

# Leschenault Catholic Primary School



## Annual Report 2023



## Contextual Information

Leschenault Catholic Primary School is a double stream school in Australind, catering for just under 500 students from Pre-Kindergarten to Year Six. We work in close partnership with our parish priest Fr Robert Romano and 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: Talk For Writing (K-6), Heggerty Phonemic Awareness (K-2), MultiLit Suite including PreLit and InitialLit (K-2), Talk For Reading (3-6) Spelling Mastery (3-6), Top Ten Maths (PP-2) and Stepping Stones Maths (3-6). To support students with language difficulties we provide supplementary MiniLit (1-2)and MacqLit (3-6) lessons to students before school.

We work in close partnership and collaboration with our Catholic School Advisory Council and LCPS 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

<b>Years Qualified</b>	<b>Number of Teachers</b>	<b>% Teachers</b>	<b>Qualifications Include</b>
<b>3 Years</b>	3	11%	Diploma of Teaching Associate Diploma of Science Graduate Diploma of Religious Education Graduate Certificate in Education (Early Childhood) Higher Diploma in Education
<b>4 Years</b>	23	79%	Bachelor of Education (Primary) Bachelor of Arts in Education Bachelor of Arts (Early Childhood) Graduate Diploma of Education

5 Years +	3	10%	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	25	4	86	14
Non-Teaching	23	3	88	12
Indigenous	1			

## 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	55	90%
Pre-Primary	60	91%
Year One	59	90%
Year Two	62	91%
Year Three	61	92%
Year Four	65	91%
Year Five	51	93%
Year Six	58	90%
Total School	471	91%

## **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](mailto: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](mailto: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	2023
Reading	440	417	393	No Test	426	404	388
Writing	414	404	409		438	400	441
Spelling	404	399	389		412	396	398
Gram Pun	442	429	403		421	406	397
Numeracy	430	442	381		388	361	391

Year 5 NAPLAN Over Time							
	2017	2018	2019	2020	2021	2022	2023
Reading	476	512	499	No Test	484	479	484
Writing	449	460	462		473	477	475
Spelling	482	503	484		480	490	481
Gram Pun	464	502	508		489	486	481
Numeracy	470	491	493		468	460	462

Our Comparator is My Schools (Students with Similar Background)

**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

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

## 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).

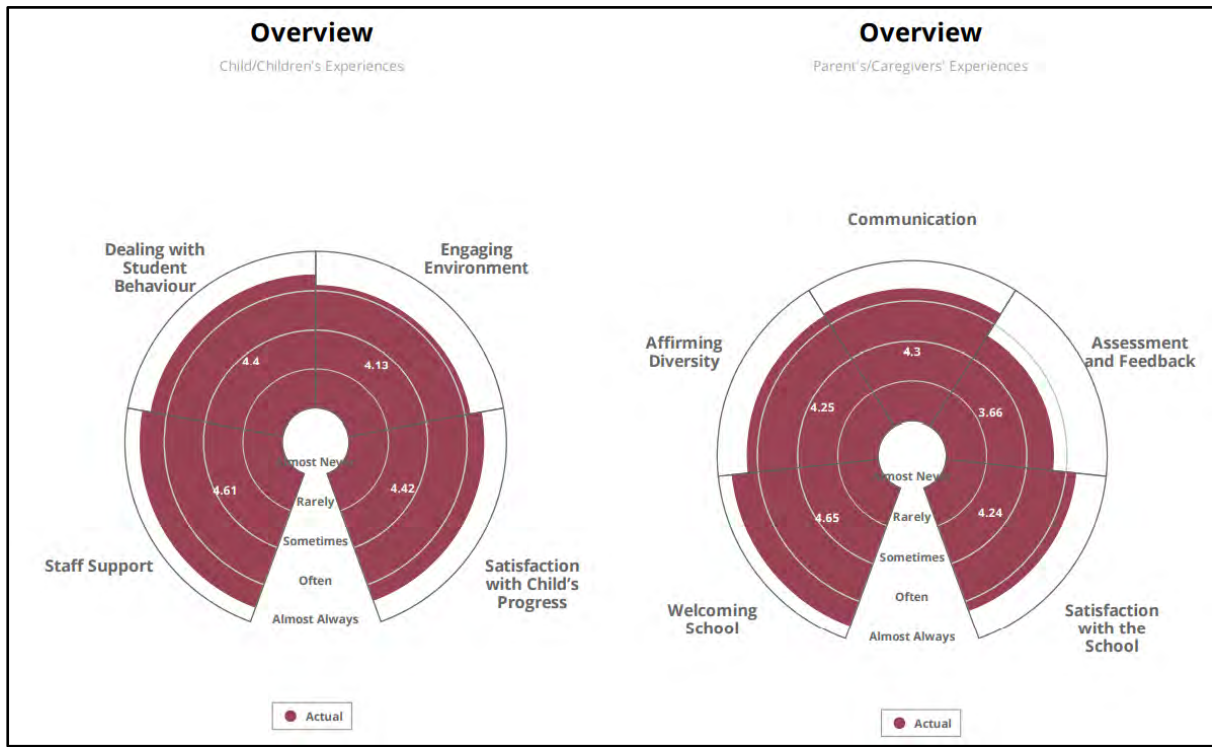
### **Review and Analysis of NSI Survey- Parents and Carers- n42**

