

Annual Report 2018

Leschenault Catholic Primary School



School Profile

Leschenault Catholic Primary School is a double stream school catering for 512 students from Pre-Kindergarten to Year Six. We are a C.H.R.I.S.T centred community that inspires every individual to think, to learn and to strive for academic excellence. These values underpin and guide everything we do. We value every student and encourage each person to be the best they can. We want our children to be resilient problem solvers, effective communicators collaborators, creative thinkers equipped with skills to face the future challenges.

As a school have embraced many of the Walker Learning strategies in the early years and this enables us to continually reflect on the National Quality Standards.

We have a built a strong relationship between the Parish, the school and the wider community. Religious Education Curriculum underpins our school and enables students to practise their faith within a range of liturgical celebrations.

Senior students participate in ministries focusing on Pastoral, Environmental, Library, Media, and Sporting leadership and led by the Student Executive. It is very important that our school leaders have the opportunity to lead our school and become active citizens.

We value sports within our school and encourage everyone to participate as school spirit is paramount to our community. Our students constantly achieve and encourage one another on and off the field.

From Year 1 to Year 6 our students are immersed in the Indonesian culture and language.

Our school improvement journey is guided by current research into best teaching practice. We have a School Improvement Team who oversee the teaching programs to ensure we have fidelity across the year levels. We use a variety of sources to monitor and track student progress aiming for a minimum of one year's growth for each student in each year of their schooling. In 2018 we commenced a three-year school improvement journey through the Fogarty EDVance Program.

Staff have a growth mindset and continually analyse data to inform their teaching and evaluate the success of teaching programs. Feedback is used as an integral part of the learning process for staff and students. The integration of digital technologies in daily practice is an ongoing focus. We have a commitment to cater for, and support, students with a range of special needs within the mainstream classroom through appropriate intervention and enrichment programs. Support in Literacy is a priority across the school.

Our School Improvement Plan encapsulates the acronym LEAD – Learning, Engagement, Accountability and Discipleship. We have a goal for each of these key areas with specific strategies to assist us to reach these goals which are assessed against success indicators.

Annual Reports to the School Community

Principal's Report: 2018

It is a pleasure to present the 2018 principal report to the school community.

It's hard to believe that we are almost at the end of the 2018 academic year. When I arrived at Leschenault Catholic Primary School in January of this year I was overwhelmed by the welcome I received from staff, students and parents and I thank each one of you for making me feel that this was the place where I was meant to be. I feel very privileged to have the opportunity to lead this school community this year, following many great principals who have each made unique contributions to help shape the culture of our wonderful school.

As I reflect on the 2018 school year, on what we have all learned, achieved, experienced and shared with each other, there is much to celebrate. The school year began with our Year 6 students heading off on their annual school camp. This was followed by many opportunities to participate in a rich variety of learning experiences within and outside the classroom. These included, receiving of Sacraments, Sports Carnivals, Excursions, Incursions, ANZAC Day march, Harmony Week, School Choir, Footsteps dance, Learning Journeys, Numero challenge, Opti-Minds and the Living Rosary to name a few. A highlight for me was the visit from inspirational speaker John Coutis who challenged students, staff and parents to strive for personal goals and to believe in themselves. On all these occasions our students have represented our school with great pride, living out our motto of Christianity, Friendship & Respect.

As we reflect on the year it is important to report on our 2018 School Improvement Plan written following the LEAD CEWA Strategic Direction: Learning, Engagement, Accountability, Discipleship
Our six areas of focus were:

- Professional Learning
- Numeracy
- School Environment
- Digital Transformation
- Indigenous Education
- Early Years Education
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Our Professional Learning goal was to use data to inform our planning. This year we continued to use the services of CNAP to track our students' progress in NAPLAN. We also introduced standardised tests across year levels and are using DataHub to understand this data. We have as a staff, begun to build capacity in analysing data and using this information to inform planning and teaching.

Our Numeracy goal was to see an increase in the number of students achieving an effect size of 0.8 in Numeracy from Year 3-5 in NAPLAN. An effect size of 0.8 indicates two years of growth. In 2017 89% of our students had an effect size of 0.8 or above and in 2018 there were 81%. Our 2018 cohort was larger than that of the previous year.

Our School Environment goal was to review our Living the Values documents and implement them across the school. Living the Values for Parents was disseminated via the Newsletter and on the website earlier in the year, it is also given out together with the student version at enrolment interviews. The document for staff has been shared. Thanks to Luke Portolan for his calm, patient way of supporting us all on this tech journey. Luke gets asked lots of question, often the same one multiple times and he always responds with a smile and works through the problems with us.

The integration of Office 365 to support the teaching and learning pedagogy is in the early phases of implementation. Staff are using Teams, SharePoint, OneDrive, OneNote and Forms to varying degrees. There will continue to be a focus to upskill staff in the Office 365 suite in 2019.

Our Indigenous Education goal was to increase knowledge and understanding of histories, cultures and experiences of Aboriginal People & embed across learning areas. This year we have formed a GECKOS (Growing Enriched Cultural Knowledge in Our Schools) team made up of Leisa Clark, Bridget White & Pia Riachi who are working with staff to write our Aboriginal Education Plan. As part of this process we have introduced Acknowledgement of Country at assemblies and staff meetings. Some staff have begun to focus on the cross curricular priorities of the curriculum in their planning and teaching and we have purchased some resources.

