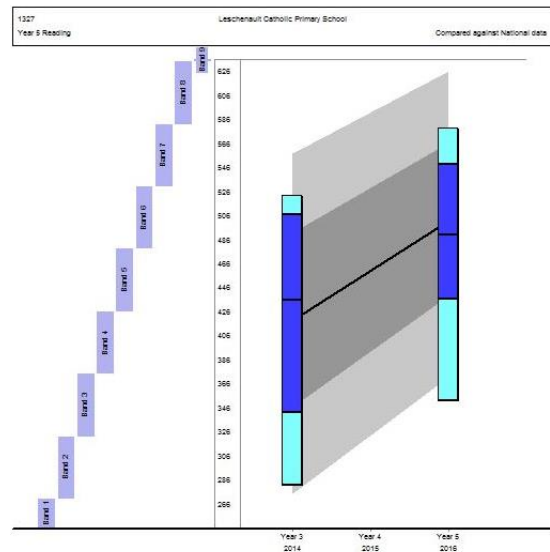
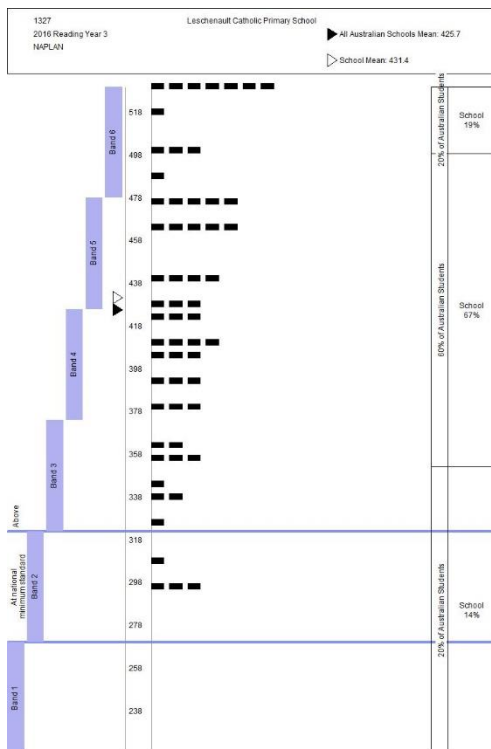
NAPLAN information

School Based Data

Our school based data for 2015 - 2016 on our whole school focus embedding Walker Learning through our PK – Year 2 classes and introducing aspects into our Year 3 – 6 classes will be:

- Focus Child records to demonstrate growth across 7 domains
- Students demonstrate a greater capacity to self-regulate behaviour demonstrating more independence and organisation. Less need for discipline of minor annoying incidents
- Extension of students is evident through understanding of learning intentions shown in open ended tasks with more able students demonstrating higher order thinking
- Whole school scope and sequence of diagnostic writing assessments (rubrics) to provide specific information about a student's writing

NAPLAN Reading

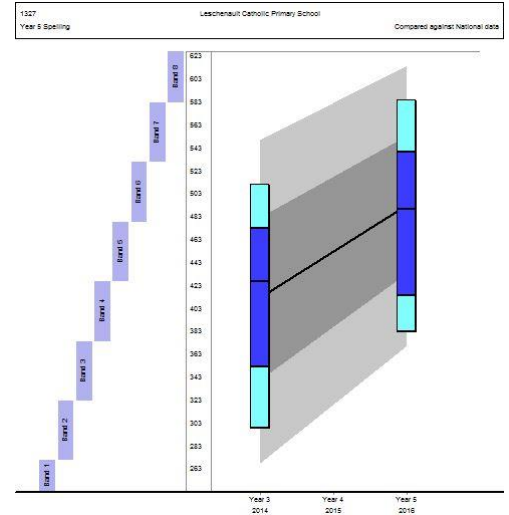
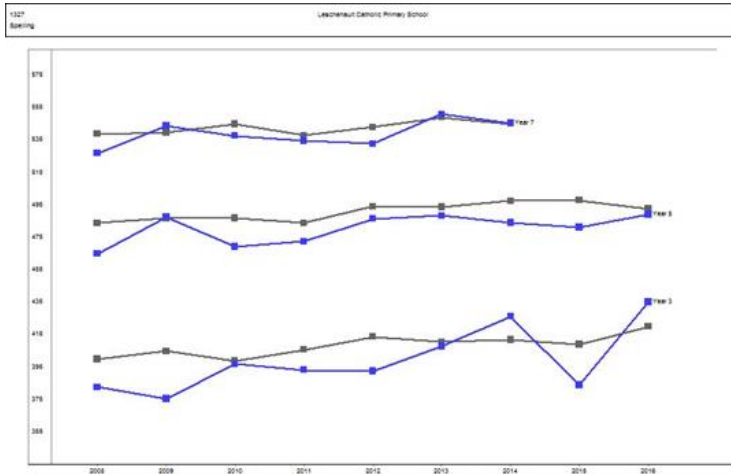