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

<b>Identified Strengths</b>	<b>Identified Areas of Improvement</b>
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	





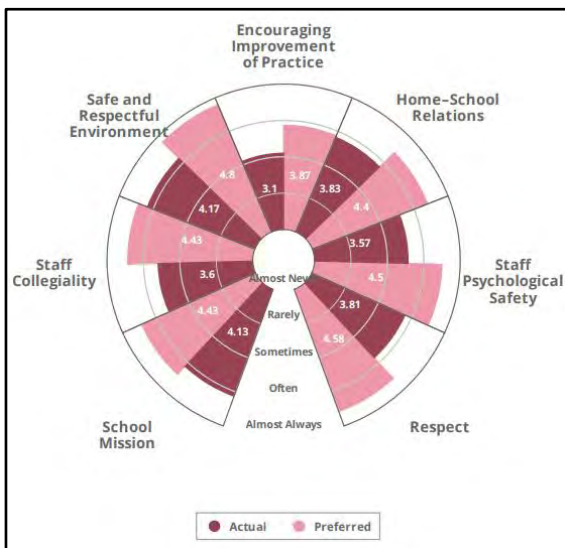
### Review and Analysis of NSI Survey- Staff (Other Than Teachers)- n5

As per NSI Survey interpretation guidelines, Identified Strengths are:

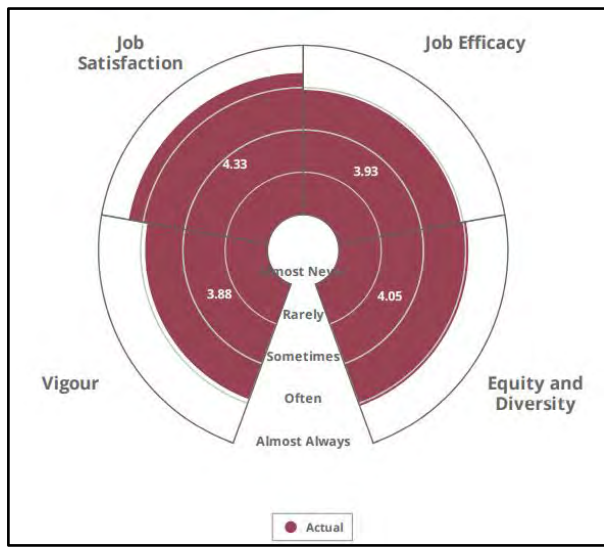
- Rated 4.0< by Parents, Teachers and Upper Primary
- Rated 4.4< by Middle Primary and Lower Primary

