

Leschenault Catholic Primary School

Annual Report 2020



Our moral purpose is to be a Christ centred community that inspires every individual to think, to learn and to strive for academic excellence.

School Profile

Leschenault Catholic Primary School is a double stream school catering for 456 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 and creative thinkers equipped with skills to face the future challenges.

As a school we embrace many of the elements of Walker Learning in the Early Years and this enables us to continually reflect on the National Quality Standards. We recognise play based learning as essential to how young children learn and develop.

We have a built strong relationship between the Parish, the school and the wider community. Religious Education Curriculum underpins our school and everything we stand for 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 are led by the Student Executive. They rotate through the four ministries throughout the school year. We believe it is important that our school leaders have the opportunity to lead our school and become active citizens.

We value sport within our school and encourage everyone to participate as this helps to develop school spirit which is paramount to the life of our community. Our students constantly achieve and encourage one another on and off the field. This is where we often see the Spirit of Jesus present in our community.

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. 2020 was the third year our school improvement journey was guided through involvement in 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; this is provided in small groups through Minilit and Macqlit.

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: 2020

Good Evening Everyone

It is my pleasure as principal of Leschenault Catholic Primary School to present my report for 2020. When the school year began for students on the 3rd February, I don't think any of us could have predicted the year that was. There have been many challenges for members of our community on deeply personal levels and at a school level, all of which have been faced with an incredible sense of optimism and together we have grown.

In late January Fr Ian returned to Christ the Living Vine Parish as our 2020 interim priest and he quickly embraced our school community; for this we are very grateful. As Term 1 ticked along we were confident of another year of building relationships with the parish and broader community.

In April we moved to remote learning due to COVID 19 pandemic. The work ethic and collaboration that was needed by every staff member to deliver a quality education for those students who were at home and those of essential workers who were at school was inspirational. We were in a new space where there was constant change. Parents collected learning packs for the students through a well organised drive through system and random acts of kindness reminded us about what makes LCPS so special and that the Spirit of Jesus is indeed alive in our school.

At this time, in his Friday evening prayer Pope Francis read from the Gospel of St Matthew, the story which tells of how Jesus and his disciples were sailing on the Sea of Galilee when they were struck by a sudden storm. He said, 'We have realised that we are on the same boat, all of us fragile and disoriented, but at the same time important and needed, all of us called to row together, each of us in need of comforting the other.' I believe we embodied this throughout the year, working together to provide a quality education for the students in our care. We were delighted that the celebrations of the Sacraments were able to go ahead and whilst very different to previous years, they were personalised and special.

The health and wellbeing of both staff and students became an even greater priority as time progressed as we had to rapidly adapt to new ways of doing things. Meetings were online, extra duties were essential as drop off and pick up became the norm for many families and there were restrictions to indoor and outdoor gatherings. Meditation, journaling and clear communication were necessary as we moved forward.

I am unable to report on NAPLAN in 2020. As a school we continue to aim for a minimum of one year's growth for each child per year; 0.4 Effect Size is equivalent to that one year's growth.

We are in the third year of Our School Improvement Plan.

Our moral purpose is to be a Christ centred community that inspires every individual to think, to learn and to strive for academic excellence.

The TTFM (TellThem From Me) surveys were the metric used to monitor gains. In TTFM Parents Survey we wanted to improve the rating on two-way communication from 7 in

2019 to 7.5 in 2020. This has been achieved, we believe this has been through the adoption of the See Saw platform for communication across the school.

Our rating for Parents being Informed about their Child’s Social and Emotional Development was 6.3 in 2019 and 6 in 2020. We have since addressed this issue with changes to the school report and hope the survey in 2021 will indicate that parents feel they are more informed. TTFM Teacher survey Using Results from Formal Assessment to Inform Teaching was rated 5.5 in 2018 and 8.0 in 2019 and this increased to 8.2 in 2020. Clearly teachers are using the information gained from these assessments more and more. Teachers Collaborating and Receiving Feedback on their teaching began at 5.5 in 2018, increased to 7.0 in 2019 and now sits at a healthy 7.6

Our OHI (Occupational Health Index) results are very positive, in 2018 we were 88, 2019 we were 96 and in 2020 we are 97. This indicates we have a very healthy school climate and are therefore able to look at pedagogy and best practice. Performance Contacts and People Performance Review remains in the top quartile.