Observations

Our 2016 Reading results indicate:

- Our Year 3 students are performing above the National Mean with no students falling below the benchmark, with 19% of our students falling into the top 20% of Australian students.
- Our Year 5 students have are demonstrating a good upward trend even though though as a whole the cohort performed slightly below the national average.

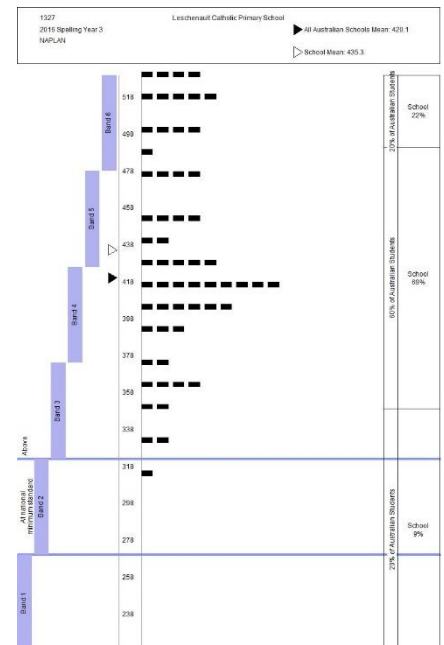
SPELLING



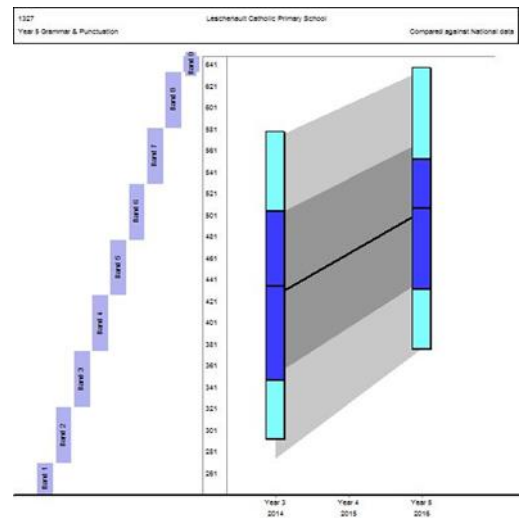
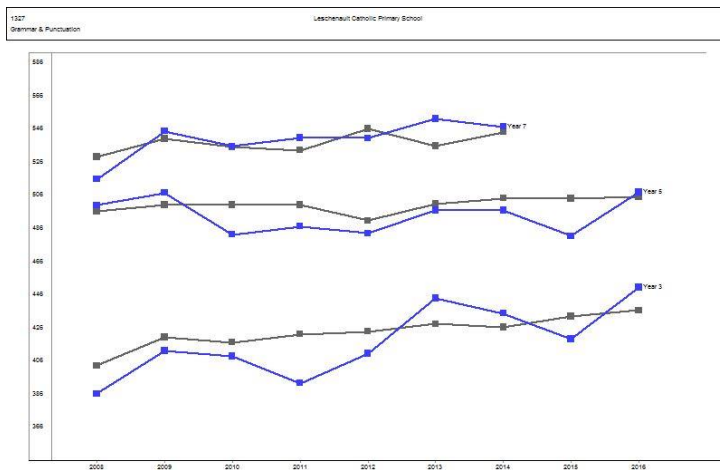
Observations

Our 2016 Spelling results indicate:

- The Year Three students performed well against the national average with only one student sitting on the benchmark. We attribute this upward trend to the introduction of the phonetic program Letters and Sounds.
- The Year Five cohort also demonstrated good growth reaching the national average.