In the Early Years reflective practice is becoming more and more evident in the planning and learning cycle. In addition, education Assistants have been invited to weekly meeting on the National Quality standards, so that they too have a voice and understanding of the Early Years pedagogy.

Our 2018 NAPLAN results indicate that our year three students performed above CEWA like schools in Writing, Spelling & Numeracy and slightly below in Reading. We were below the Australian mean in Reading, Writing, Spelling, Grammar & Punctuation. Our strength was Numeracy which is reason to celebrate as we outperformed, the WA mean, CEWA similar Mean and National Mean.

In Year 5 our students performed extremely well in all Learning areas. We were at or above the WA mean and CEWA similar schools mean in all areas. In Reading, Spelling Grammar & Punctuation we were above the Australian mean. In Numeracy and Writing we were just below the Australian mean.

So where to from here? Direction 2018 & Beyond

This year we embarked on a three-year school improvement journey through the Fogarty Foundation, which gives us strategic direction in curriculum and enables us to align teaching pedagogy and programs across the school. Early in the year we acknowledged that to drive any school improvement, that as a staff we needed alignment around a shared moral purpose and the reading of data. This resulted in the writing of the LCPS moral purpose: Leschenault Catholic Primary School is a CHRIST centred community which inspires every individual to think, to learn, and to strive for academic excellence.

I commend the staff for taking on new challenges with purpose and commitment. Data from parent, student & staff surveys together with that from formal testing is analysed and used to set our aspirations and goals. The work done in this area will become our School Improvement Plan for the next three years. In 2019 there will be a focus on writing and reading across the school with the introduction of Talk4Write & Talk4Reading programs. These are exciting times for our school and I would like to acknowledge the commitment and hard work of our School Improvement Team of Shevaun Bertelli, Monica Jessop, Bree Dudek & Brigid Bryce. Also Lisette Tilbrook and Sonia West who have taken on specific responsibilities to ensure Talk 4 Write will be embedded across our school.

In May of this year our School was audited for compliance with our system agreement and hence our registration for the next 5 years under the Education Act. A large part of this audit was the National Quality Standards for PK- Year 2, of which there are 7. We met three standards, have since met a fourth and are working towards meeting the other three. The pressure on the early years teachers at

this time was immense and I would like to thank them for their ongoing dedication to providing the best possible education for our young children. The audit has given us direction and helped set ongoing goals.

Staffing for 2019 is almost complete. At the end of this year we say farewell to Maddy Flynn who has been a Kindy teacher this year. Maddy is moving to Sydney to take up further studies. We wish you well and would warmly welcome you back when you finish. Amy Farr leaves us to take on the best job of all, parenthood, we wish her & her husband Matt well for the arrival of their baby early in 2019. Carmel Palazzolo will be continue with us next year, however in the capacity of a relief EA. Candice Kovacs is joining the staff at Bunbury Baptist College as a full time EA. Carla Kay continues her secondment for a further two years at Beagle Bay in the Kimberley. Kate Forrest is on the deferred salary scheme and will have 2019 off. We thank all these people for the unique and valuable contribution during their time here at LCPS and wish them well in their future endeavours.

On behalf of the Leadership Team I thank everyone who has worked so hard this year at LCPS to nurture the children and guide them to follow in the footsteps of Jesus . The teachers and EAs do a fantastic job inspiring our students in so many ways. We can never measure the huge impact each of you has on our future leaders and I thank you for your dedication to our most precious students. I would also like to acknowledge the support of your families who allow you to give so much of yourselves to our school.

To the parents for your support of our school and the students thank you for your support and generosity of spirit, we could not offer the level of education and extracurricular activities that we do without you.

To the Parents and Friends, especially the executive Jo Saunders, Michelle Williams & Rosalie Bone -kamp for all your support and the valuable contribution you make to the spirit of LCPS thank you. Rosalie is stepping down as treasurer due to work commitments. Libby Murray has been our vice president this year. I would like to acknowledge and thank both Libby and Rosalie for all their support in their capacities on the P & F.

To Steph in the canteen and Rachel in the uniform shop, Dave in the school grounds for the fantastic positive services you deliver to our school thank you

To Fr Jess for your ongoing involvement and support of our school. You continually strive to build on the school / parish relationships. Your spiritual guidance and presence in our community is very much valued and appreciated by us all.

To the Anne & Mary team for being the positive first port of call at the front office. For also answering lots of questions, filling in the gaps with your knowledge and for your resilience in trying teaching me how to do cryptic crosswords thank you!

To the School Board members who give of their time to attend meetings and are charged with a myriad of responsibilities from planning for the present and future needs of the school, providing membership on selections panels for employment, managing of the financials of our school to advising me with respect to school policy thank you.

To Karen Wilding for chairing the meetings, Jodi Elston for her accurate and fastidious minute taking and to Faron Abbey for his eagle eye on finances, patience and willingness to give so much of his time

to ensure the books balance To Katrina Catalano, Shayne Barry & Ben Monaghan for all you have contributed. To Tulio Iemma who leaves the board after over six years of membership, thank you for all you've contributed. Each one of you has made a unique contribution to the school board this year and I thank you all for your enthusiasm, advice, guidance & support.