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

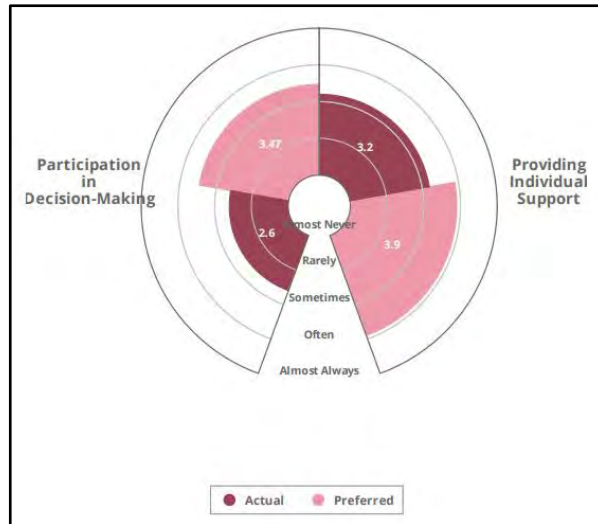
Support Staff Views: Organisational Climate



Support Staff Views: Engagement, Efficacy, Satisfaction



## Support Staff Views: Organisational Climate & Leadership



## Review and Analysis of NSI Survey- Teachers- n14

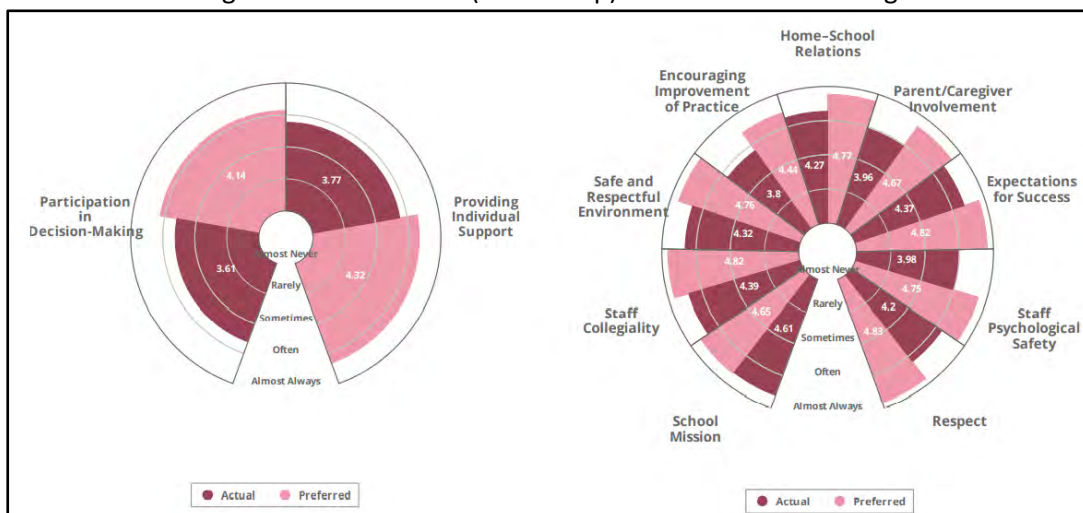
As per NSI Survey interpretation guidelines, Identified Strengths are:

- 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	

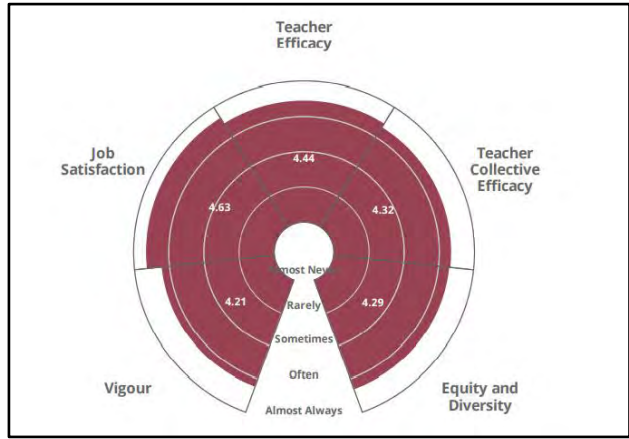
Teachers View: Organisational Climate (Leadership)

