

Leschenault Catholic Primary School



Annual Report 2022



Contextual Information

Leschenault Catholic Primary School is a double stream school in Australind, catering for over 500 students from Pre-Kindergarten to Year Six. We work in close partnership with our parish, Christ the Living Vine, to foster a strong and vibrant Catholic community.

We are a Christ-centred community and our vision is to inspire every individual to think, to learn and to strive for academic excellence. Our C.H.R.I.S.T Values: Courage and Compassion; Honouring Each Other; Reverence and Respect; Involve and Include All; Seeking to Serve and Truth & Justice are central to our mission.

Our Early Years Philosophy is underpinned by care, love, support and connection as these values prioritise the wellbeing, development and formation of our youngest students. We have a strong focus on reflective practice and a desire to continually improve the educational, faith and wellbeing outcomes and of our students.

Our school improvement process, draws upon the skills and expertise of all our staff using the Fogarty Edvance School Improvement Planning process. We use evidence and research to inform our pedagogy and school programs. Specific programs implemented across the school include: Heggerty Phonemic Awareness, MultiLit Suite (PreLit and InitialLit), Spelling Mastery, Top Ten Maths and Stepping Stones Maths. To support students with language difficulties we provide supplementary MiniLit and MacqLit lessons to students before school.

We work in close partnership and collaboration with our School Advisory Council and Parents and Friends Association to provide the very best for our students.

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 <https://login.trb.wa.gov.au/Register-of-Teachers> . A number of our staff hold multiple qualifications. The summary below provides information regarding the highest qualification attained

Years Qualified	Number of Teachers	% Teachers	Qualifications Include
3 Years	2	8%	Diploma of Teaching Associate Diploma of Science Graduate Diploma of Religious Education Graduate Certificate in Education (Early Childhood) Higher Diploma in Education
4 Years	24	84%	Bachelor of Education (Primary) Bachelor of Arts in Education Bachelor of Arts (Early Childhood) Graduate Diploma of Education

5 Years +	4	8%	Master of Education (Leadership and Management) Graduate Certificate (RE) Master of Arts (Theology)
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Workforce Composition

Includes Indigenous composition and teaching/non-teaching staff gender information.

Gender	Number of Staff		Percentage of Staff	
	Female	Male	Female	Male
Teaching	27	3	90	10
Non-Teaching	21	3	88	12
Indigenous	1		100	

Student Attendance at School

Includes the rates of attendance for the whole school and for each year level; and a description of how non-attendance is managed by the school.

Year Level	Number of Students	Attendance Percentage
Kindy	60	90
Pre-Primary	52	91
Year One	58	90
Year Two	59	93
Year Three	62	88
Year Four	51	91
Year Five	53	89
Year Six	52	92
Total School	447	

LCPS ATTENDANCE POLICY AND PROCEDURE

RATIONALE

Consistent, accurate and correct recording of student attendance is a legal requirement for teachers in schools in Western Australia. Leschenault Catholic Primary School monitors and manages student attendance on a regular basis in order to ensure students are attending school consistently to maximize the opportunity for all students to learn.

DEFINITIONS

Accepted forms – The following methods of non-attendance recording are accepted at LCPS:

- a.) An email sent to the school office email address: lcpsoffice@cewa.edu.au
- b.) A written "Explanation of Student Absence" form that can be completed at the front office.
- c.) A note sent to school, signed by a parent or guardian.
- d.) Direct contact from a parent or guardian: however, this must be followed up with a note signed by a parent or guardian, or an email.

All absentee communication (including notes and emails) from parents or guardians must include the following details:

1. The name of the student
2. The class of the student
3. The reason for the absence
4. The full name of the parent or guardian at the end of the message

STANDARD PROCEDURES

- The school uses CEWA Student Attendance Guidelines as the key resources in promoting and maintaining high levels of school attendance.
- At LCPS, attendance is recorded using Catholic Education WA's system-wide preferred method - SEQTA software.
- Teachers record morning attendances before 9:30am.
- From 9.30am each day, our SEQTA records must match who is present or absent from school.
- Attendance must be recorded twice a day (morning & afternoon) using the SEQTA attendance system.
- An Absentee Text is sent out to parents whose child is absent and unexplained by the Enrolment Officer who will follow up any unexplained absences.
- Absentee Notes: Absentee notes received by class teachers need to be forwarded to the office that day so they can be entered into SEQTA by the office.

PROCEDURES FOR ATTENDANCE CONCERNS

- Each term in the newsletter, messages promoting high and consistent attendance are shared with the parents and the community
- If the class teacher/staff member notices a pattern of absence or has concerns regarding the attendance of any student, they contact their Assistant Principal (PK-2 or Yr3-6) who will follow through with appropriate action, usually a phone call in the first place.
- At the mid-point of each term, Assistant Principals check the attendance of each student in their cohort.
- **Students with severe to moderate attendance risk (below 79%)** will be contacted by phone and CEWA Attendance Resources will be customized for each circumstance. If student attendance does not improve this high level of ongoing support will continue each term.
 - **Students with indicated attendance risk (80—89%)** will be sent Nudge Letters (Resource 6 or 7) and supported each term until their attendance improves above 90%.