To Brigid & Bree the Assistant Principals, thank you for your patience, for listening and answering all my questions and for being a constant positive presence in the school. Thank you for your honesty, the laughs and for always being there; I think we have grown together and worked really well as a team this year. I feel very blessed to be working with such amazing people and know leading this school over the past year has been very much a combined effort. I think our different leadership styles complement each other and I thank you for all you have done to support me.

Last but not least I would like to acknowledge the support of my family members, they have each made a sacrifice which has enabled me to do my job. I am grateful for their belief in me.

I wish everyone here a happy Christmas and look forward to welcoming you back and working with you in 2019 to provide the best possible education for the children in our school.

Kerry Hewitson
Principal 2018

Treasurer's Report: 2018

LESCHENAULT CATHOLIC PRIMARY SCHOOL

FINANCE REPORT – AGM

FORECAST 2019 – RESULTS

2018 Results

Expected Trading result for the year: \$156 868 Surplus

(Actual figures to October, therefore November & December are budget forecasts)

2018 Actual: \$103 797 Surplus

2018 Results Forecast

The school continues to be in a strong financial position, with the trading surplus to the end of October 2018 currently sitting at \$103,797. The surplus equates to 2.16% of the school's annual budget of \$4.8 million. This is slightly under the 2018 budgeted surplus of \$156,868. Last year an actual surplus of \$216,507 was booked after reporting a surplus estimate of \$125,494 at last year's AGM. This surplus position may move into deficit before the end of this year due to major capital improvement plans in progress.

Reflecting on current year's result

The 2018 budget was well prepared as the budgetary position of the school has been around the mark all year, which was good since no mid-year budget was implemented.

The Federal Government has changed its policy on Catholic School Funding again partly due to lobbying by the Catholic School System to effectively extend the needs-based funding model transitional period by another year to cover the 2019 year. Federal grants will increase by 10.18% and state grants will increase by 0.57% in 2019.

The outlook for 2020 is that student parents' taxable incomes will determine the Federal funding of schools. This may put pressure on school fees, depending on the resulting impact on funding. However, this is subject to political risk with a Federal election due by 18 May 2019. After a recommendation to increase school fees by up to 2%, the Board have decided to not increase school fees for a second consecutive year, due to confidence that the school's budgetary position is in order and costs can be covered by current and projected funding.

Capital improvements spending have been within budget all year, the main items being spent on:

- Undercover area flooring
- Solar panels

However, CEO (Catholic Education Office) has instructed the Principal to changeover the School vehicle and the Board has plans in play to replace and extend the basketball courts, extend the oval and to replace the carpets in the year 3, 4 and 5 classrooms, so these items may increase the capital improvements spend for the balance of the year.

School office has been in the midst of major upheaval with change in accounting method and new auditor, but a system accountant has been appointed to the school to assist toward the audit of the first full set of financial statements prepared by the school on a non-cash basis of accounting. There have been teething problems, but CEO are responding to concerns as they arise.

Projections for 2019

Whilst the 2019 Budgeted figures have not yet been completed or confirmed by the CEO, we expect our recurrent budget position to remain in surplus. We may overrun our capital improvements budget, but the school has a healthy carry forward cash position to utilise.

Our Vision

We strive to maintain the first-class facilities for students and staff, whilst monitoring and preserving the school's healthy financial position, for future generations.

Faron Abbey
Treasurer 2018

Chairperson's Report- 2018

Contributing to and creating better outcomes for the school, students, staff, parents and community is one of the greatest privileges of serving on the Leschenault Catholic Primary School Board.

It is an opportunity to gain unique insight into the workings of our school and support our professional, dedicated and hard-working school leadership team in its efforts to create a dynamic learning environment that challenges, inspires and motivates all students.

My experience over the past four years has been deeply rewarding and I encourage all parents to get involved wherever and whenever they can. From helping out in the classroom, to volunteering in the uniform shop or canteen, to attending a P&F fundraiser there are lots of different ways you can contribute to our school community.

Twenty-eighteen has been a year of growth and change at Leschenault Catholic Primary School. We welcomed our new principal, Kerry Hewitson, who has done an amazing job in her inaugural year. Her energy and focus has ensured LCPS continues to develop best-practice teaching tools and methods to support every student to be the very best they can be.

It has been a pleasure to work alongside the LCPS School Leadership Team to achieve the following:

- Resurfacing the undercover area to provide a safe, non-slip surface for our children to play on during wet weather.
- Installation of solar panels on the Library roof to reduce expensive electricity bills.
- IT equipment upgrades to ensure whole-class internet access and improve network speed, performance and security.
- Building a bus shelter on Mardo Avenue to protect students and teachers from the elements.
- Creating a new intentional learning space in the Pre-Primary block.
- Procuring a life-saving defibrillator which can be accessed during an emergency. The defibrillator is located on the wall of the Administration building, near the Year 1 and 2 block.