Our student progress in ACER assessments are referenced against the Australian Median. Green indicates our median is above the national median, yellow we are within two points of the national median, red indicates we are more than 2 points below the national median.

OL4 – Improve Student Performance in PATM (Maths)

YEAR LEVEL	National Median	2018 Interim Report Benchmark	2019 Interim Report		2020 Interim Report	
		Oct 2018 LCPS Median	Feb 2019	Oct 2019 LCPS Median	Feb 2020	Oct 2020 LCPS Median
1	93	94	88	100		
2	103	104	95	105		104.6
3	111	117	100	112	104	110.3
4	117	118	116	119	114	114.8
5	123	122	122	124	119	120.9
6	127	122	125	127	126	129

OL4 – Improve Student Performance in PATR (Reading)

YEAR LEVEL	National Median	2018 Interim Report Benchmark	2019 Interim Report		2020 Interim Report	
			Feb 2019	Oct 2019 LCPS Median	Feb 2020	Oct 2020 LCPS Median
1	87	73	70	82		
2	100	98	89	99		104.5
3	111	116	102	114	104	109.9
4	119	121	119	119	109	117
5	124	126	123	122	127	123.5
6	129	130	132	133	126	129.4

OL4 – Improve Student Performance in PATS (Spelling)

YEAR LEVEL	National Median	2018 Interim Report Benchmark	2019 Interim Report		2020 Interim Report	
			Feb 2019	Oct 2019 LCPS Median	Feb 2020	Oct 2020 LCPS Median
1	NA	NA	NA	NA		
2	82	84	71	86		
3	97	95	84	97	92	100.8
4	112	110	98	110	97	109
5	124	124	116	122	113	122.4
6	132	127	126	132	124	133.8

OL4 – Improve Student Performance in PATGP (Grammar and Punctuation)

YEAR LEVEL	National Median	2018 Interim Report Benchmark	2019 Interim Report		2020 Interim Report	
			Oct 2018 LCPS Median	Feb 2019	Oct 2019 LCPS Median	Feb 2020
1	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA		
3	115	121	113	118	116	120.9
4	123	126	124	126	120	121.4
5	128	127	128	127	126	127
6	131	128	130	132	130	131.6

Our Early Years focus is to continue to strive for agency across the curriculum. All teachers in PK – Yr 1 have an Early childhood qualification. As a staff we have had a focus on Wellbeing and will expand this to students in 2021.

We now have meditation across the school three times a week and encourage staff to use brain breaks throughout the day. There is no BRLA to report on for 2020.

Aspiration for 2021-2023 To increase the number of students achieving an effect size of 0.4 or above every year in Literacy and Numeracy

Education	Develop a shared Vision for Learning which aligns with the CEWA Vision for Learning
Community	Extend the existing positive culture of community through enriching relationships
Stewardship	Continue to develop staff capability and accountability
Catholic Identity	Integrate Faith, Life and Culture across in our school community

Objectives

E1 Track and improve student performance in Literacy	E2 Improve student performance in Numeracy	E3 Reduce the number of students identified as at-risk through standardised testing	E4 Develop an understanding of the Five Teacher Practices that enhance learning
C1 Increase parent response to formal surveys to widen our database	C2 Improve parent/teacher communication to support student learning	C3 Increase community engagement through our relationship with the broader community	C4 Enhance opportunities for engagement within our school community
S1 Prioritise Wellbeing and Mindfulness for staff and students	S2 Establish a culture of staff to staff and student to staff feedback	S3 Maintain collaborative practices when planning and assessing	S4 Embed data informed practices to inform teaching
CI 1 Raise levels of achievement in the Bishops' Religious Literacy Assessment	CI 2 Embed 'Making Jesus Real' across the school	CI 3 Promote our C.H.R.I.S.T centred values	

Education

Objectives

E1 Track and improve student performance in Literacy

E2 Improve student performance in Numeracy

E3 Reduce the number of students identified as at-risk through standardised testing

E4 Develop an understanding of the Five Teacher Practices that enhance learning

Community

C1 Increase parent response to formal surveys to widen our database

C2 Improve parent/teacher communication to support student learning

C3 Increase community engagement through our relationship with the broader community