Teachers View: organizational Climate





Teacher Views: Work Engagement, Efficacy & Satisfaction



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

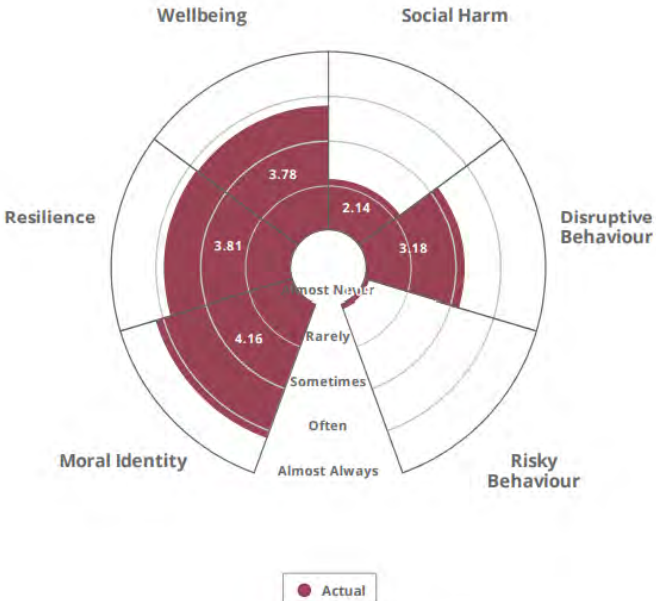
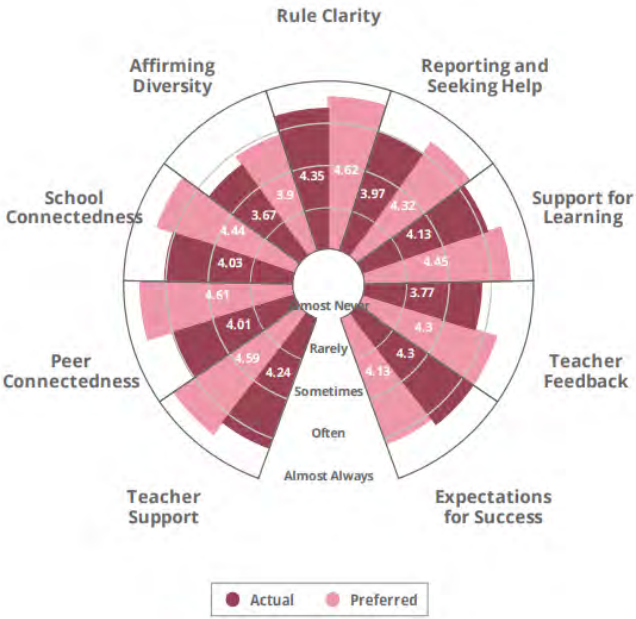
As per NSI Survey interpretation guidelines, Identified Strengths are:

- 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

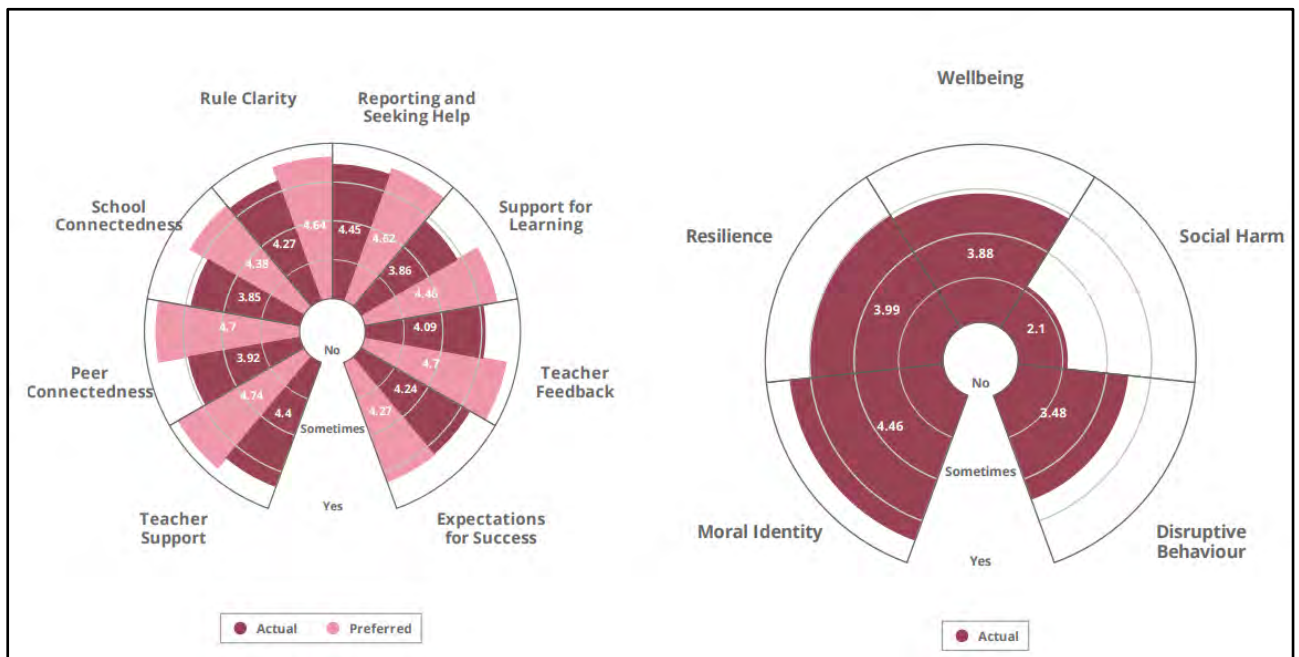
As per NSI Survey interpretation guidelines, Identified Strengths are:

- 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

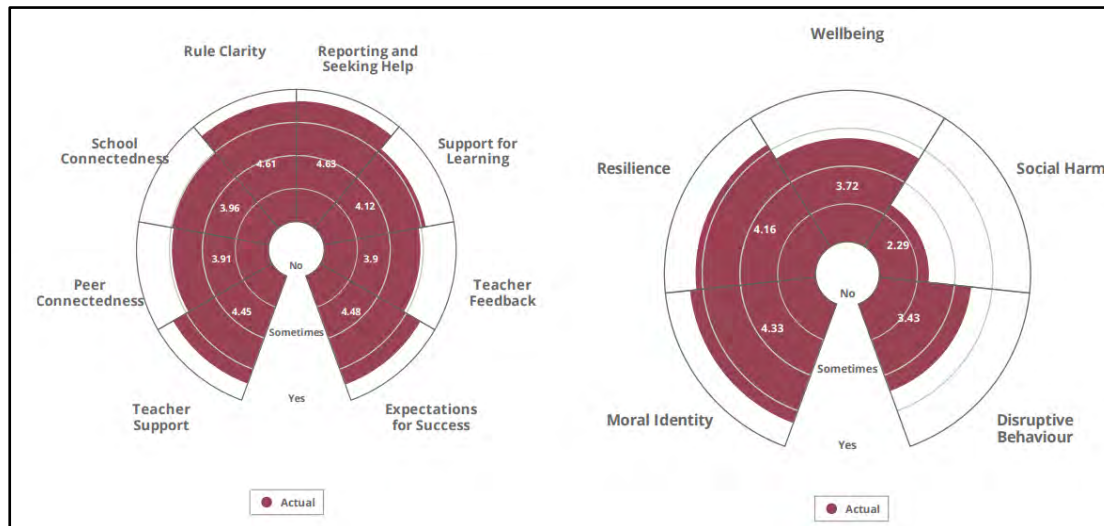
As per NSI Survey interpretation guidelines, Identified Strengths are:

- 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](http://www.myschool.edu.au)

### Senior Secondary Outcomes

N/A

### Post School

N/A

### School Improvement Planning

Report on progress towards CSIP goals. A summary of our progress towards our SIP 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	2022	2023
	Improvement	Regression	Similar
Education:	E1 Track and improve student performance in Literacy <b>Decrease gap between LCPS mean and National Mean by 5 each year</b>	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)	Yr 3 Reading 404 (gap -16) Yr 3 Writing 400 (gap +24) Yr 3 G&P 406 (gap -19) Yr 3 Spelling 389 (gap -5) Yr 5 Reading 479 (gap -12) Yr 5 Writing (gap -8) Yr 5 G&P 486 (gap -15) Yr 5 Spelling 490 (gap -9)
	E2 Track and improve student performance in Numeracy <b>Decrease gap between LCPS mean and National Mean by 5 each year</b>	Yr 3 Numeracy 361 (gap 39) Opportunity Yr 5 Numeracy 460 (gap 29) Opportunity	Yr 3 Numeracy 361 (gap -16) Yr 5 Numeracy 460 (gap -26)
	E4 Raise levels of achievement in the Bishops' Religious Literacy Assessment <b>Decrease gap between LCPS mean and CEWA Mean by 5 each year</b>	Yr 3 366 (gap 36) Opportunity Yr 5 443 (gap 17) Improvement	Yr 3 415 (gap +13) Yr 5 443 (gap 17)
Community:	C1 Improve parent/teacher communication to support learning	TTFM Survey (2022)7.5 Significant Improvement	NSI Survey 2023 Assessment and Feedback 3.66 (Opportunity for Growth)
	C2 Increase our engagement with our local indigenous community.	School Culture Survey- External Orientation 96 (top decile)	School Culture Survey- External Orientation 95 (top decile) <b>Maintained</b>
	C3 Increase our engagement with parents and the broader community	TTFM Survey (2020) 8.0 Improvement	NSI Survey 2023 Welcoming Environment 4.65 (Strength) and Staff Support 4.61 (Strength)
Stewardship:	S1 Prioritise Wellbeing and Mindfulness for staff and students	School Culture Survey- Work Environment 100 (top decile)	School Culture Survey- Work Environment 96 (top decile) <b>Maintained</b>
	S3 Develop effective and consistent approaches to teaching and learning within the classroom	School Culture Survey- Direction 99 Accountability 90 Improvement	School Culture Survey- Direction 99 Accountability 89 <b>Maintained</b>

	S4 Track and improve staff and student capabilities with ICT	TTFM Survey Technology (2020) 6.2 Improvement	NSI Does not measure
Catholic Identity:	CI1 Deepen our understanding of and act for social justice	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	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)

Well, here we are almost at the end of 2023, and it only seems like we were just starting Term 1 not that long ago. I recently read a quote regarding children saying that the days were long, but the years were short, I certainly agree.

2023 saw the school getting back to a semblance of normality after a couple of covid affected years. It was good to see families back in the school grounds, utilising our fantastic facilities after school. As the chair of the School Advisory Council (SAC) I can report that we have had another great year with a lot of progress being made to not only maintain, but to enhance our great school. For those of you who are unaware of the SAC's function, we are a group of people from within the school community, all of us have a child or children currently enrolled at the school. We represent the voice of the community in the school and build relationships across the Catholic school community.

We support the principal in his school leadership. This is done with our regular meeting, usually twice per school term. The principal consults with us regarding present and future strategies for the school. We discuss and approve ongoing maintenance and upgrade requirements as well as major works to be conducted.

This year we have had a lighting upgrade for the art, drama and music areas, an upgrade and expansion to the early learning area, creating a much larger outdoor space. We are investigating appropriate shading and further development there in consultation with staff. There has been a library refurbishment, a major upgrade in technology with new iPad and charging stations and Pc locks.