The LCPS board also seeks to support and recognise the work of our fabulous P&F Committee who volunteer their time to organise school fundraisers and social events including the highly-successful Bali raffle, school discos and movie nights. Thank you to everyone involved!

In 2019, the LCPS Board is looking forward to progressing a new, major project as we explore the possibility of upgrading the outside playing courts. Exciting times are ahead!

Finally, I would like to thank the members of the LCPS board who generously give up their time to help guide and make decisions about the future direction of our school. In particular I would like to acknowledge the efforts of Tuglio Iemma a retiring board member for all he has contributed to the school over the past six and half years.

Karen Wilding
Board Chair, 2018

President of the P & F Report - 2018

In 2018, in addition to our new principal Mrs Hewitson, the Parents & Friends Committee welcomed new executive members, Michelle Williams – Secretary, Rosalie Bonekamp – Treasurer and myself as President supported by Libby Murray – Vice President. We were also joined by a great team of Class Representatives who have played a key role in the success of the committee this year.

We began the year with our annual Morning Tea welcoming new parents and families to the school. This tradition enables us to meet and chat as we prepare for the year ahead for our school community.

Without a doubt one of our most popular events at the school is the Mother's and Father's Day Stalls. It is such a pleasure to see the excitement of the children as they have the opportunity to carefully select a gift or two for their delighted parents.

Through the year the P&F also hosted a movie night. While somewhat of a cold night we had a great turn out for the movie, with a huge rush for hot chocolates to keep toasty, while all enjoyed Paddington 2.

In 2017 the P&F purchased a sound and light system giving us the opportunity to host our own school discos. We are extremely lucky to have our own resident DJ's - Mr Dudek and Mr Portolan, who kept the children entertained and dancing through both discos of the year.

Our biggest fundraiser of the year was our Bali Raffle, earning a profit of over \$8500. Thank you very much to all parents, caregivers and teachers who gave their time to assist with selling of the tickets. We look forward to hearing how Mr Portolan enjoys his holiday.

One of the tangible and financial ways the P&F has supported children this year has been assisting the school to purchase Redcat Microphone equipment to the value of \$13000. We are proud to provide this equipment to our children to enhance their learning experience and have had very positive feedback from the teaching staff.

The P&F also purchased \$2000 of maths equipment and have funded Edu Dance to assist with the end of year concert giving students the opportunity to take part in a fun and energetic dance program.

In closing I would like to thank you all very much for your support of the P&F. Ongoing input and assistance has allowed us to keep doing what we do, support our children and build the school

community. It is your P&F so if you have any ideas about how we can best assist the school, we welcome that input and need your attendance at our meetings.

Thank you also to Mrs Hewitson and all the school staff for their assistance and encouragement throughout the year.

We wish everyone a safe, happy and holy Christmas season.

Jo Saunders
President 2018

Teacher Standards and Qualifications

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

Years Qualified	Number of Teachers	% Teachers	Qualifications Include
3 Years	2	6%	Diploma of Teaching Associate Diploma of Science Graduate Diploma of Religious Education Graduate Certificate in Education (Early Childhood) Higher Diploma in Education
4 Years	27	85%	Bachelor of Education (Primary) Bachelor of Arts in Education Bachelor of Arts (Early Childhood) Graduate Diploma of Education
5 Years	3	9%	Master of Education Master of Arts

Work Composition

We have a dynamic staff who are very committed to both our students and community. They are open to new challenges and are a professional team who work collaboratively.

	Number of Staff		Percentage of Staff	
	Female	Male	Female	Male
Teaching staff	30	2	94%	6%
Educational Assistants	16	0	100%	0
Administration Officers	2	0	100%	0
Support staff	2	3	40%	60%
Indigenous Staff	0	0	0	0

Student Attendance at School

Year Level	%Attendance	Number of students
Pre-Primary	93.17%	60
Year One	95.84%	60
Year Two	92.27%	61
Year Three	94.47%	54
Year Four	95.67%	59
Year Five	94.17%	64
Year Six	94.16%	64
Total School	94.25%	422