C4 Enhance opportunities for engagement within our school community

Stewardship

S1 Prioritise Wellbeing and Mindfulness for staff and students

S2 Establish a culture of staff to staff and student to staff feedback

S3 Maintain collaborative practices when planning and assessing

S4 Embed data informed practices to inform teaching

Catholic Identity

CI 1 Raise levels of achievement in the Bishops' Religious Literacy Assessment

CI 2 Embed 'Making Jesus Real' across the school

CI 3 Promote our C.H.R.I.S.T centred values

In 2021 we start our new School Improvement Plan .This Year due to everyone's flexibility and adaptability we have found many moments of joy and stillness throughout the year. Students have had opportunities to participate in extra curricula and co-curricular events. These included: Athletics, Swimming, Basketball, Cross Country, Creative Edge Thinking Challenge, Spelling Bee, Dress up for Book Week, Centurions, Colour Fun Run, Year 5 Leadership Retreat, Year 6 Transition and we look forward to the End of Year Concert next week.

As Principal, I have appreciated the ongoing support of the School Board and P& F. I wish to acknowledge Shayne Barry and Faron Abbey who are leaving the Board this year. Shayne was co-opted back to the Board for 2020, so has completed 5 years. Faron has been the board Treasurer for the past 4 years. Thank you to both Shayne & Faron for their generous contribution to our school community.

I am grateful to the wider parent community for their understanding of the government-imposed restrictions on indoor and outdoor gatherings and limitations placed on their presence on school grounds and in classrooms this year.

Staffing for 2021 has been finalised.

I am grateful to the staff and students with whom I have shared many God moments; this reinforces for me, why I do what I do. There are many teams to thank for their support throughout the year:

To the Leadership Team of Brigid Bryce, Bree Dudek, Shevaun Bertelli
The Curriculum leaders, Sonia West, Lisette, Tilbrook, Denise Martleton & Leisa Clark, Emma Sullivan & Brigid White; The Wellbeing Team Kristy Keeler, Jasman Anderson, Shevaun Bertelli, Brigid Bryce & Bree Dudek , thank you for your support.

Thanks to the Admin Team of Anne & Mary who filter my day and answer lots of questions. Opti minds Team, the Library Love Team , GECKOS Team and Reporting Team all add unique value to our school, thank you.

My personal thanks to every staff member who has given so generously of their time and energy throughout the year to ensure our students have the opportunity to be their best. Thank you also to your families who have been there to support you which enables you to give so much of yourselves.

I feel very blessed to be working in such a positive, caring school environment, where we strive for academic excellence and growth for each individual through sound pedagogy and continuity in educational programs.

As we come to the end of a very unique school year, I wish every member of our school community a safe and happy holiday and a joyous Christmas.

God bless you all.

Kerry Hewitson
Principal 2020

Treasurer's Report: 2020

LESCHENAULT CATHOLIC PRIMARY SCHOOL

FINANCE REPORT – AGM

FORECAST 2021– RESULTS

2020 Results

Expected Trading result for the year: \$62 813 Surplus

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

2020 Actual: \$70,698 Deficit

2020 year results forecast

The school continues to be in a strong financial position, with a small surplus to budget of \$10,198 to the end of October 2020. The surplus equates to less than 1% of the school's annual budget of \$5 million. The 2020 year budget target was a deficit of \$62,813.

Last year an actual surplus of \$74,765 was booked after reporting a deficit estimate of \$14,116 at last year's AGM.

Based on the past year results post AGM, it is likely that this year's current surplus position will be maintained to the end of the calendar year.

Reflecting on current year's result

The 2020 year budget was again well prepared as the budgetary position of the school has been around the mark all year, and no mid-year budget was implemented or required.

To achieve this end, and due to Covid-19, capital improvements spending has been significantly under budget this year, the spend being 15% of the amount budgeted. The reduced capital spend has been offset this year by reduced grant

monies and reduced tuition fees due to student numbers being down on estimates.

Due to Covid-19, CEWA has recommended no increase to school fees for the 2021 year.

The School's 2019 year set of financial statements passed audit with only a few minor items being raised. A new accounting system was adopted this year, with new reports for the Principal, Bursar and myself to get used to.

Projections for 2021

The 2021 year Budgeted figures have been completed and submitted. The current 2021 year budget target is a deficit of \$56,290, including a capital improvement target spend of 4.2% of the budget, with proposed replacement of playground equipment and complete revamp of kindy outside area.