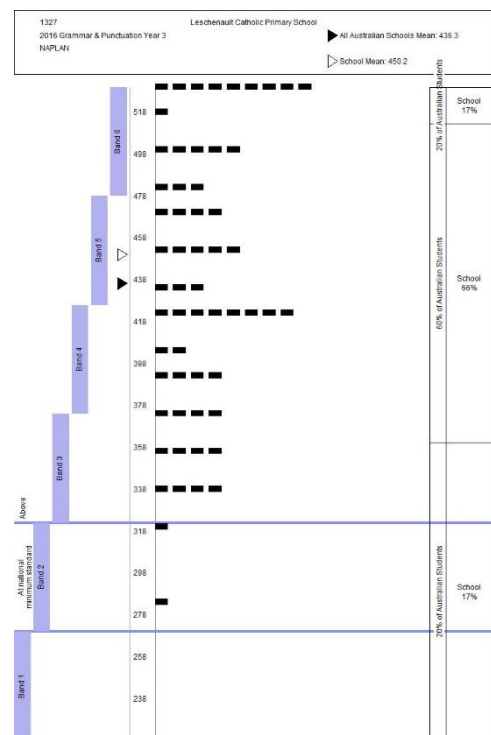
Grammar and Punctuation



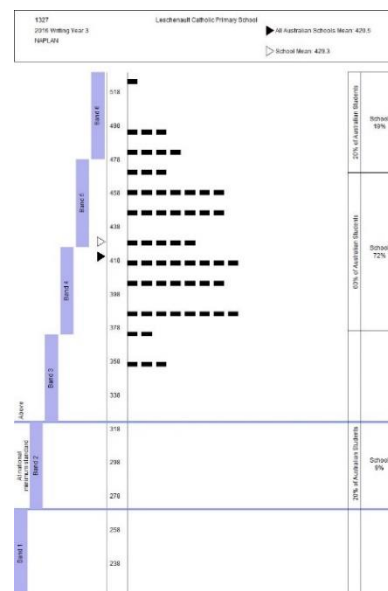
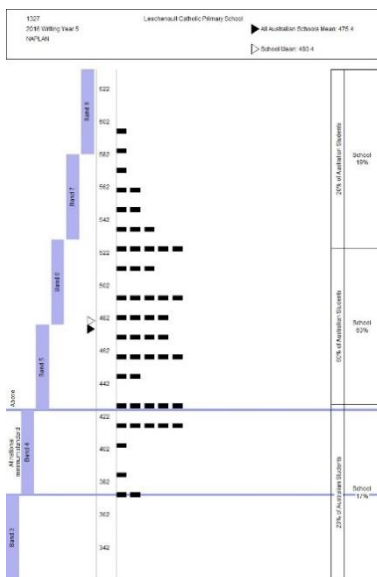
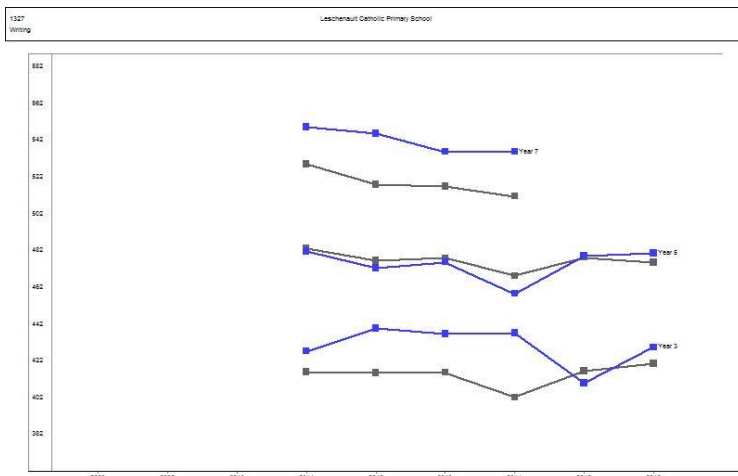
Observations