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

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

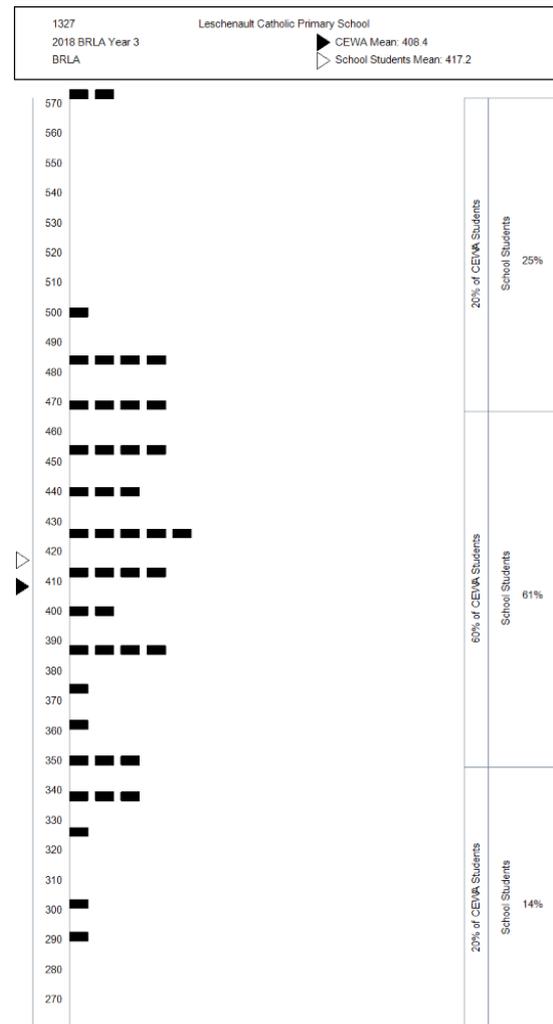
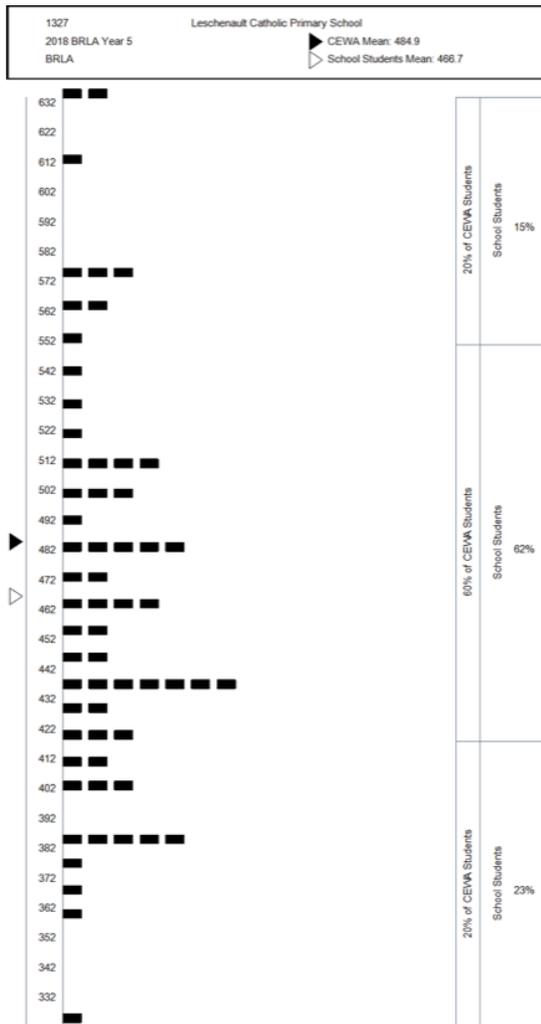
Absentee Notes may also be presented in advance for known absenteeism.

The school has a legal requirement to document and store written explanations for ALL absenteeism of students.

Absentee SMS messages

If a child is absent or late from school without notification from the parent/legal guardian, before 9:00am, an automated SMS Message will be sent, advising that the child is absent and requesting an explanation. This will be followed up by a phone call if there is no response to the SMS. This practice both notifies parents/legal guardians that the child is not at school and ensures the safe whereabouts of all students.

Bishop's Religious Literacy Assessment



Observations:

Our 2018 Bishop's literacy results showed our Year 3 students achieving slightly above the WA Mean. While our Year 5 students' results fell below the WA mean. Further analysis of the Year 5 BRLA shows the two areas of greatest concern were the short and extended answers in the sections Bible and Jesus with a group mean of 34.07 and 43.47 respectively. In 2019 we wish to increase the group means to 44 and 53.