The year 1 and 2 areas have had AV upgrades with new screens, speakers and projectors.

There have been some wonderful murals from our indigenous community created around the basketball courts, pre-primary area and nature play.

Many of you will have noticed the installation of perimeter fencing around the school, sadly this is to combat the anti-social elements who have been coming to the school after hours, causing damage to our equipment and classrooms. We understand that many may not agree with it, however it needed to be done in order to maintain security of the school and contents.

The SAC has also endorsed an initiative from the principal for any staff member wishing to undertake further tertiary studies will be reimbursed 50% of their fees upon successful completion of that relevant study.

This year we were very pleased to endorse the recommendation that there be no increase in school fees for the next year, we understand that we have been through some tough times financially.



There are many more items that have been discussed over the year, during our meeting, all ultimately for the benefit of our children.

The SAC has also been involved with the school review and the principal review this year.

One of our members will be leaving at the end of the year, Greg Hamilton has served the past 3 years on the SAC and his input will be missed. On behalf of the SAC, thank you Greg for your involvement in the SAC over that time.

Of course, this means we are on the lookout for another member of the SAC, so please, if you would like to be involved let our Principal know of your interest.

Speaking personally for a moment, I would like to thank the school on behalf of my oldest son, Thomas who is in year 6 this year. He has been here since kindy, and we have watched him develop over that time.

We have been fortunate to have had some amazing educators over that period. I look back and reflect on those first few weeks of kindy and I remember the tears and the wails and the holding of hands and legs and not wanting to leave, and that was just the parents...

I don't envy the educators task, dealing with emotional rollercoasters that can happen during the day, from the sugar highs after drop-off to the grumpy afternoon blues, the overpowering scent of Lynx or worse still, the absence of Lynx after an afternoon sports session. Thank you all for your great work and patience.

You all deserve a much-needed break to recharge again for next year.

It would be remiss of me not to acknowledge all of the wonderful staff at the school, not just the educators but all of you, from the maintenance, gardeners and cleaners who make the school look fantastic, Steph in the canteen who makes me feel hungry every time I walk past and smell the delicious aromas coming from her kitchen and the front counter/admin staff who have acted more like a triage centre particularly for me this year, thank you all for the great work that you do.

To the staff who are leaving this year, retiring or moving on to different areas, on behalf of the SAC, thank you for being part of this wonderful school, to those students who are finishing year 6 this year and moving to high school or leaving for other areas, I wish you all good luck with your further education and

Finally, to all the Leschenault Catholic Primary School community, I wish you a peaceful and joyous festive season.

Louis Williams Chairperson  
Leschenault Catholic Primary School  
School Advisory Council

## Principal School Community Report

The Vision of Leschenault Catholic Primary School is to build a C.H.R.I.S.T-centred community that inspires every individual to think, learn and strive for academic excellence. Our staff aim to create and build a strong, faith filled, family-like, connected Catholic family that provides an outstanding standard of education with high expectations for all of our students. This year we have continued on with our journey, led by our faith, guided by our School Improvement Plan and strengthened by the commitment and expertise of our staff who work together, in partnership with our parents, to build and progress our school.

During 2023 our school gained 49 additional student members since the start of 2022. Overwhelmingly, during the enrolment interviews when I ask parents and families why they wish their child to come to this school, it is about the incredible caring pastoral environment



existing here and most importantly, the quality of learning and care provided by our teachers and education assistants. Our staff are fiercely committed to Team Leschenault and create a spirit of care, belonging, giving and togetherness that would be the envy of many workplaces and schools. This spirit permeates right across our school, touches each student and creates and shapes our unique and wonderful school identity.

During 2023, following significant process and discernment, our staff introduced some key learning programs and initiatives designed to complement the existing and effective repertoire offered at our school. A new Early Years Philosophy was developed by our staff to provide clear consistency across our Pre-Kindy to Year 2 program that aligns with educational research and our newly determined direction. Multi-Lit and Heggerty Phonemic Awareness have been introduced in K-2 classes and Spelling Mastery has been introduced in 3-6 classrooms to support our other key school literacy programs, Talk for Reading and Talk for Writing.