INFORMATION PROVIDED TO PARENTS IN HANDBOOK

Attendance and Absences

At LCPS, we know that attendance matters. Significant research and studies show the high levels of attendance is linked to increased academic achievement and positive social outcomes. We strongly discourage "holidays" during term time and days absent from school for recreational reasons. Although high attendance is important, it is also important to keep your child away from school when they are unwell. If your child's attendance drops to below a satisfactory level, a member of our Leadership Team will contact you to learn of your circumstance and provide you appropriate support.

If your child is unwell (see section 1.28) or unable to attend for another reason, it is a legal requirement that you notify our school. All student absences are recorded, printed and retained by our school. Your communication must include student name, class, duration and the reason for the absence. Process:

- Parent/Carer inform the school if their child is not attending by emailing: lcpsoffice@cewa.edu.au as early as possible but 8:30am at the latest. **OR**
- Parent/Carer complete the "Explanation of Student Absence" available in the office. **OR**
- Parent/Carer complete the "Online Absentee" accessed on our website

If parents do not inform the office of their child's absence, they will receive an SMS message asking them to provide a reason for the absence. Replying to the text message provides us with the necessary written record.

NAPLAN Annual Performance

Student outcomes in standardised national literacy and numeracy testing.

Year 3 NAPLAN Over Time						
	2017	2018	2019	2020	2021	2022
Reading	440	417	393	No Test	426	404
Writing	414	404	409		438	400
Spelling	404	399	389		412	396
Gram Pun	442	429	403		421	406
Numeracy	430	442	381		388	361

Year 5 NAPLAN Over Time						
	2017	2018	2019	2020	2021	2022
Reading	476	512	499	No Test	484	479
Writing	449	460	462		473	477
Spelling	482	503	484		480	490
Gram Pun	464	502	508		489	486
Numeracy	470	491	493		468	460

Our Comparator is My Schools (Students with Similar Background)

Data obtained from My Schools: <https://www.myschool.edu.au/school/48986/naplan/results>

--- School is more than 10 units above comparator
— School is between 5 and 10 units above comparator
— School is within 5 units of comparator
— School is between 5 and 10 units below comparator
--- School is more than 10 units below comparator

Parent, Student and Teacher Satisfaction

Staff, teachers, parents and students were invited to respond to NSI Partnership's School Climate suite in Term 2 of 2023. Participant rates were as follows: 86 upper primary students, 112 middle primary, 46 early childhood, 42 parents, 19 teachers and 5 additional staff responded.

The School Climate suite is a researched-based suite of surveys developed at Curtin University that are used to examine the views of teachers, parents and students about the underlying views, beliefs and assumptions. The aim of the process is to provide a safe and respectful environment that is inclusive and nurturing in which:

- Parents feel welcome and are satisfied with what the school does for their children
- Students feel supported and valued by their teachers and peers and have a strong sense of belonging
- Teachers feel supported in their work and are encouraged to improve their practice and have positive relationships with parents and caregivers

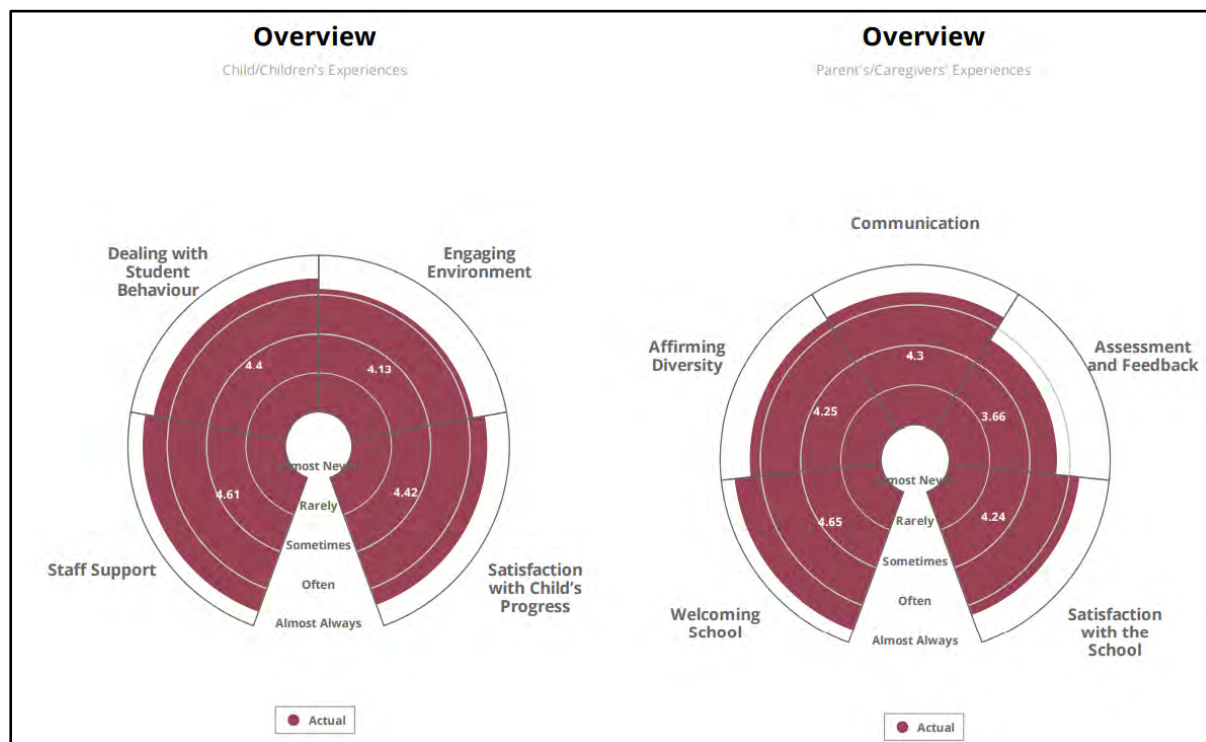
Overall: It is evident that our school is well on the way to building a positive school climate and has many strengths. Some of our overall areas highlighting our strengths are: Mission and Safe & Respectful Environment (teachers and staff) and Reporting & Seeking Help and Rule Clarity (students).