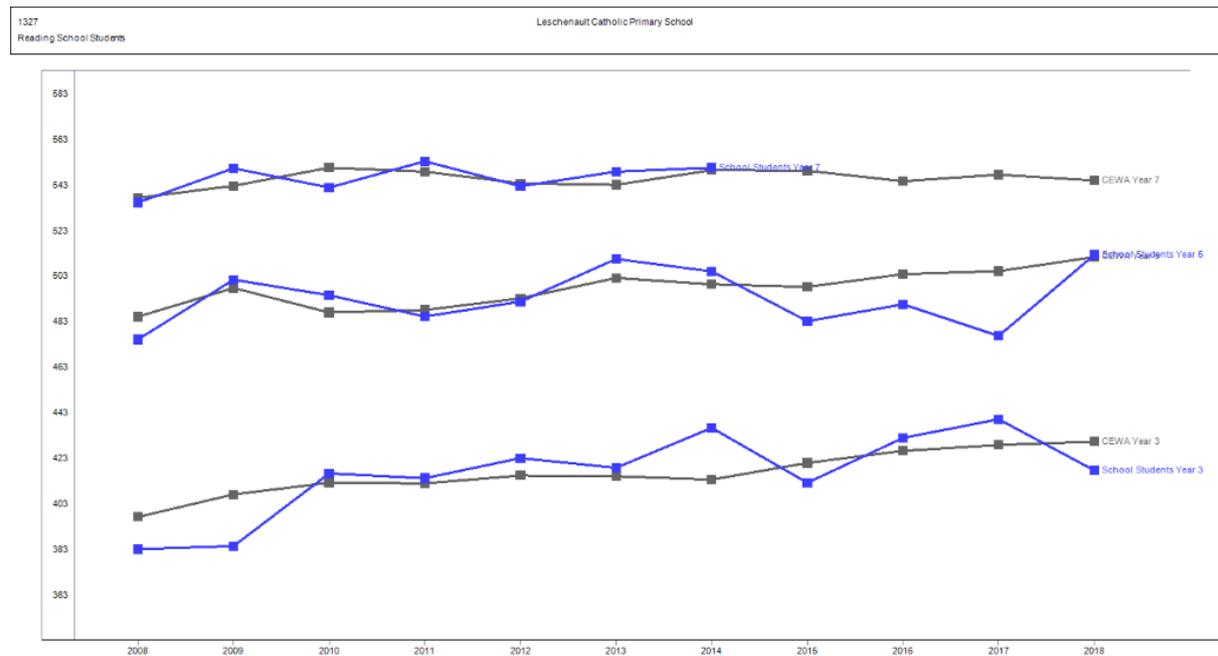
NAPLAN information

School Based Data

In 2018 we explored the use of Datahub to track our student growth. In October we introduced standardised testing across the year levels. These will happen twice yearly. We continue to use CNAP to assist us in understanding our NAPLAN data. In our School Improvement Plan we have set Key Performance Indicators for all formal assessments.

NAPLAN

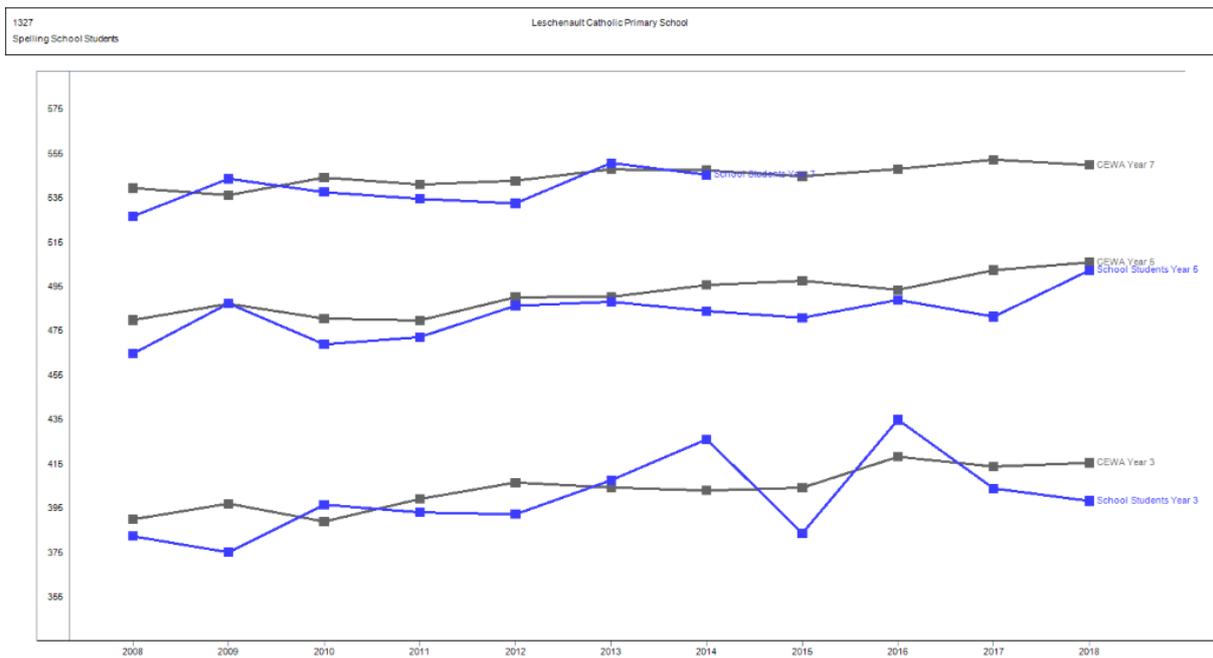
Reading



Observations

Our Year 5 reading results have continued to improve over time with 2018 being the first year since 2014 that we have been above the CEWA similar schools. In fact, we also achieved higher than the Australian and WA schools mean. In Year 3 we achieved close to CEWA similar schools.