Our 2016 Grammar and Punctuation results indicate:

- The Year Three once again performed well above the national average with a good percentage of students achieving at Band 6.
- The Year Five cohort also demonstrated good growth reaching the national average.



Writing

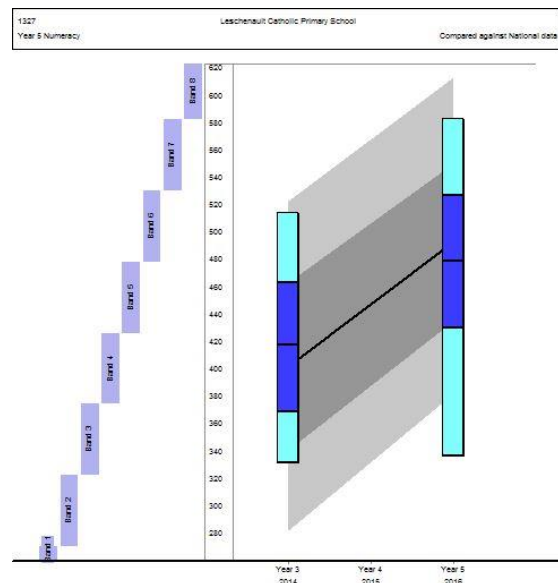
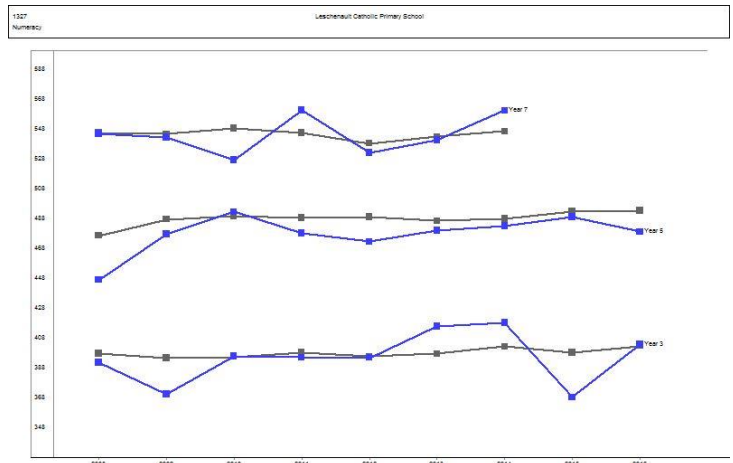
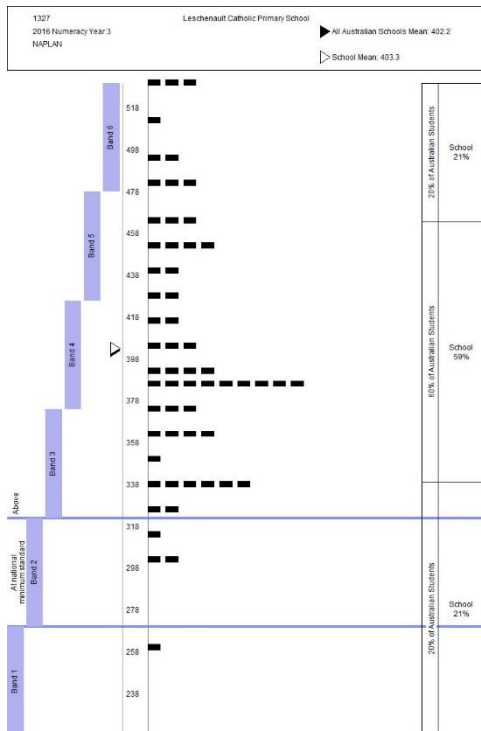


Observations

Our 2016 Year results in Writing indicate:

- Every student in Year Three performed above minimum standard, with many achieving scores well above the national average.
- The Year Five cohort performed very well in Writing with no students falling below the national benchmark.