Review and Analysis of NSI Survey- Parents and Carers- n42

As per NSI Survey interpretation guidelines, Identified Strengths are:

- Rated 4.0+ by Parents, Teachers and Upper Primary
- Rated 4.4+ by Middle Primary and Lower Primary

Identified Strengths	Identified Areas of Improvement
Welcoming School 4.65	Assessment and Feedback 3.66
Staff Support 4.61	
Satisfaction with Child’s Progress 4.42	
Dealing with Student Behaviour 4.4	
Communication 4.3	
Affirming Diversity 4.25	
Satisfaction with the Whole School 4.24	
Engaging Environment 4.13	



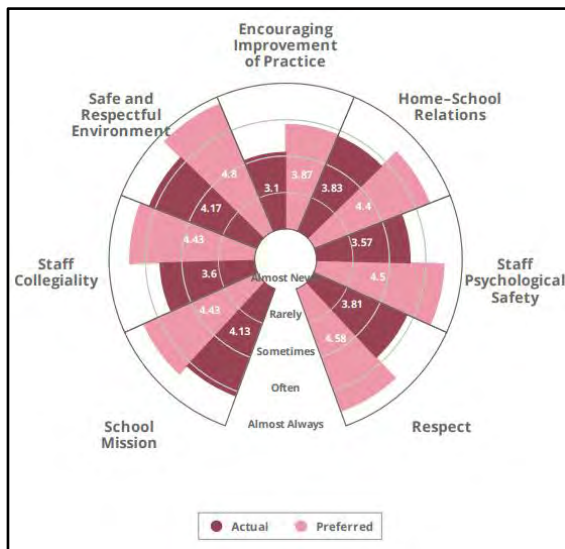
Review and Analysis of NSI Survey- Staff (Other Than Teachers)- n5

As per NSI Survey interpretation guidelines, Identified Strengths are:

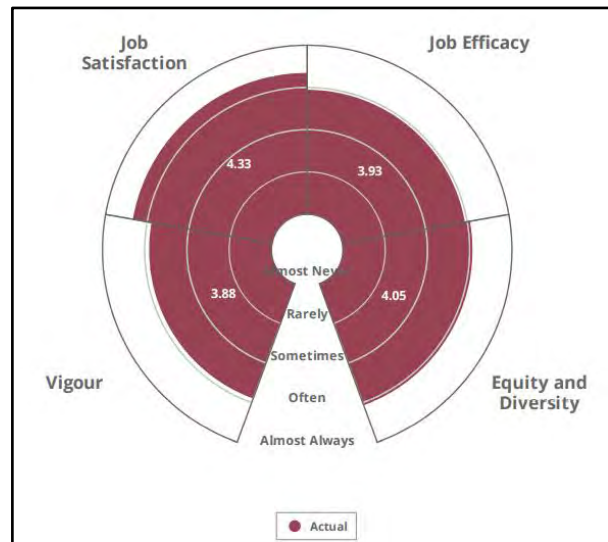
- Rated 4.0< by Parents, Teachers and Upper Primary
- Rated 4.4< by Middle Primary and Lower Primary

Identified Strengths	Identified Areas of Improvement
Job satisfaction 4.33	Job Efficacy 3.93
Equity and Diversity 4.05	Vigour 3.88
Safe and Respectful Environment 4.17	Home School Relations 3.83
School Mission 4.13	Respect 3.81
	Staff Collegiality 3.6
	Staff Psychological Safety 3.57
	Encouraging Improvement of Practice 3.1

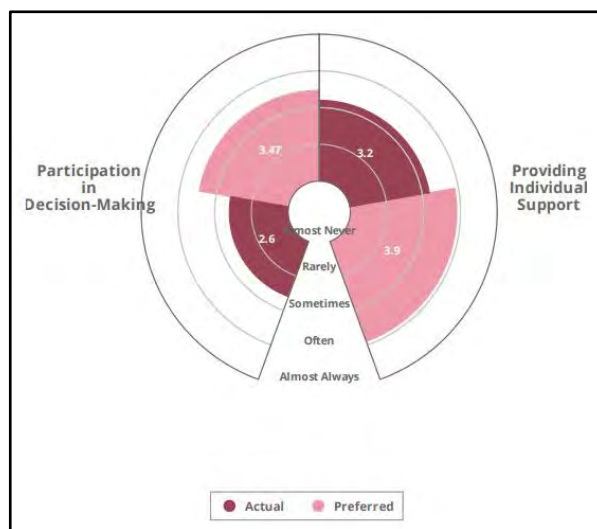
Support Staff Views: Organisational Climate



