Leschenault Catholic Primary School

Annual Report 2024

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 priest Fr Roshan Fernando 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 InitiaLit (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

Years Qualified	Number of Teachers	% Teachers	Qualifications Include
3 Years	3	10.5%	Diploma of Teaching Associate Diploma of Science Graduate Diploma of Religious Education Graduate Certificate in Education (Early Childhood) Higher Diploma in Education
4 Years	22	79%	Bachelor of Education (Primary) Bachelor of Arts in Education Bachelor of Arts (Early Childhood) Graduate Diploma of Education

5 Years +	3	10.5%	Master of Education (Leadership and Management) Graduate Certificate (RE) Master of Arts (Theology)

Workforce Composition

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

	Number of Staff		Percentage of Staff	
Gender	**Female**	**Male**	**Female**	**Male**
Teaching	24	4	86	14
Non-Teaching	23	3	88	12

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	91.34
Pre Primary	58	91.45
Year 1	62	92.21
Year 2	60	91.18
Year 3	61	93
Year 4	65	93.28
Year 5	66	91.53
Year 6	54	91.67
Total School	486	91.96

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.

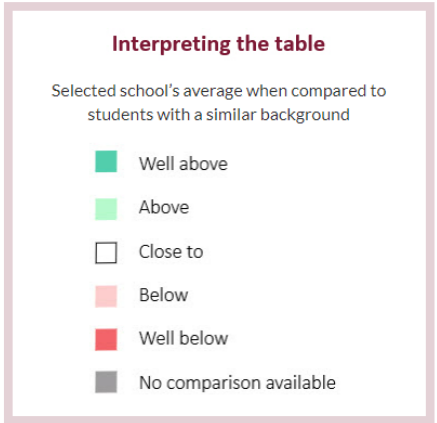
NAPLAN Annual Performance

Student outcomes in standardised national literacy and numeracy testing.

Year 3 NAPLAN Over Time								
	2017	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
Reading	440	417	393	No Test	426	404	388	402
Writing	414	404	409		438	400	441	420
Spelling	404	399	389		412	396	398	400
Gram Pun	442	429	403		421	406	397	404
Numeracy	430	442	381		388	361	391	407

Year 5 NAPLAN Over Time								
	2017	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
Reading	476	512	499	No Test	484	479	484	467
Writing	449	460	462		473	477	475	482
Spelling	482	503	484		480	490	481	481
Gram Pun	464	502	508		489	486	481	485
Numeracy	470	491	493		468	460	462	461

Our Comparator is My Schools (Students with Similar Background)



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

Parent, Student and Teacher Satisfaction

Our most recent survey was the NSI Partnership's School Climate suite in Term 2 of 2023. Staff, teachers, parents and students were invited to respond to 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