The 2021 year budget spreadsheet is comprehensive and provides much information to CEWA which continues the trend of centralisation and increased oversight. The school board will be renamed a school advisory council next year with new constitution. This may alter the role of treasurer for future years.

Faron Abbey
Treasurer 2020

Chairperson's Report- 2020

Good evening everyone and welcome to this, our AGM for our beloved Leschenault Catholic Primary School.

In January this year, before the school year had even started, I sat down to make a start on this address knowing that every year passes so quickly, if not quicker than the one before, and I didn't want to be caught unprepared. I thought that even if I could just get the first few opening lines for this done, then I'd have at least made a start.

So here is what I wrote :

WHAT A YEAR 2020 HAS BEEN!!!

And when I sat down a few weeks ago to pick up where I had left off, I thought to myself, am I psychic?

Probably not so I changed this line to WHAT A CHALLENGING YEAR 2020 HAS BEEN!!!

Since the beginning of this crazy year, Australia has experienced a bushfire season of unusual intensity, colloquially known as the Black Summer, that extended right through to May and caused major devastation including approximately 46 million acres of land burned, at least 34 human deaths caused directly by the fires, the destruction of 5900 buildings (2779 of these were people's homes), three billion animals were killed and some endangered species were believed to be driven to extinction. Then there was the drop in our air quality, the fall in tourism revenue and the overall cost of dealing with the bushfires, expected to exceed A\$44 billion.

And then in mid-February parts of Queensland and New South Wales, suffering scorching summer temperatures and long term drought, were soaked by more rain than what they had received in the whole of 2019. This deluge swelled rivers out of their banks and swamped the parched lands, leading to muddy floods in many coastal regions. And more rain was to follow. This flash flooding resulted in the loss of power for more than 100 000 people and many citizens in several areas of New South Wales were evacuated due to flooding. The upside of this extreme rainfall was that several large wildfires in rural New South Wales were extinguished.

And whilst here in the West we were praying for our fellow Australians on the east coast fighting fires and floods, an invisible foe was making its way to our shores. From the first confirmed case of the coronavirus in Australia on January 25th (a Chinese national who flew into Melbourne from China) to February 29th when the Australian government activated its emergency plan, to March 16th when Victoria and Western Australia declared a state of emergency and placed a traffic ban on Australians travelling abroad which was the first time that this had ever happened in Australia's history, the pandemic had found its way here. We saw the West Australian premier make the unpopular decision to establish a hard border between us and the rest of the country. This decision has kept us safe thus far and is a decision that other states wished they too had made more quickly.

In 2020, Australians have been tested like never before. Flood, drought, fires and a global pandemic. So many Australians, through no fault of their own, are doing it tough. Lives have been lost, businesses have closed and jobs have gone. Our cherished way of life has been put on hold.

We're even talking differently now. Where once we all spoke of hard and soft boiled eggs, how the water in Australind was so hard and made our shower screens impossible to clean, how we needed to buy a firm mattress for our aching back, the decision to buy hard or soft taco shells for dinner; we are now talking about WA's HARD border and in recent times the shift to a CONTROLLED border.

And LOCKDOWN is now the new buzzword with the famous Collins dictionary registering the use of this word 2.5 million times during 2020. Last year, this word was used only 4000 times.

And here at LCPS, our lives too were changed. When it became necessary to initiate remote learning, our teachers, under the guidance of our Principal Kerry Hewitson and the leadership team, and CEO, began to write lesson plans and organise how our students could best continue their learning from home. But there was no plan in place for dealing with a pandemic and everyone was on a steep learning curve and feeling very unsure and scared for everyone's safety, including their own.

We all learned a lot during this time of isolation from how to wash our hands properly, to how to set up Zoom meetings and how to upload schoolwork onto SeeSaw. And whilst this was a very stressful time for all, we were forced to slow down, stay home, work remotely and rethink the way we went about our daily lives and reassess our priorities. In some ways this time of isolation was a circuit breaker for our often-hectic lives and gave us time to stop, breathe and reprioritise.

All staff at LCPS are to be commended for the way they facilitated the remote learning period so that all of our students could continue on their learning journeys. Thank you for not only being super organised teachers (and IT gurus) but for also willingly taking on the necessary cleaning duties to keep everyone safe.