Support Staff Views: Engagement, Efficacy, Satisfaction



Support Staff Views: Organisational Climate & Leadership



Review and Analysis of NSI Survey- Teachers- n14

As per NSI Survey interpretation guidelines, Identified Strengths are:

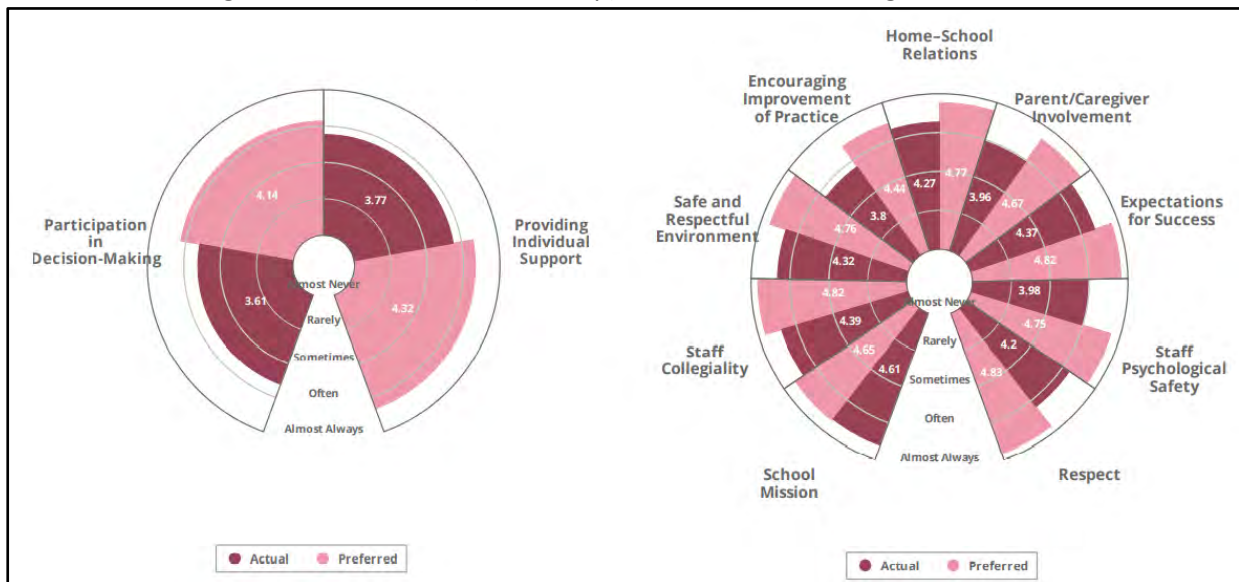
- Rated 4.0< by Parents, Teachers and Upper Primary

- Rated 4.4< by Middle Primary and Lower Primary

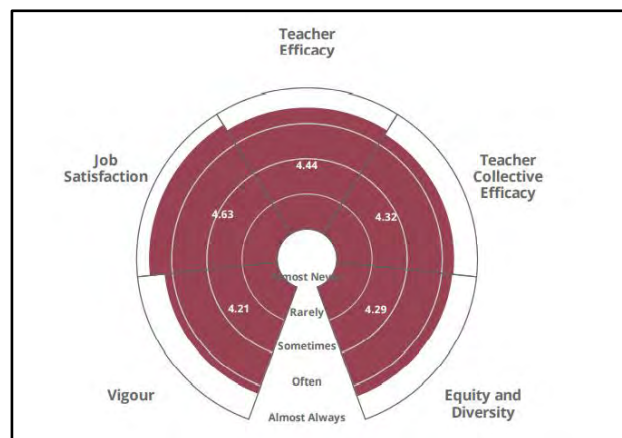
Identified Strengths	Identified Areas of Improvement
Job Satisfaction 4.63	Staff Psychological Safety 3.98
School Mission 4.61	Parent/Caregiver Involvement 3.96
Teacher Efficacy 4.44	Encouraging Improvement of Practice 3.8
Staff Collegiality 4.39	Providing Individual Support 3.77
Safe and respectful Environment 4.32	Participation in Decision Making 3.61
Teacher Collective Efficacy 4.32	
Expectations of Success 4.37	
Equity and Diversity 4.29	
Home School Relations 4.27	
Respect 4.2	
Vigour 4.21	

Teachers View: Organisational Climate (Leadership)