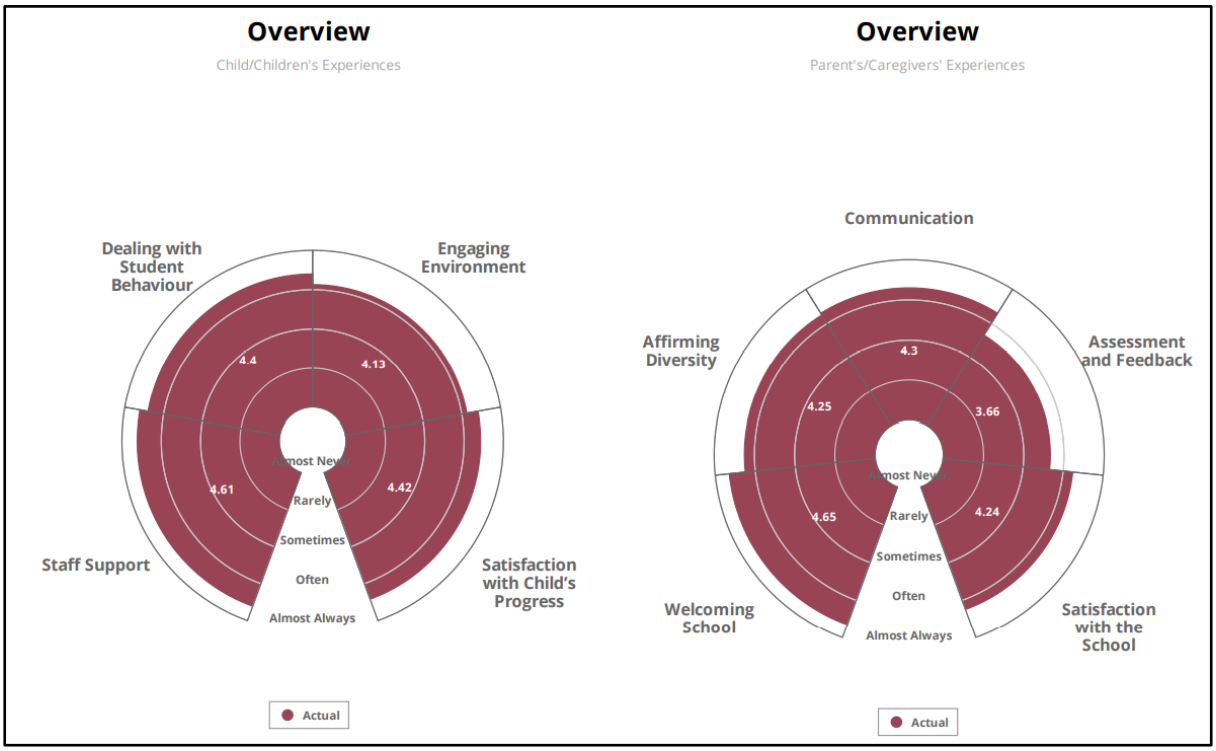
Overall: It is evident that our school is well on the way to building a positive school climate and has many strengths. Some of our overall areas highlighting our strengths are: Mission and Safe & Respectful Environment (teachers and staff) and Reporting & Seeking Help and Rule Clarity (students).

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	



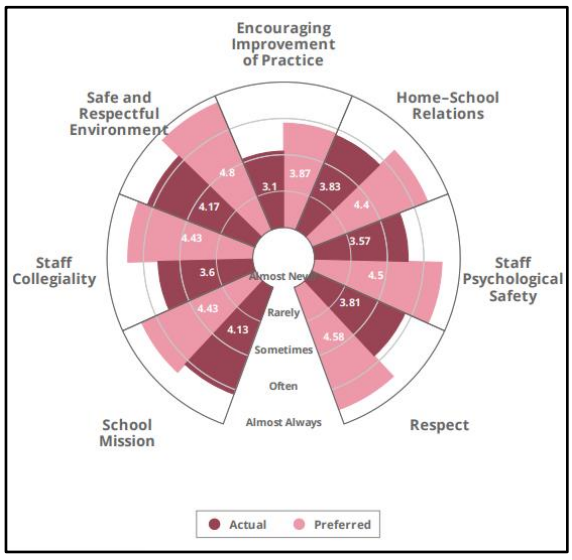
Review and Analysis of NSI Survey- Staff (Other Than Teachers)- n5

As per NSI Survey interpretation guidelines, Identified Strengths are:

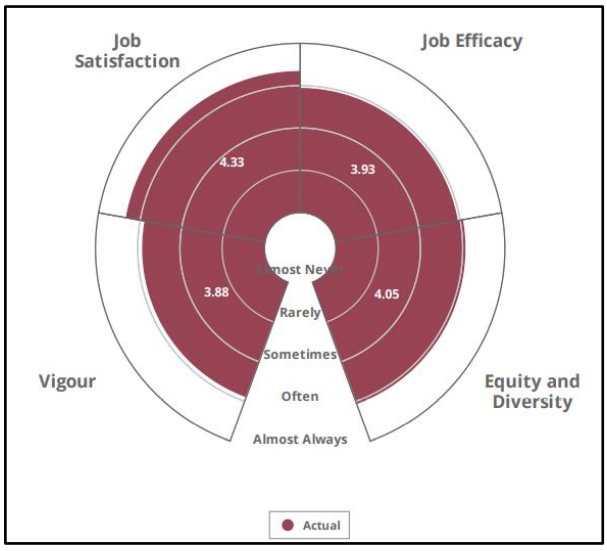
- Rated 4.0< by Parents, Teachers and Upper Primary
- Rated 4.4< by Middle Primary and Lower Primary