Our Literacy Intervention programs, MiniLit and MacqLit are implemented systematically and rigorously and have produced some very pleasing results for many of our hard-working students participating in these programs. To continue our wellbeing initiative, one of our key learning focus areas for staff has been the social and emotional learning approach RULER (developed by Yale University Centre for Emotional Intelligence). This program that will be introduced to our students and community next year, aims to enhance mindsets, develop deepened social and emotional skills, create healthier climates in schools and homes and supports Social and Emotional Learning across the school.

We look forward excitedly to the relaunch of our school library in 2024. Inspired by our Year 6 student designs and with great support from our Catholic School Advisory Council and the commitment of our Library Refurbishment Group, we are aiming to create a wonderful and welcoming learning environment that fosters a love of reading in all of our students. We are very appreciative of our P&F who have provided us incredible financial support to ensure our library is brimming with exciting books and games for all of our students in 2024 and beyond

At the conclusion of each we sadly say farewell to members of our school community whose collective contributions shape the fabric and culture of our school. LCPS is an organization that is a product of the collective efforts, passion and expertise of a multitude of people since the first brick was laid for our school in 1985. On behalf of the school, I express my thanks and appreciation to Education Assistant Mrs. Laura Reynolds for the significant care and support she has provided for our many young students over the last 13 years. Thank you to our amazing Indonesian Teacher, Mrs. Kate Forrest, who for the past 11 years has made this subject, the yummiest subject ever and we wish her a wonderful retirement. We congratulate our Year One teacher and Writing expert, Mrs Sonia West, on her appointment as Assistant Principal, our loss is St Mary's massive gain.

On behalf of the CSAC and broader school, I extend our appreciation to CSAC member Mr. Greg Hamilton who completes his term at the end of this year, coinciding with his daughter's graduation, and we thank Greg for his significant contributions. We thank and farewell, Mrs. Mel Elks who has provided such wonderful care and support across our whole school as our social worker. Congratulations on your appointment to St Mary's Boyup Brook as a graduate teacher. And finally we express our thanks to Mrs. Josette Bayliss, who joined us in 2023 to teach our Thursday Pre-Kindy group and has also done an outstanding job in educating and caring for our youngest students.

I would also like to thank all of our staff: cleaners, teachers, grounds, assistant principals, uniform, canteen, education assistants and office staff for all you do for one another and our

students. Our Parents and Friends, led by wonderfully organized and committed Executive continued to build our strong sense of community, friendship and partnership through the social activities and events they coordinate. Much appreciation to President Mrs. Linda Bramley, Vice President Mrs. Ashlee Rose, Treasurer Mrs. Katherine Kaurin and secretary Mrs. Josie Leeder. Our school is also indebted to our Catholic School Advisory Council, led by Chair Mr. Lou Williams, Secretary Mrs. Rebecca Martin and Treasurer Shane Kaurin for the ongoing support they provide to our Leadership Team and their vision and expertise in supporting the ongoing development and growth of our school. I also wish to especially thank, Mrs Libby Murray who, although not a formal member of P&F or CSAC this year, has a been the P&F Representative on the CSAC for many years. We thank you Libby for your contributions and service and will miss your presence in our school community next year. Much appreciation to our faith leader, Fr. Robert Romano and the Christ the Living Vine Parish Pastoral Council, who we will continue to build stronger and more tangible links between our school and parish in 2024 and the years ahead.

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 seemed only yesterday that 2023 started and in the weeks ahead we prepare for the graduation celebrations of these hard working and kind-hearted Year Six leaders. We pray for our graduating students as they step into the exciting world of high school and hope they carry the lessons of primary school with them to embrace challenges, draw upon their faith, cherish friendships, and always strive for excellence. As we bid farewell to 2023, we turn our attention to the exciting opportunities and possibilities that lie ahead for us in 2024.

Daniel Graves

Principal