Numeracy



Observations

Our 2016 Year results in Numeracy indicate:

- Our Year 3 cohort performed at the National Mean for numeracy
- Whilst the Year Five Numeracy results were disappointing and unexpected at first glance, upon closer examination of scores it is to be noted that 5 out of 9 of the students who performed at or below the national minimum standard did not sit the Numeracy test in Year 3 (2014), and one of the top three students from 2014 was absent and did not sit the Numeracy test this year. This has been sufficient to skew our Year Five results/growth this year.

REFLECTION AND EVALUATION OF OUR CURRICULUM FOCUS

Investigation

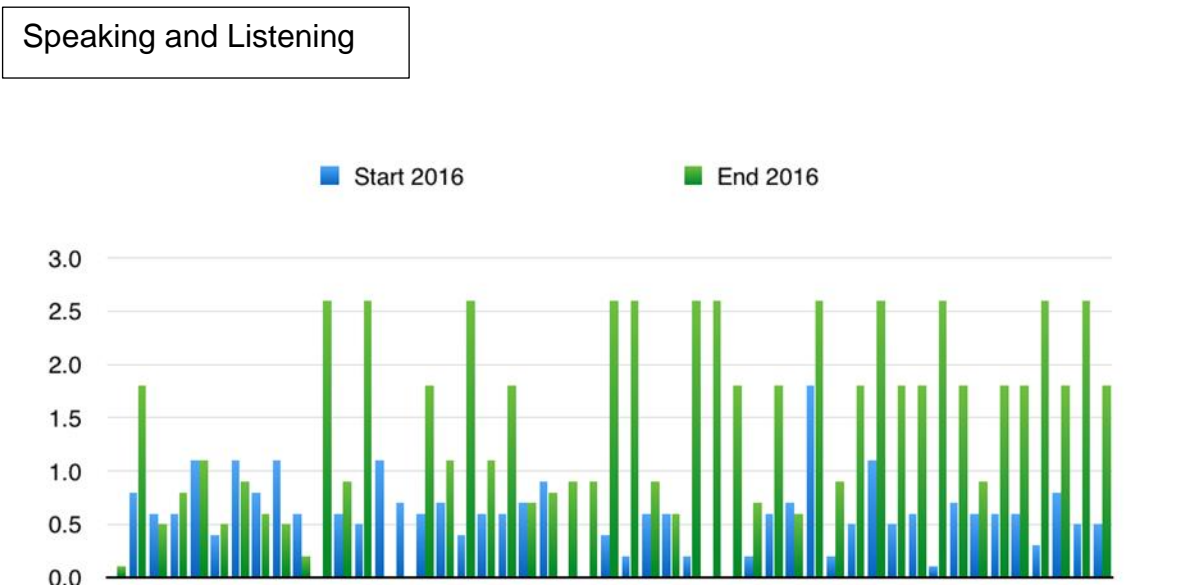
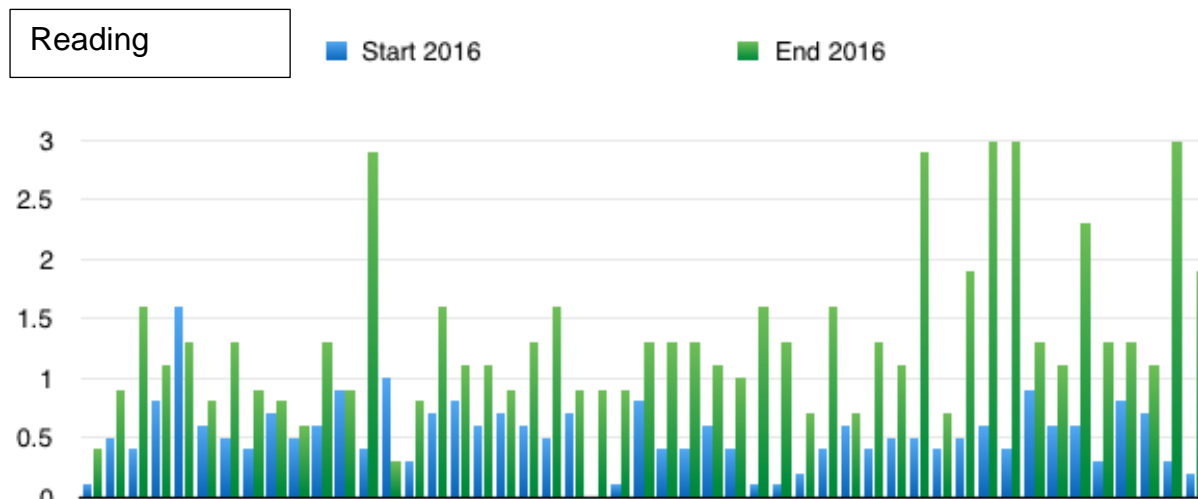
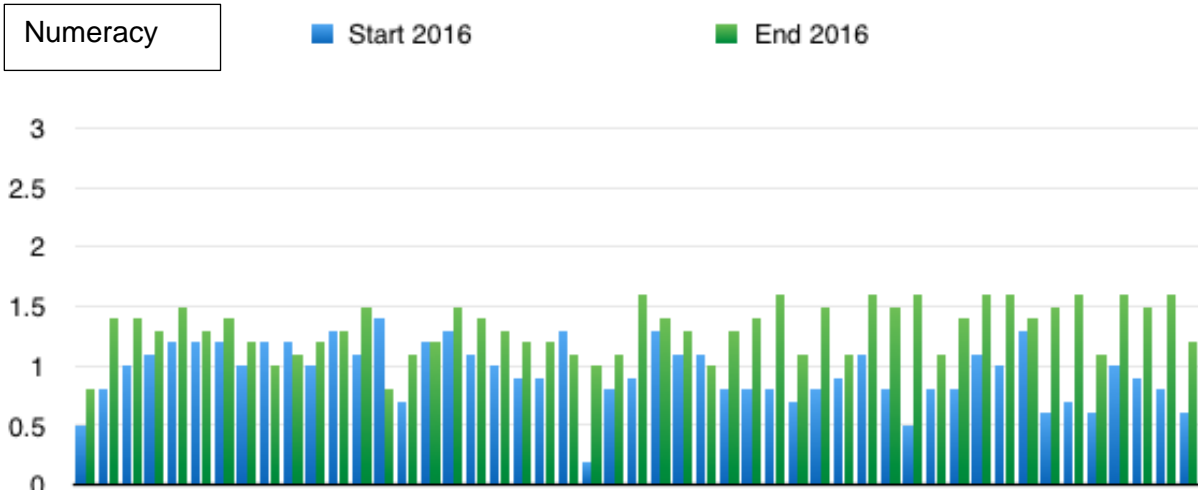
It has been 2 years since we began to implement the Walker Learning Approach in our junior classrooms. This has proven to show measurable growth in our Pre-Primary classrooms through the data collect of our on-line data assessment which we did in Term One with a follow-up assessment in Term Four. The majority of students demonstrated significant growth in all 4 areas tested. We will continue to gather data in our junior years to support our pedagogy.