Obviously during this time of uncertainty, the school was directed by CEO to stop all non-essential spending. However we did manage to invest capital into the following:

- Hard Drive
- Cameras
- Brick Paving
- Soccer Goals

UPS Backup Battery System

Eboard

School Phone System (to run on the NBN)

Projector

Main Power Switch Board (Noah wanted his old one back)

Tricycles x 2

Special congratulations must go to all involved in the organisation and running of the Colour Fun Run, held on Friday 6th November, that raised over \$35k which will be going towards our new playground equipment to be installed in early February next year. I know everyone is going to be blown away when they see the finished product and then we will have the best playgrounds to go with the best basketball courts this side of Antarctica and the best school oval this side of the Milky Way.

It is with a heavy heart that tonight we farewell two outstanding board members Shayne Barry and Faron Abbey. Shayne has served on the school board for five years and is a quiet achiever, often doing little jobs around the school after hours, always looking out for maintenance issues and also always providing our meetings with level-headed and practical advice and opinions.

Faron has been our Treasurer for the past four years and he has really set the bar very high for future incumbents. Faron's accounting, budgets and reports are impeccable, and he always ensures full transparency of all expenditure. He also facilitated the change from Cash to Accruals taxation reporting and has assisted our school Bursar in the implementation of new accounting software. One of Faron's best traits is that he is never afraid to ask questions and he really did have a tight rein on the school's money and questioned all spending.

Thank you, Shayne, and Faron for all that you have done and contributed to our school during your time on the board. You will be sorely missed.

Whilst everyone has a role to play on the school board, I would also like to extend a special thanks to Jodi Collins. Jodi's meeting minutes are clear and concise with detailed action items, so we all know what our homework is before the next meeting. She has also given freely of her expertise in the setting up and regular posting on our school Facebook page. It has been great to see what students from all the year groups have been doing during the year and this has been especially important when parents haven't been able to physically visit the school. And all the friendly reminders about upcoming school events have been very handy too.

2020 was an unprecedented year, a year like no other that any of us has ever lived through to date. No-one knows what lies ahead in 2021 but being the strong school community that we are, and by continuing to put our faith in God, I know that we can weather any storm, fire, flood or pandemic that comes our way and continue to provide the best education and opportunities for each and every one of our students.

Thank you for allowing me to be part of the winning LCPS team.

Katrina Catalano
Board Chair, 2020

President of the P & F Report - 2020

We began our year eager and full of gusto to provide fun and exciting events for our students and families.

In term one we gifted the teachers a \$4000 payment to purchase the reading books to support Talk for Reading across the school.

Our Easter Egg Raffle was a highlight for the students as this was also the time they were adapting to a new Covid 19 safe style of learning. A Hot Cross Bun drive was also a success along with the online Entertainment Book.

As many of our planned events were cancelled or postponed, I would like to take this opportunity to extend a thanks to Bakers Delight and Athletes Foot who continue to support our Fundraising efforts by making a monetary contribution from each LCPS family who shops with them. We recently have the pleasure of Full of Beanz coffee also coming onboard with a donation from each cup of LCPS coffee going towards our fundraising.

What a wonderful community we have surrounding us and having a genuine interest in our success.

It has been heart-warming to see P&F volunteers step up and continue to provide moments of fun for Students and Families.

I would like to take this opportunity to extend a heartfelt thankyou to our P&F Committee.

P&F Vice President – Stacie Morabito

P&F Treasurer - Katherine Kaurin

P&F Secretary – Michelle Williams

P&F Board Representative – Elizabeth Murray

Our Parent Representatives and the parent volunteers.

We are all still buzzing from the success and genuine fun that the School Colour Fun Run was. In fact, there may still be colour stuck behind some ears as not only did we use all the powder colour provided we then went on to use all the boxes of colour from a previous Fun Run.

The laughter, squeals of delight and biggest smiles on kids, teachers and parents was a joy. This was one of our biggest fundraising efforts by far.

To Mrs Hewitson and all the school staff we extend a massive Thank You to you all; we can't wait for next year.

We wish you all a fabulous last few week of Term 4 and a safe, happy and Holy Christmas season.