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

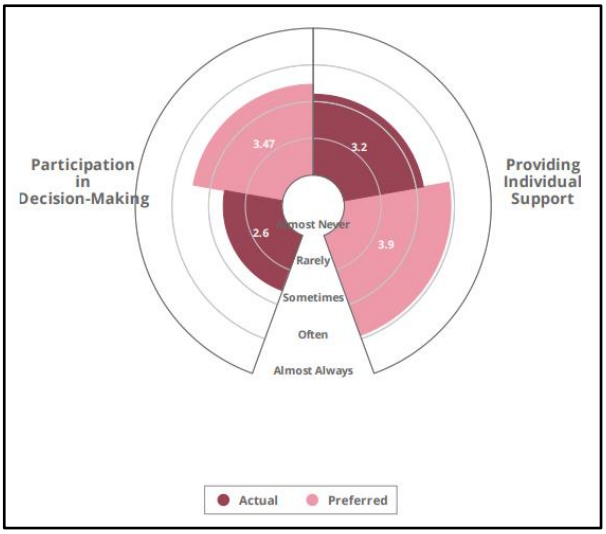
Support Staff Views: Organisational Climate



Support Staff Views: Engagement, Efficacy, Satisfaction



Support Staff Views: Organisational Climate & Leadership



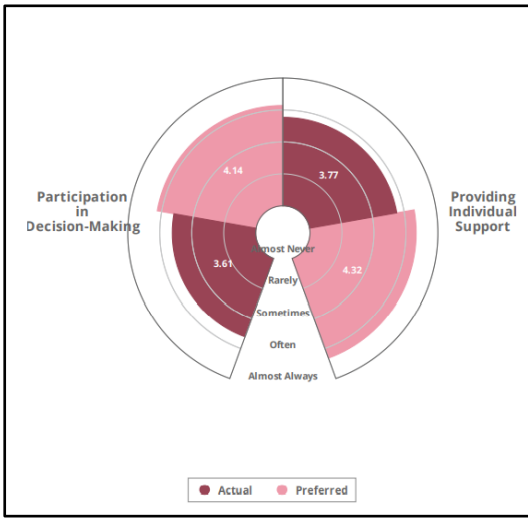
Review and Analysis of NSI Survey- Teachers- n14

As per NSI Survey interpretation guidelines, Identified Strengths are:

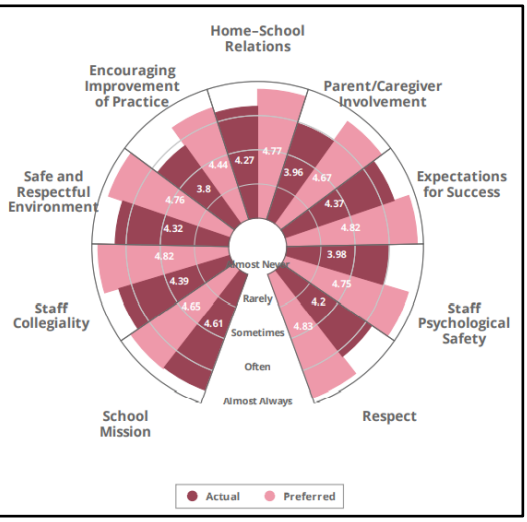
- Rated 4.0< by Parents, Teachers and Upper Primary
- Rated 4.4< by Middle Primary and Lower Primary

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	

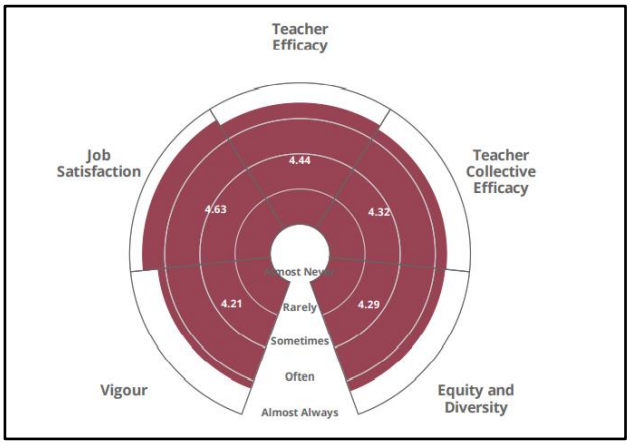
Teachers View: Organisational Climate (Leadership)