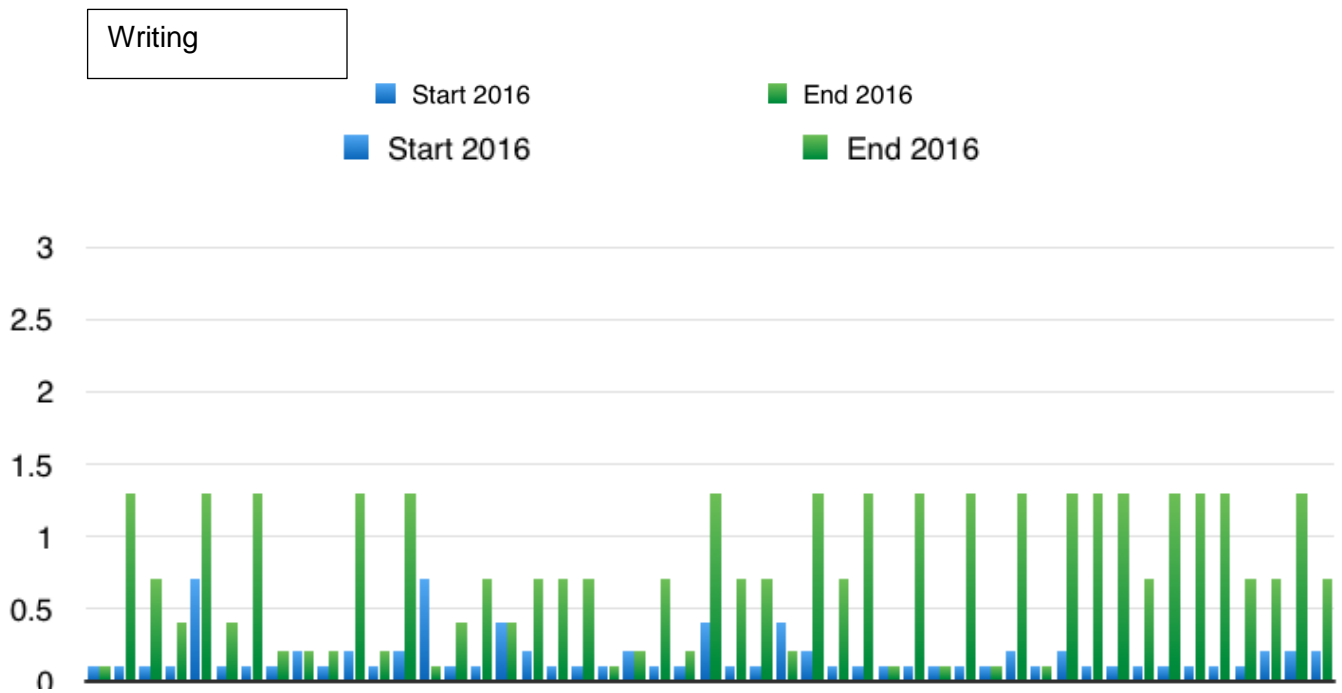
2016 saw our Year Three to Six classes begin to adopt the Walker Approach (*Engagement Matters*). This approach has allowed teachers to provide a rich range of personalised learning opportunities that are truly reflective of the child's age, stage of development and interest. The implementation of Walker Learning assists teachers in giving their students authentic opportunities to become more confident and involved learners. This pedagogy has a particular focus on the Australian Curriculum General Capabilities of critical and creative thinking, and personal and social capability. In this way we are not simply supporting student learning but encouraging every child to extend their own learning.

The embedding of the Walker Approach at Leschenault has brought about changes to the way our community thinks about teaching and learning. Changes made to support this approach:

- Modified classroom environments to reflect Walker philosophy, promoting exploration and investigation through a range of resources and opportunities
- Higher expectations of student's self-regulation
- Authentic choices are provided through Investigations" and ERPs (Education Research Projects)
- Collaborative learning structure
- Learning intentions are highlighted in all classrooms (provocations changed/added to learning centre regularly/ Focussed on in ERPs)
- Focus children (records) and clinic groups highlight specific developmental or learning objectives for individual students on a regular basis
- Reflection time becomes a critical part of each day
- Class Meeting allow students to become more aware of local, national and international issues currently occurring in our world.