Teachers View: organizational Climate



Teacher Views: Work Engagement, Efficacy & Satisfaction



Review and Analysis of NSI Survey- Students (Year 5/6)- n86

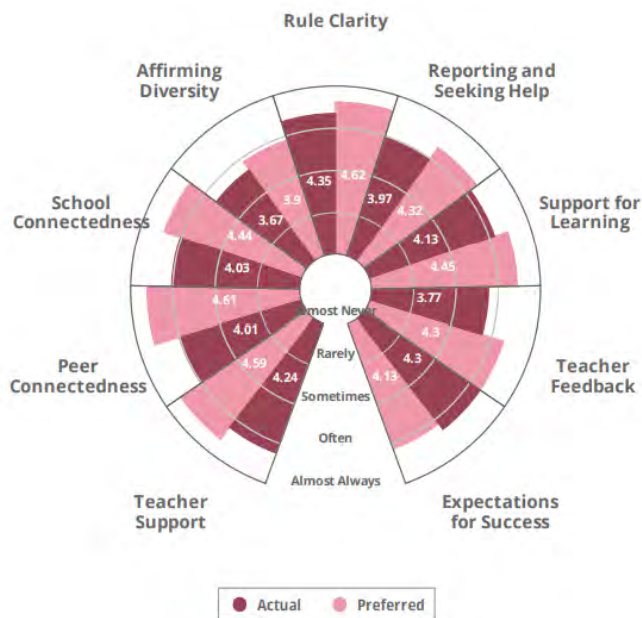
As per NSI Survey interpretation guidelines, Identified Strengths are:

- Rated 4.0< by Parents, Teachers and Upper Primary

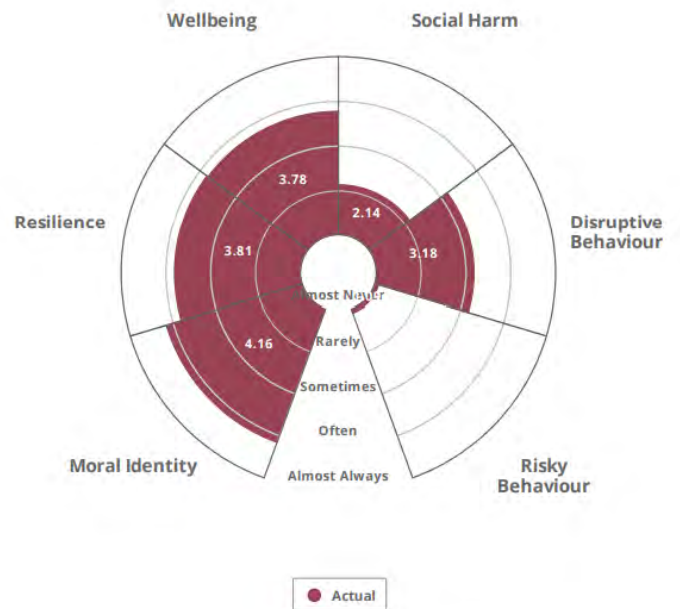
- Rated 4.4< by Middle Primary and Lower Primary
- Social Harm, Risky Behaviour and Disruptive Behaviour- lower score is better

Identified Strengths	Identified Areas of Improvement
Rule Clarity 4.35	Reporting and Seeking Help 3.97
Expectations for Success 4.3	Resilience 3.81
Teacher Support 4.24	Wellbeing 3.78
Moral Identity 4.16	Teacher Feedback 3.77
Support for Learning 4.13	Affirming Diversity 3.67
School Connectedness 4.03	
Peer Connectedness 4.01	

Year 5/6 Views on School Climate



Year 5/6 Protective and risk Factors



Review and Analysis of NSI Survey- Students (Year 3/4)- n112

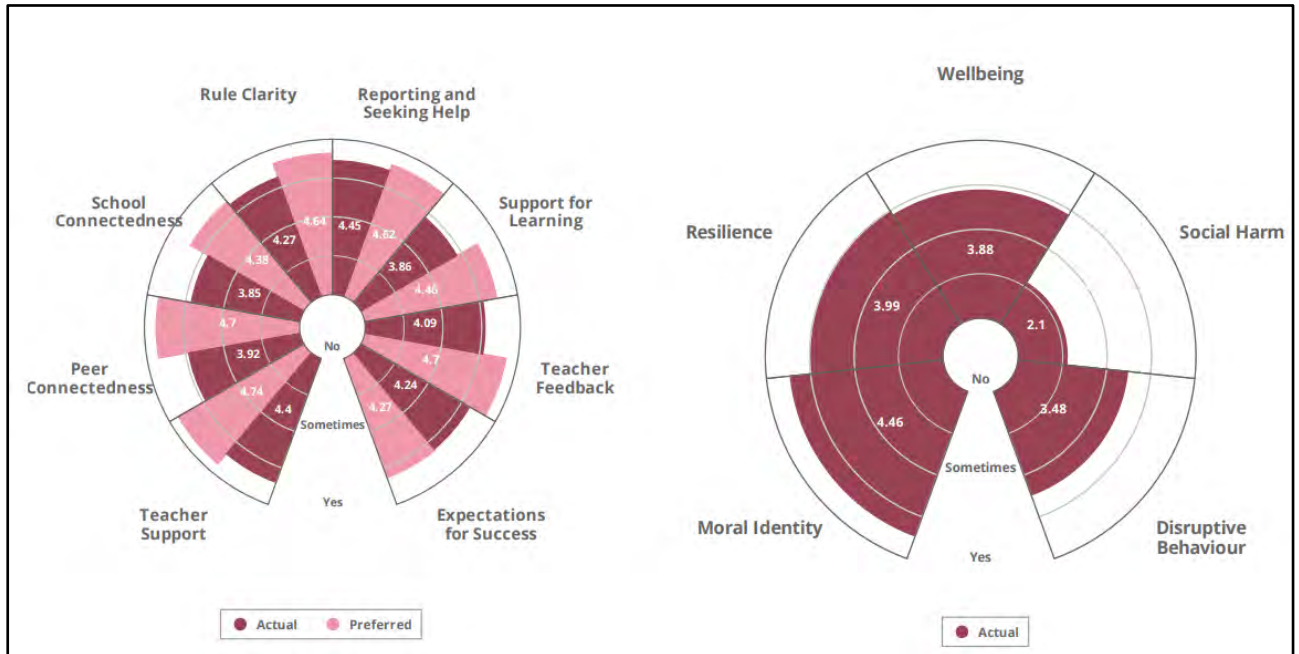
As per NSI Survey interpretation guidelines, Identified Strengths are:

- Rated 4.0< by Parents, Teachers and Upper Primary
- Rated 4.4< by Middle Primary and Lower Primary
- Social Harm and Disruptive Behaviour- lower score is better

Identified Strengths	Identified Areas of Improvement
Moral Identity 4.46	Rule Clarity 4.27
Reporting and Seeking Help 4.45	Expectations for Success 4.24
Teacher Support 4.4	Teacher Feedback 4.09
	Resilience 3.99
	Peer Connectedness 3.92
	Wellbeing 3.88
	Support for Learning 3.86
	School Connectedness 3.85

Year 3/4 Views on School Climate

Year 3/4 Protective and risk Factors



Review and Analysis of NSI Survey- Students (Year 1/2)- 46

As per NSI Survey interpretation guidelines, Identified Strengths are:

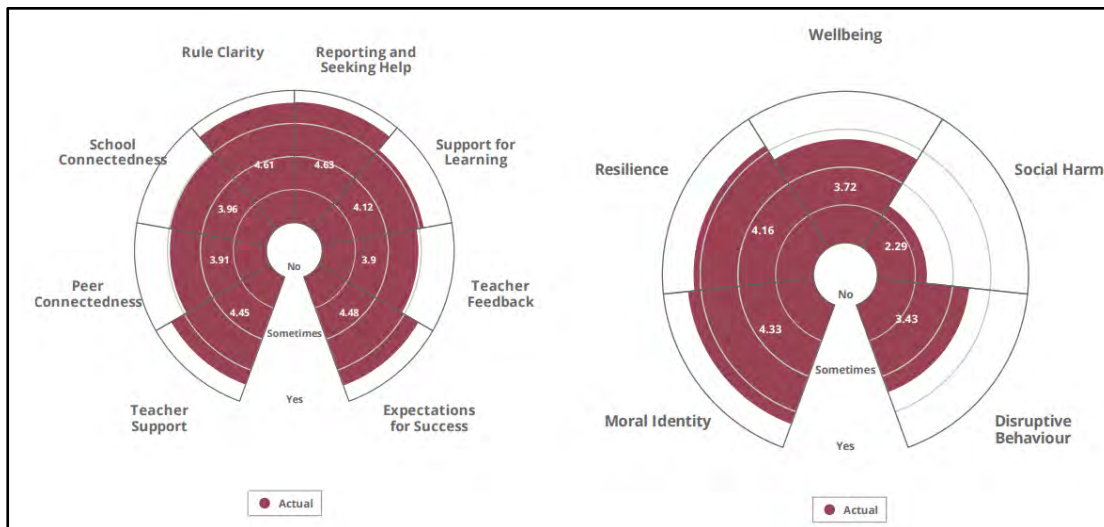
- Rated 4.0< by Parents, Teachers and Upper Primary
- Rated 4.4< by Middle Primary and Lower Primary

- Risky Behaviour and Disruptive Behaviour- lower score is better

Identified Strengths	Identified Areas of Improvement
Reporting and Seeking Help 4.63	Moral Identity 4.33
Rule Clarity 4.61	Resilience 4.16
Expectations for Success 4.48	Support for Learning 4.12
Teacher Support 4.45	School Connectedness 3.96
	Peer Connectedness 3.91
	Teacher Feedback 3.90
	Wellbeing 3.72

Year 1/2 Views on School Climate

Year 1/2 Protective and Risk Factors



School Income

Financial information for the past year as on the My School website: www.myschool.edu.au

Senior Secondary Outcomes

N/A

Post School

N/A

School Improvement Planning

Report on progress towards CSIP goals for 2022. A summary of our progress towards our 2022 CSIP Goals is provided in the table below.

Vision Statement and Moral Purpose: LCPS aims to be build a C.H.R.I.S.T. centred community that inspires every individual to think, to learn and to strive for academic excellence.