Teachers View: organizational Climate



Teacher Views: Work Engagement, Efficacy & Satisfaction



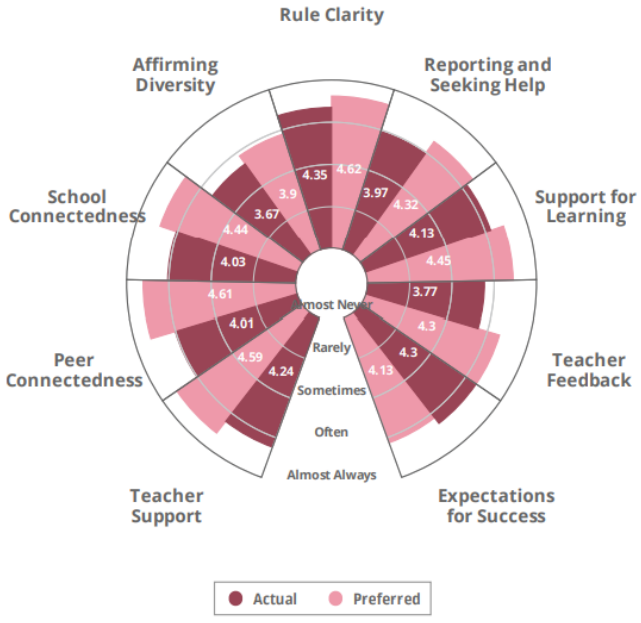
Review and Analysis of NSI Survey- Students (Year 5/6)- n86

As per NSI Survey interpretation guidelines, Identified Strengths are:

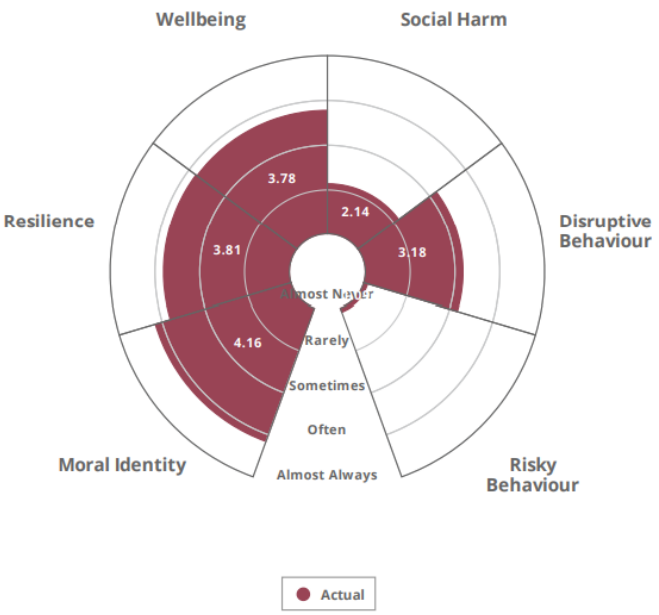
- Rated 4.0< by Parents, Teachers and Upper Primary
- Rated 4.4< by Middle Primary and Lower Primary
- Social Harm, Risky Behaviour and Disruptive Behaviour- lower score is better

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



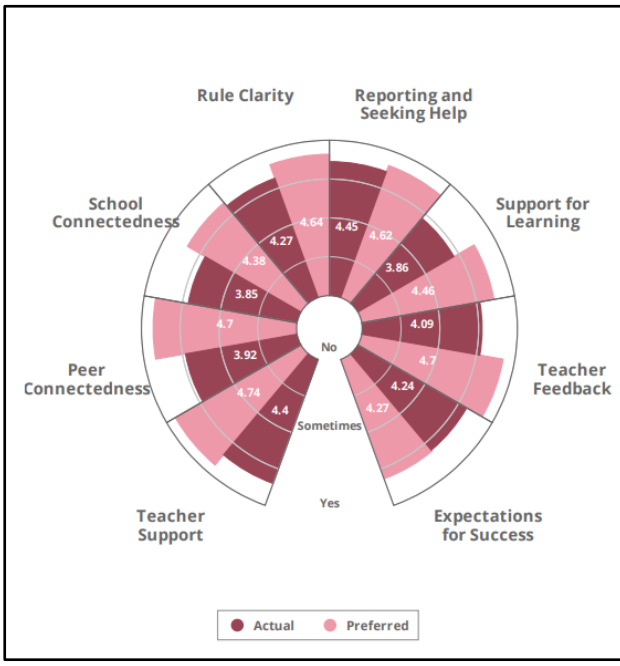
Review and Analysis of NSI Survey- Students (Year 3/4)- n112