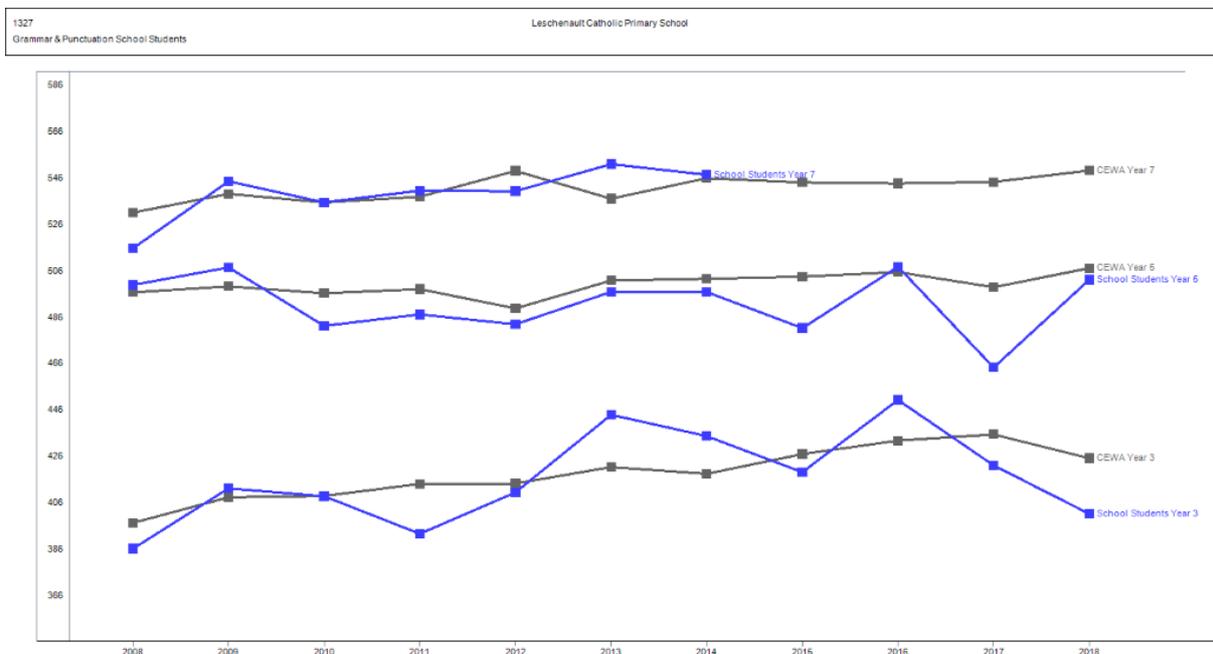
Spelling



Observations

In Spelling our Year 3 & 5 students track closely to the mean for CEWA similar schools. There has been growth for our Year 5 cohort since 2017. When we compare to the Australian mean we are above in Year 5.

Grammar and Punctuation

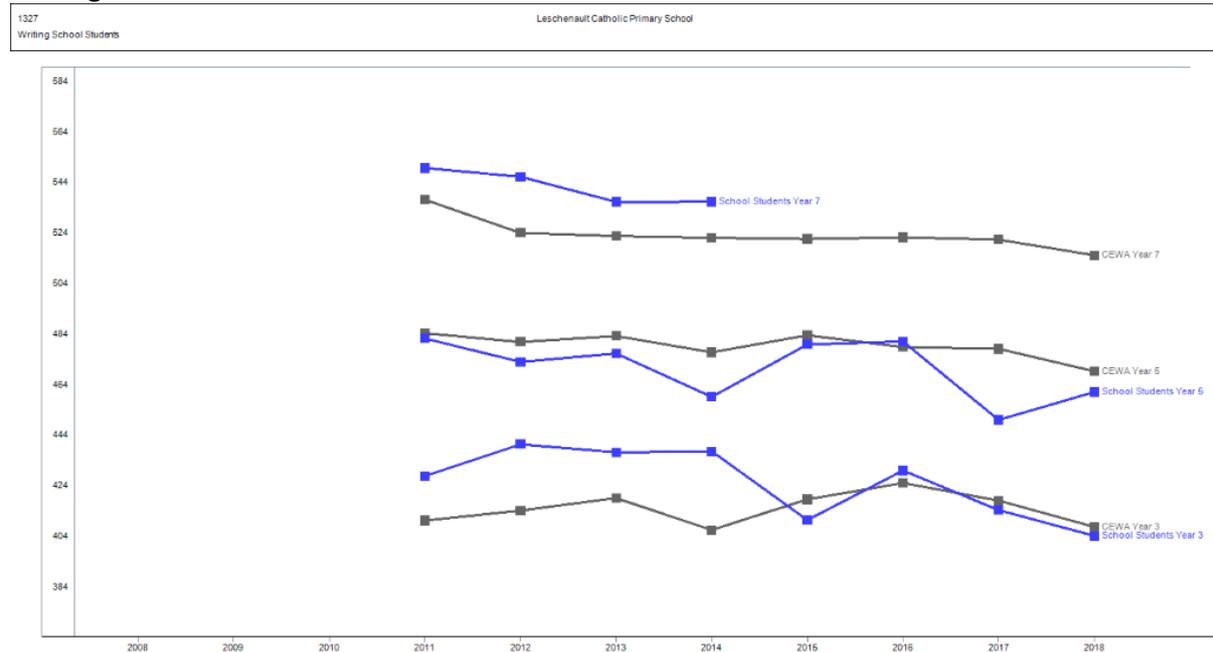


Observations

When we compare our performance to that of CEWA similar schools both our Year 3 & 5 students perform slightly lower in Grammar & Punctuation. Whilst our Year 5 students are close to the CEWA,

over time they have continually performed lower than like CEWA Schools. These results are also reflected in our Writing.