Aspiration for 2022-2025: To be achieving at or above Australian Average in Literacy and Numeracy

Initiatives:	Catholic Identity: Ensure all our actions and all we do reflect our Catholic faith.		
	Education: Provide high quality education focussing on academic excellence		
	Community: Build a connected, Christ centred and child focussed school, in partnership with our parents		
	Stewardship: Develop highly skilled, effective and professional staff.		
	Objectives	2021	2022
	Area of Strength/Growth	Area of Opportunity/Deficiency	
Education:	E1 Track and improve student performance in Literacy Decrease gap between LCPS mean and National Mean by 5 each year	Yr 3 Reading 426 (gap -12) Yr 3 Writing 438 (gap +13) Yr 3 G&P 421 (gap -12) Yr 3 Spelling 412 (gap -9) Yr 5 Reading 485 (gap -26) Yr 5 Writing 473 (gap -7) Yr 5 G&P 487 (gap -16) Yr 5 Spelling 477 (gap -27)	Yr 3 Reading 404 (gap -35) Yr 3 Writing 400 (gap -23) Yr 3 G&P 406 (gap -27) Yr 3 Spelling 389 (gap -29) Yr 5 Reading 479 (gap -31) Yr 5 Writing (gap -8) Yr 5 G&P 486 (gap -13) Yr 5 Spelling 490 (gap -15)
	E2 Track and improve student performance in Numeracy Decrease gap between LCPS mean and National Mean by 5 each year	Yr 3 Numeracy 388 (gap 15) Yr 5 Numeracy 467 (gap 28)	Yr 3 Numeracy 361 (gap 39) Opportunity Yr 5 Numeracy 460 (gap 29) Opportunity
	E4 Raise levels of achievement in the Bishops' Religious Literacy Assessment Decrease gap between LCPS mean and CEWA Mean by 5 each year	Yr 3 RE 374 (gap 26) Yr 5 RE 448 (gap 29)	Yr 3 366 (gap 36) Opportunity Yr 5 443 (gap 17) Improvement
Community:	C1 Improve parent/teacher communication to support learning	TTFM Survey (2020) 6.9	TTFM Survey (2022) 7.5 Significant Improvement
	C2 Increase our engagement with our local indigenous community.	School Culture Survey- External Orientation 96 (top decile)	School Culture Survey- External Orientation 96 (top decile) Maintained
	C3 Increase our engagement with parents and the broader community	TTFM Survey (2020) 7.7	TTFM Survey (2020) 8.0 Improvement
Stewardship:	S1 Prioritise Wellbeing and Mindfulness for staff and students	School Culture Survey- Work Environment 92 (top decile)	School Culture Survey- Work Environment 100 (top decile) Significant Improvement
	S3 Develop effective and consistent approaches to teaching and learning within the classroom	School Culture Survey- Direction 91 Accountability 91	School Culture Survey- Direction 99 Accountability 90 Improvement
	S4 Track and improve staff and student capabilities with ICT	TTFM Survey Technology (2020) 5.7	TTFM Survey Technology (2020) 6.2 Improvement
Catholic Identity:	CI1 Deepen our understanding of and act for social justice	TTFM used not NSIP Survey in 2021	NSIP Survey Staff/Teachers/Parents: Catholic Actions: 4.03, 4.24, 3.56* Identified Strengths *Area of Opportunity Catholic Practices: 4.07, 4.4, 4.35 Strengths

School Community Report (Board Chair)

LCPS School Advisory Council Chair Report 2022

2022 will be one of those years that will be remembered by many of us as the year that we lost Queen Elizabeth II, and the year King Charles III started his reign. Truly a world moment in time.

On a more local scale, here at Leschenault Catholic Primary School, we also had a change at the very top, with a new Principal, Daniel Graves taking over from Mrs. Kerry Hewitson.

Daniel commenced his first year with us, bringing fresh ideas and great enthusiasm to our meetings. He has a great desire to make the promote the school and make it the best it can be by, amongst other things, providing staff with opportunities to undertake self-development and training to ensure they remain motivated, contemporary and are thus able to bring out the best in our children.

I had my first look at Leschenault Catholic Primary School in 2016 with my youngest child in Kindy. Since that time, I have watched as the school develop, particularly with the building of the basketball courts and changing of the school oval.

In 2020 I applied to become a member of the school board as it was known then as I wanted to assist the school by volunteering some of my time.

This has given me great insight into the running of the school and some of the amazing staff that we are fortunate enough to have. The Council meets about twice each term to discuss the school's position, the principal gives a report, as does the Treasurer and general business regarding the school takes place. This is when maintenance requirements and school improvements are discussed and approved where necessary. Most meetings take about an hour, so no huge time commitment is needed. If you want to help by joining the School Advisory Council, please speak to any of the council members.

As an example of what was achieved this year,

- New ride on Mower
- Upgrade IT equipment
- Direction boards around school grounds
- Painting and electrical maintenance
- Approval for major renovation of Kindy playgrounds to be completed in 2023
- New drink fountains

It would be remiss of me not to mention the fabulous work of the P&F Committee who run the school discos, raffles, movie nights and the slime run. Again, without people volunteering their time to assist, these magnificent events would not be run, they are done to benefit our children and thanks to all those wonderful people who help.

Finally, to our year 6 students moving onto to high school, or those leaving us, on behalf of the council I wish you all the best in the next stage of your education and hope that the friendships you have made at Leschenault remain with you.

I wish you all a safe, healthy, and happy festive season and look forward to seeing those of you returning next year.