Linda Bramley
President 2020

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	25	84%	Bachelor of Education (Primary) Bachelor of Arts in Education Bachelor of Arts (Early Childhood) Graduate Diploma of Education
5 Years	3	6	Master of Education Master of Arts (Theology)

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	28	2	94%	6%
Administration & Clerical including Education Assistants	19	0	100%	0
Building operations Maintenance & Other	4	4	0%	100%
Indigenous Staff	1	0	100%	0

Student Attendance at School

Year Level	%Attendance	Number of students
Pre-Primary	92.44%	58
Year One	88.10%	56
Year Two	90.69%	52
Year Three	89.50%	54
Year Four	89.54%	51
Year Five	91.87%	51
Year Six	93.85%	57
Total School	90.86%	379

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 9:00 am, an automated SMS Message will be sent, advising that the child is absent and requesting an explanation. This can 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.

School Based Data

Standardised testing occurs in November and February across year levels. We continue to t CNAP to assist us in understanding our NAPLAN data. 2019 was the second year of our School Improvement Plan, in this we set Key Performance Indicators for all formal assessments.

Reflection and Evaluation of our Curriculum Focus

To improve the academic growth of individual students, staff engage in reflective practice for the planning, assessment and evaluation cycle to critically reflect on student's learning/development. The teaching teams are encouraged to use disciplined dialogue during shared DOTT sessions. Our engagement in the Fogarty EDvance School Improvement Program continues to assist us in data analysis and whole school planning around pedagogy and best practice based on current research. Talk 4 Writing is now embedded across the school in 2020 we shifted our focus to Talk for Reading. Four key teachers in Literacy support staff to ensure a consistent approach to the teaching of Literacy across our school.

We know the importance of good mental health for all, this became particularly was prevalent In 2020 due to COVID 19. We focussed on teaching children about their character strengths and gave them many opportunities to engage in reflective practice, journaling , gratitude and different types of Christian meditation.

The National Quality Standards continue to drive our Early Years educators. All teachers and Educators complete both the individual and group reflections tools on their own practice, supporting findings with evidence. Our Early Childhood Philosophy guides our practice. We use the iAuditor App and individual and group reflections to guide our goals in Early childhood.

Parent, Student and Teacher Satisfaction

TTFM (TellThem From Me) staff, student and parent surveys were completed for the third consecutive year in 2020. Their purpose is to identify areas of concern, 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. Parents indicated that they felt very welcome at our school and that the Safety at School was a strength. Use of Technology, and Keeping Parents Informed through Improving Parent/Teacher Communication to Support Student Learning were areas highlighted for growth. Seesaw was introduced as a whole school communication platform in 2020 and we expect this to address communication.

The TTFM Student Survey was completed by students in Years 4-6. This survey measures: Participation in Sport and Extracurricular activities, Sense of Belonging, Positive Relationships, Valuing Schooling Outcomes, and Students with positive relationships at school. In all areas except involvement in extra curricula the percentage of students who rated each area highly was between 83- 93%. This means our students have a real sense of belonging and experience positive relationships and connectiveness in a caring school environment; their social/emotional wellbeing is healthy.

The TTFM teacher survey focus is Student Learning. Teachers rate the 8 drivers of Student Learning, namely Leadership, Collaboration, Learning Culture, Teaching Strategies, Use of data to Inform Practice, Inclusive School, Technology and Parent Involvement. In all but one area we scored between 7.4 and 8.5. We maintained or improved our rating in all areas except Technology and Parent involvement in the School. We believe parent involvement dropped slightly due to COVID restrictions in 2020. Use of Technology remains our greatest challenge across the school.

Staff completed the OHI (Occupational Health Index) survey. Our overall health has increased from 88 in 2018, to 97 in 2020. Our top decile health is backed by a strong outcome profile with all outcomes in the top decile. Our three strengths to celebrate are Direction, Motivation and Work Environment which were all 100. We believe these are due to strategic clarity, role clarity and accountability achieved through disciplined open and trusting environments and the consistent approach to implementation of our School Improvement plan. LCPS has an extremely healthy school climate, this has a direct impact on student wellbeing and outcomes.

Post school destinations

School	Catholic	Non-Catholic
Our Lady of Mercy College	45	7
Australind Senior High School	2	0
Bunbury Catholic College	0	1
Bunbury Cathedral Grammar School	1	0
Bunbury Senior High School	1	0
Total	49	8

The majority of our students(87%) choose Our Lady of Mercy College situated in Australind as their preferred Secondary School.

School Income

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