As per NSI Survey interpretation guidelines, Identified Strengths are:

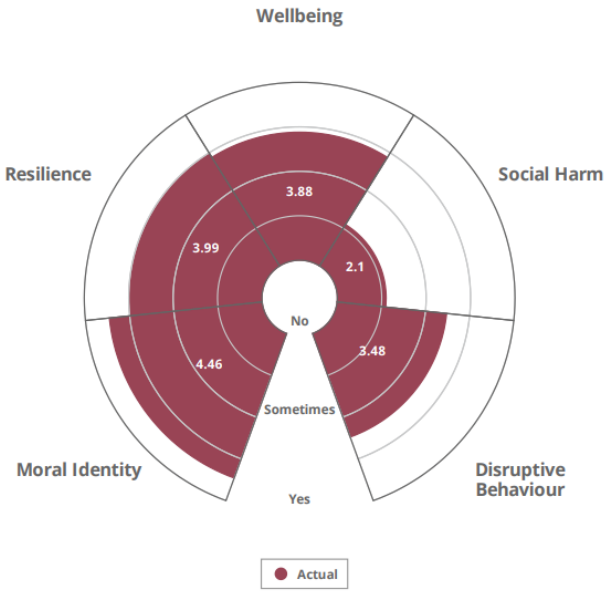
- Rated 4.0< by Parents, Teachers and Upper Primary
- Rated 4.4< by Middle Primary and Lower Primary
- Social Harm and Disruptive Behaviour- lower score is better

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



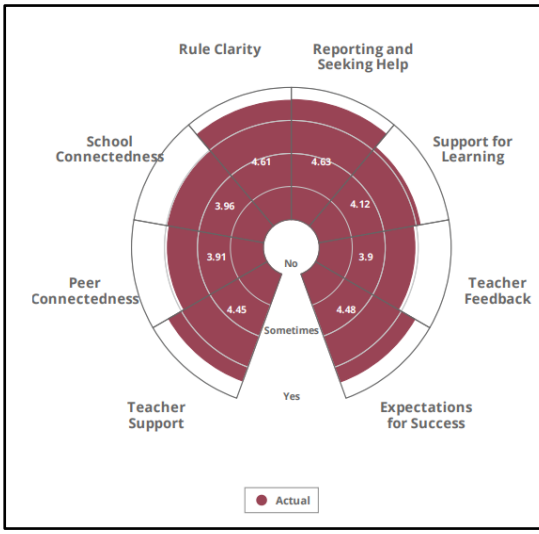
Review and Analysis of NSI Survey- Students (Year 1/2)- 46

As per NSI Survey interpretation guidelines, Identified Strengths are:

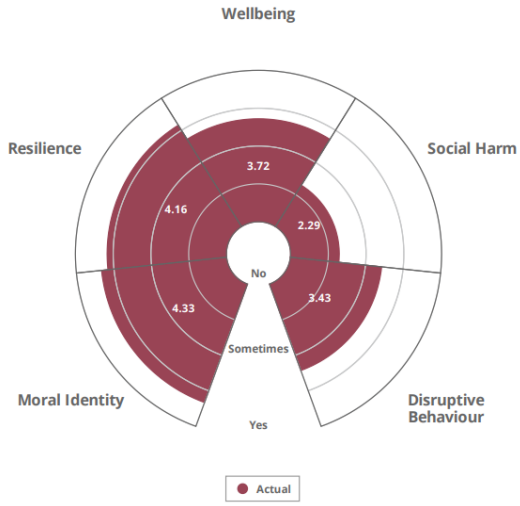
- Rated 4.0< by Parents, Teachers and Upper Primary
- Rated 4.4< by Middle Primary and Lower Primary
- Risky Behaviour and Disruptive Behaviour- lower score is better

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 Income for Leschenault Catholic Primary School can be accessed on the My School website: www.myschool.edu.au. 2024 Data is yet to be updated.

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	
PILLARS	**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.