Louis Williams (School Advisory Council Chairperson) Date: 16 November, 2022

Principal Report 2022

LCPS Principal Report 2022 Annual Community Meeting- Daniel Graves

Despite the shadow of Covid-19 and associated disruptions looming over our heads, our staff and students started 2022 positively and with real energy and excitement. Upon commencing as Principal at LCPS, what immediately struck me, was a wonderful sense of community where relationships, love and trust underpin the foundation of the school community. The sense of joy, connection and energy in each class and across the school, evident on the first day of the year, set our school on a great course for the year ahead of learning, fun and challenges.

Our school motto, "Christianity, Friendship & Respect" was alive in the hearts, actions and behaviours of those within our school community. Arriving to start my principalship here, having worked as principal in the Diocese for over five years and in Catholic Education WA for a further fifteen years, I was very aware of the outstanding reputation Leschenault Catholic Primary School enjoyed, within the Bunbury Diocese and further abroad. The enviable reputation of the school underpinned by the outstanding level of education, opportunities and care provided at the school can be attributed to the many teachers, assistant teachers, staff, students, priests, parishioners, families and parents who have shaped our school culture and community into what it is today.

There were two major focus areas for our school this year. Firstly, our staff recommitted to our school vision- to build a CHRIST-centred school community that inspires every individual to think, learn and strive for academic excellence. Secondly, our staff developed a school improvement plan (SIP) using the Fogarty Edvance Framework to guide and support us in implementing our vision. Full credit and appreciation to departing Principal, Mrs Kerry Hewitson, who, with the expertise and support of the School Improvement Team and our staff, guided our school so effectively through our first phase of Fogarty Edvance school improvement.

Our current phase, builds upon our earlier successes and is responsive to our recent learnings and reflections of our students and how we should best continue our improvement journey. We are blessed at LCPS to have such a committed staff who continually research, develop and implement evidence informed practices that lead to better learning, wellbeing and faith outcomes for our students. Key evidenced informed literacy programs adopted over recent years, Talk For Writing and Talk For Reading continue to be embedded further and are continuing to contribute to strong student growth. In 2023, our K-2 teaching teams will be implementing Pre-Lit and Initia-Lit as well as Heggerty

Phonemic Awareness. Our PK-2 staff have researched these programs and have also visited other schools currently using these programs and we believe that if they are implemented with fidelity and consistency across our K-2 classes, they will have a significant impact on student learning. Year 3-6 will be replacing Words their Way with Spelling Mastery. Again, this process was led by and agreed upon by our Year 3-6 teachers after thorough research and consultation with high performing schools. And finally we look forward to our PP and Year One classes exploring Top 10 Maths with a view to future early years implementation.

Although we are blessed with fantastic facilities and resources at LCPS, it is the collective expertise, professionalism, commitment and care provided by our staff that make our school the wonderful centre of faith, learning and connection which it is today. I wish to thank all our staff for the warm welcome, encouragement, guidance and patience as I have learned the systems and processes of our school. The staff here have created an incredible culture focused on strong relationships, empathy, care and teamwork that transcends into the fabric of the school.

I would like to recognize and pay tribute to a number of our staff who complete their time at LCPS this year by way of contract completion, continuing their career at another school or retiring. We farewell and thank our wonderful and committed staff: Miss Reily Lucas (2022) who has accepted an offer at Our Lady of Lourdes Dardanup who has created such a wonderful, engaging and warm learning environment for her very lucky Year 2 students. We wish our long serving staff members; Mrs Lia Crosby (2003-2022) all the best for her new position at Dalyellup Primary School, they are very lucky to have such a great teacher as Lia joining their staff. We wish a very well earned and happy retirement to Mrs Kathy Russell (2008-2021) for all her great work and contributions to our early learners at LCPS. We wish Rachel Craig (2011-2022) all the very best for her move to Mandurah and thank her for her expertise in the Uniform Shop these last 11 years. Finally, we also thank Mrs Keeley Sharpe (2019-2022) for her commitment and the proficiency she has shared in our school and the wonderful impact she has had on so many of our little people these last three years. According to just about everyone in her playgroup, it's the best playgroup program in the South West and we wait excitedly for news of her upcoming birth expected early next year.

Our school is blessed to have wonderful support from our parents and our parish. Despite Covid restrictions impacting on engagement and events early in the year, our Parents and Friends Association (P&F), led by our President Mrs Linda Bramley, have been very active in engaging and connecting our families and bringing so much fun, laughter and joy to our

school. The School Advisory Council, led by Chair Mr Lou Williams have also been active in supporting me as I have commenced as Principal, and also in planning for the immediate and long term growth and development of our school. Our great and well maintained facilities are testament to their efforts and astute long term planning . Much appreciation to our faith leader Fr Robert Romano, who with the support of the Parish Pastoral Council and parishioners, continues to prioritise the faith formation of our students, staff and families.

Finally, I congratulate our students on a wonderful year of effort and application towards their learning and their efforts in caring for one another and our school. It has been a privilege getting to know our Year Six students who have strongly contributed to building cohesion, respect and friendships across our school. They leave a wonderful legacy at our school and as they graduate and move up to high school and beyond, I hope they look back at their time at LCPS with fond memories and are proud of their connection with our school. We also hope they come back and visit us and share with us their adventures at high school and beyond. We look forward to 2023 with anticipation and excitement and on behalf of our staff, we wish everyone some peaceful downtime, a wonderful Christmas with friends and family and a prosperous new year.