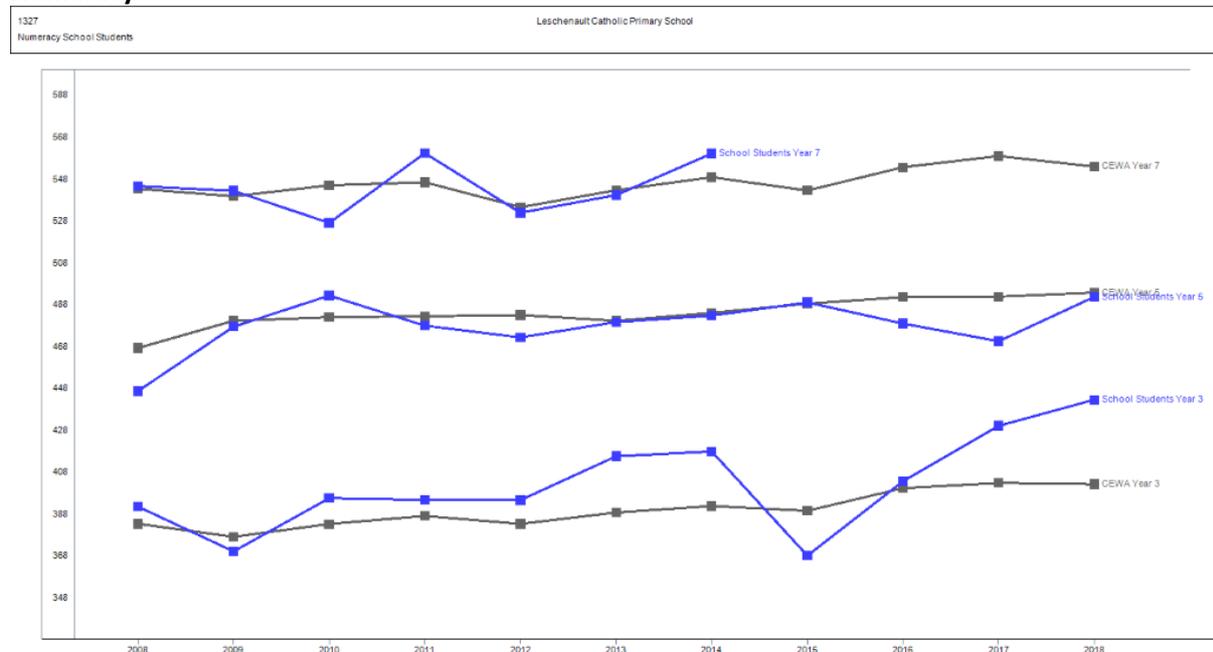
Writing



Observations

Our Year 3 students have achieved close to the CEWA similar school mean for a number of years. Over time our Year 5 students have consistently performed close to or below, however this year have closed the gap compared to 2017. Over time our Year 5 students have been close to the CEWA similar school mean for 3 out of the past 4 years. When we compare to the WA school mean we were equal to it in Year 5 and slightly above in Year 3.

Numeracy



Observations

Our Year 3 Numeracy results have shown an upward trend with an improvement for four consecutive years. Our mean was higher than the All Australian schools, All WA schools and CEWA similar

schools. This coincides with a Numeracy focus and the introduction of Mathematics across the school. Year 5 results were also pleasing with the gap closing between all comparators.

Reflection and Evaluation of our Curriculum Focus

To improve the academic growth of individual students, staff will continue to engage in reflective practice for the planning, assessment and evaluation cycle to critically reflect on student's learning/development. The teaching teams will be encouraged to use effective dialogue and empowering conversations during shared DOTT sessions. Our Engagement in the Fogarty EDvance school improvement process for the next two years will also assist us in data analysis and whole school planning around pedagogy and best practice based on research. We intend to introduce Talk 4 Writing across the school in 2019.

The National Quality Standards continue to drive our Early Years educators. We have met every Tuesday afternoon to reflect upon our current practices both as an educational team and as individuals. All teachers and Educators completed both the individual and group reflections tools on their own practice, supporting findings with evidence. This became the basis for our Quality Improvement Plan together with evidence gathered by the Leadership Team using the iAuditor App.

In May we were audited for compliance with our system agreement. A large part of this audit was the National Quality Standards for PK- Year 2, of which there are 7. We met three standards, have since met a fourth and are working towards meeting the other three. The audit has given us direction and helped set ongoing goals.

Parent, Student and Teacher Satisfaction

In 2018 we participated in the TTFM (Tell Them From Me) staff, student and parent surveys to identify areas of concern and strengths, and satisfaction with the school. The findings of this survey ascertained that all stake holders were very satisfied with the school overall due to an existing culture of community through positive partnerships. Improving parent/teacher communication to support student learning was identified as an area of need.

Staff also completed an OHI (Occupational Health Index) survey. Our overall health was extremely high, in the top quartile with a healthy 88%. This tells us that we are in the perfect position to make changes as our school climate is healthy. Developing capability and accountability for all staff was identified an area for us to work on going forward.

Post school destinations

School	Catholic	Non-Catholic
Bunbury Catholic College – Mercy Campus	45	11
Australind Senior High School	2	0
Bunbury Senior High School	3	2
Bunbury Cathedral Grammar School	1	0
Total	51	13

The majority of our students go on to Bunbury Catholic College- Mercy Campus which is situated in Australind. In 2019 Mercy campus will be known as Our Lady of Mercy College (OLMC).

School Income

Financial information can be seen on [My School website](#).