On – Entry Assessment (*Pre-Primary*)





Observations

- Our 2016 Year results in Speaking and Listening indicate that while the cohort as a whole improved significantly from the beginning of the year to the end of the year, with 6 children remaining not performing as well as expected.
- When we review our numeracy results we find that every student had significant growth over the year. The expectation was for students to gain 1.0 by the end of preprimary and our results show that only 2 students failed to attain this score.
- Our reading results also showed that all students gained good growth with none failing to progress. With a number exceeding the benchmark of 1.0
- After reviewing our results in writing the teaching team has decided to focus on this area, promoting writing in 2017.

After reviewing all areas in Pre-primary we have seen considerable growth from many of our students which may be attributed to our Walker Learning approach, Stepping Stones and Letters and Sounds. Looking at our results at the beginning of the year showed our students were quite strong due to the good ground work that occurred in Kindergarten and Pre-Kindy. In the past our PIP results showed that our students began Pre-Primary well but did not progress as well as we expected. Through the use of Walker Learning we can see that our students have maintained good growth progressing above expectations.

DATA OBSERVATIONS

- When we analysed our data from the online assessment that was conducted in pre primary and rated it against the data we received in former years from PIPS we were able to ascertain that Walker Learning has greatly impacted on our results in a positive way. The On-line Assessment showed good growth from most students, and reinforced our concerns about specific students.
- An area of strength indentified in 2016 was Spelling and Writing which could be credited to the whole school Writing Focus and the introduction of the phonetic program Letters & Sounds
- As a staff we felt that our NAPLAN Data for Numeracy did not reflect what we were seeing in the classroom. The NAPLAN assessment has a focus on the Number and Algebra Strand but almost half of the questions are Geometry and Measurement/Statistics and Probability by Year5. The Stepping Stones Program is mainly focussed on Number without fully extending the students in Geometry and Measurement or Statistics and Probability.

FUTURE PLANNING

After examining and discussing NAPLAN and other classroom data teachers did not feel that our NAPLAN results truly reflected our student's potential. As a staff we were concerned and critically looked at the Mathematics program (Stepping Stones) along-side the National Curriculum. This year three members of our staff also participated in the "Leading Numeracy Learning" lead by Dr Paul Swan a leading Australian educator in Mathematics.

We have isolated two areas to focus on for the next two years:

Mathematics

- Explicitly teach students basic number facts so that their working memory is not being used to solve simple calculations rather than focusing on the mathematical problem
- Ensure that we have a developmentally appropriate scope and sequence of basic number facts
- Focus on the Geometry and Measurement / Statistics and Probability strands of Mathematics as our present whole school program has a very strong focus on number

Walker Learning

- Whilst the Walker Approach is current practice in our junior primary classes we need to further embed this philosophy in Years Three to Six.
- We will continue to support staff through regular "Walker Meetings" for both junior and senior staff.
- Through Professional Development
- We have formed a collation of surrounding "Walker" schools to assist with moderation and the sharing of ideas and resources



Parent, student and teacher satisfaction

2016 we undertook the Insight survey and when we analysed the surveys, we found that parents were very satisfied with the school and were supportive of the teaching that is taking place in our school. Student engagement was high and students feel that their learning is important and they feel motivated.

Staff at LCPS is highly motivated professionals that work collaboratively in teams. We have a high level of energy in our school and staff is dedicated and passionate about what they do. They work in teams to provide the best outcomes for our students. We have a high rate of attendance and staff is seen here early, late and on weekends. They are great communicators and enjoy a healthy frank debate on our school and the practices we employ. As a staff we listen to each other and we have shared ownership of our school, everyone contributes to making our school work.

Our students are engaged in their learning and every classroom is a happy and safe environment. When you view our attendance rates you will find there is low absenteeism which provides student satisfaction.

Post school destinations

School	Catholic	Non Catholic
Bunbury Catholic College – Mercy Campus	51	2
Bunbury Catholic College – Marist Campus	2	
Australind Senior High School	1	1
Bunbury Cathedral Grammar School		2
Total	54	5

The majority of our students go on to Bunbury Catholic College- Mercy Campus which is situated in Australind. Only one student went to the Government Senior High School as their sibling attended.

School Income

Financial information can be seen on My School website, as yet it has not been updated from 2015 but as soon as it has this will be included.