SIP GOAL ACHIEVED- decrease gap by 5 or more per year from baseline
-decrease gap by a further 2-11 (SUBJECT SPECIFIC) or more in 2024 from 2022 baseline
SIP GOAL NOT ACHIEVED

	2022	Gap	2023	Gap	2024	Gap
Reading	404	-35	388	-16	402	-2
Writing	400	-23	441	+24	421	+5
Spelling	396	-29	399	-5	400	-1
Gram Pun	406	-27	390	-19	404	-5
Numeracy	361	-39	391	-16	407	+3
BRLA	366	-36	415	+13	NYA	TBC

	2022	Gap	2023	Gap	2024	Gap
Reading	479	-31	484	-12	467	-25
Writing	477	-8	475	-8	482	-3
Spelling	490	-15	481	-9	481	-5
Gram Pun	486	-13	481	-15	485	-13
Numeracy	460	-29	462	-26	461	-28
BRLA	443	-17	449	-17	NYA	TBC

School Community Report 2024 (School Advisory Council Chair)

Greetings all, as we come to the end of another year and another update on the School advisory council's activities for this year.

I will start off by saying that our school is continuing to flourish with full classes across all years and waiting lists for some of those. One of the priorities that we, as a group wanted to

achieve a few years ago was to make this school a “destination” school that people wanted to get their children to and I’m happy to report that we are achieving that aim.

This would not have been achievable of course without having fantastic people and facilities at the school, we are very lucky to have an abundance of both.

Throughout this year, the council have met to discuss and approve a number of initiatives and programmes to further improve the school.

A lot of things occur within the building that parents may not be aware of, such as the whole of school lighting upgrades that have occurred this year or the ceiling replacement that is currently in the final stages of approval. There is also the library refurbishment and the digital technology upgrades currently on going.

These projects are both necessary and costly with the ceiling upgrade alone being several hundred thousand dollars. It is fortunate that the school is in a healthy financial position to manage such upgrades.

Other projects such as the change in traffic flow to the Challenger Rise drop off and pick up area or the kindy playground and perimeter fencing are more obvious.

The common theme on of these projects is that they are necessary and to the benefit of the school and of course its students, our children.

One of the other items that is discussed and approved is the setting of school fees for the following year. The council is made up of parents of the children attending the school and we understand the difficulties in the current economic climate. Last year we elected not to increase the fees however we have agreed to a 5% increase in fees for the next year. The recommended increase was between 4.5 - 5.5%. It is important to note that the vast majority of the school fees goes towards staff wages.

Once again, we are looking for new faces to join us on the school advisory council. This is your chance to gain a better understanding of the school, interact with like minded individuals who want to ensure that this school remains well resourced and continues to thrive. Please speak to any of the council representatives or Daniel Graves. We meet about two times per term for roughly an hour or so. It is not a major investment of time for the benefit of the school.

I also mention the P&F members of the school, they hold many fund raising ventures throughout the school year, again for the benefit of our children and I know they could do with more members to share the load.

Thank you to all the wonderful staff here for the fantastic job that they do, sadly some will be leaving and on behalf of the council I thank you for all that you have done for our children.

To our year six students or those leaving the school, we wish you all good fortune with your further education and finally to the Leschenault Catholic Primary School community we wish you a peaceful and joyous festive season.

Louis Williams Chairperson
Leschenault Catholic Primary School

Principal School Community Report

2024 has been another exciting and productive year at LCPS, where through the collective efforts of our staff, students, parish and families we have provided for our students experiences, opportunities, learning and encounters that align with our vision and mission.

As a Catholic Education Western Australia (CEWA) school we are one of more than 160 schools aligning with CEWA's Vision: To to be a Christ-centred, child-focused community of engaged learning environments, inspiring all to actively live the Gospel.

Our LCPS Vision aligns with CEWA and personalises the aspirations of the staff, students and community of LCPS: To be a CHRIST centred community that inspires every individual to think, to learn and to strive for excellence.

Catholic Identity

Through the many entry points to starting at LCPS be it Playgroup, Pre-kindy, Kindy or Pre-primary our Early Years Philosophy is critical for strengthening the foundations of each of our students in the early years. Central to our philosophy is the Cross representing our focal point and meaning of existence for our Catholic school.

Sacraments are where we meet God and experience his healing, strengthening, nourishment and forgiveness. This year many of our students in the middle and upper years have received: Sacrament of Penance (Reconciliation); Sacrament of Eucharist (Communion) or the Sacrament of Confirmation. Receiving each Sacrament is a faith milestone and celebration of the maturation and development of each student's faith. We are privileged to partner with Christ the Living Vine Parish, our priest Fr Robert Romano and PPC Chair Melissa Ryan who work in collaboration with our teachers, education assistants, parents, teachers and school leaders to prepare our students for these very special faith experiences. I offer a special thanks to Fr Robert and our lead teachers of the Sacraments this year.

Catholic Education is focussed on developing responsible, inner directed and fully formed individuals through intentionally focussing on the growth of the whole person. RULER is an approach to social and emotional learning that teaches emotional intelligence to people of all ages, with the goal of creating a healthier, more equitable, innovative, and compassionate society. As a school our aim for our students is that by participating and practicing the RULER approach, they will understand and use their emotions in a considered way to open up opportunities for success at home, school in communities and throughout their lives.

Led by Pope Francis call for care of the Earth, we have made giant strides in looking after and caring for our environment this year and the changes in behaviour of our students will ensure the future sustainability is maintained. With much perseverance and collaboration from our Environmental Ministry and staff E-Team we have successfully implemented a sustainable waste management system and hosted an amazing Tree Planting Day across our school and the local land. Our Year Three students were also out and about on Clean Up Australia Day and with their teachers and families cleared bags and bags of rubbish from the foreshore, highlighting our efforts to care for God's creation and be stewards of the Earth.

Education

The progress and performance of the learning of our students continues to be our major focus. Our staff team, continue to review, reflect, refine and critique our programmes,

progress and performance as we strive to achieve our goal to perform above the Australian Average in all areas of literacy and numeracy.

This year we have a great deal of progress and performance to celebrate. In NAPLAN spelling our two highest performing years on record since 2016 was 2023 and this has now been bettered in 2024 where we are only 6 points away from the Australian average collectively across Year 3 and 5. All ACER spelling assessments are above the Australian Average and all year levels progressed either slightly or significantly better that the Australian Average.

In NAPLAN Reading our Year 3 have performed with the highest results for 7 years and half of our classes exceeded the Australian average in ACER. 80% of our classes performed either slightly above or significantly above the Australian average improvement.

In Grammar and Punctuation in ACER we are at to well above the Australian Average in all assessment grades (Year 3-6) with NAPLAN showing more mixed results. In NAPLAN writing our Year 5 had our highest score on record and performed at the Australian average . Year 3 had our second highest score on record and performed above the Australian average for the second year in a row.

Despite Year 3 performing above the Australian Average in NAPLAN Numeracy, Maths continues to be our focus area of growth as we strive to improve student performance across our school in this area. We were very delighted to enter four teams of keen students into the MAWA Have Sum Fun Maths Competition earlier in the year at Dalyellup College and we look forward to hosting this event at our school next year as we build our students passion and expertise.

Schools that punch above their weight and make rapid and giant strides in their progress and performance rarely do it alone and so the partnership, support and efforts of parents is an essential part of our improvement journey. Over the last two years we have made great strides towards achieving our aim of becoming a high performing school in numeracy and literacy. This year we introduced basic maths fluency home learning (Xtra-Maths) to complement the home reading program already in place at home. The families who have jumped on board with this and have supported their child with their program have seen incredible progress from their child.

As part of our focus and commitment to learning, this year we have partnered with Children's University Australian to inspire a love of learning in every household at LCPS. We have had an enormous response from our eager families and students and more than 15 students graduate from Year 1 at Children's University after a year of fun out of school and family driven learning opportunities.

In 2024, Japanese jumped on board and took off exactly where Indonesian left and has quickly become one of the favourite subjects of our students. One of our Year 6 students Connie enjoyed a wonderful opportunity representing our school and region as a cultural ambassador visiting Setagaya in Japan with 13 other students from within the Bunbury Region. We also enjoyed meeting the ambassadors from Japan who visited our school as part of the International Good Will Student Tour after were selected to host the visit by the City of Bunbury.

The Arts continues to thrive at LCPS. We had a number of students representing our school in the instrumental and solo singing sections at the Bunbury Eisteddfod as well as our choir who took out first place in the local competition and were additionally judged as "Outstanding" in the CEWA Performing Arts Festival in Perth. LCPS was also awarded the Zenith Award at the CEWA Performing Arts Festival as the highest performing country school for the fifth time. An enormous amount of credit must be given to our retiring long serving

staff member and choir master, Mr Ian Mills who has made an enormous contribution to our school and parish as well as Catholic Education in our region throughout his career. Congratulations and thank you Ian!

Community

We started 2024 with a beautiful, newly refurbished school library. We want our library to be a central point for our learning community where children, parents and families can develop a love and appreciation for reading. Bookturions has commenced and we have many students in our library each Tuesday and Wednesday morning reading books and achieving awards.

The Centurion running program continues to be a fantastic way to bring parents into our school and ensures our students stay fit and start each day with their heart rates up. There is a strong link between regular exercise, heightened wellbeing and academic success. Thanks to all staff and parents contributing to this program. Our interschool and school Athletics, Cross Country and Swimming carnivals again provided us opportunity to compete, challenge ourselves and work together, and are fun and enjoyable days for our students, families and staff.

Our P&F continue to be a key parent group encouraging fun, friendship and fund raising right across our school. This year some of their key contributions have been; Easter Raffle and convincing the Easter Bunny to venture out of his burrow to visit our school; both the Father's Day and Mother's Day stalls, Hackersley Fundraiser, Disco nights as well as the many donations to our library and classes. Through the work of our P&F Road Safety Group, with the backing of our CSAC a new traffic plan has been implemented that includes more parking, greater efficiency and safer environment when students and families depart school at the end of the day.

It is with gratitude and heavy hearts that we say farewell to our amazing long serving P&F Executive after a combined eighteen years of service to our school. I know each of you have thoroughly enjoyed helping our staff, school and students thrive and you have created so many wonderful memories for all of us here and so President Mrs. Linda Bramley, Vice President Mrs. Ashlee Rose, Treasurer Mrs. Katherine Kaurin and secretary Mrs. Josie Leeder we thank you for all you have contributed to LCPS.

Our Year Six Leadership Ministries have been involved in delivering many fun and exciting community events including Leschenault's Got Talent, organizing superstar Emily Milne to perform for us and not one but two Bring Your Dog to School Days. Events such as these as well as exciting excursions, incursions and camps provide excitement, inspiration, joy and connection and form wonderful memories that last a life-time.

Stewardship

Our Catholic Schools Advisory Council (CSAC) works with the leadership team to plan for the short term and long term success of the school and again I thank all CSAC members for their expertise, efforts and support throughout 2024. Much of their hard work and contributions are never seen publicly, but provide incredible strength to our school in our decision making and overall management of the school. Our major project in 2024 has been the replacement of ceilings across the majority of our school, excluding the newer buildings. Through the cooperation and flexibility of staff and students, as well as the planning and coordination of our grounds staff, this project has nearing completion ahead of schedule and with minimal fuss. The school is incredibly indebted to CSAC Secretary Rebecca Steward for her generosity and professional expertise in volunteering her services to be the Architect

Principal for this project, significantly improving the affordability of this project for our school.

Our school enjoys an outstanding reputation in our community and I am very aware from what I see and from those I speak to that our staff are our greatest asset and are what set us apart from other schools. I take this opportunity to thank each of you for the way you support our school at all levels: students, parents, colleagues, parish, community and leadership team.

Staff finishing their time at LCPS or retiring this year include many long serving staff: Mr Ian Mills; Mrs Brigid Bryce; Mrs Lauren Princi and Mrs Marina Kilpatrick. Lauren departs LCPS after first commencing in 2008 as a classroom teacher. She has found a new passion in secondary education and will continue in that path at OLOMC. Brigid has been our Assistant Principal here at LCPS for an incredible 17 years. Brigid will no doubt be less busy than Lauren as she enjoys the fruits of her work over many years and commences her retirement. Mrs Marina Kilpatrick departs LCPS after 8 years as an amazing Early Years Educator and heads to St Mary's, much closer to her home. We thank all four of our amazing departing staff for their combined 73 years of service to our school and the many, many lives you have positively impacted throughout your journey here at LCPS.

Finally, I congratulate our departing students on a wonderful final year of effort and application towards their learning and their efforts in caring for one another and our school. We look forward to 2025 with anticipation and excitement and on behalf of all our staff, I wish everyone a wonderful Christmas and a prosperous new year.

Daniel Graves

Principal