

Leschenault Catholic Primary School

Annual Report 2021



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

1. Contextual Information

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. 2021 was the fourth 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.

1. 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	24	84%	Bachelor of Education (Primary) Bachelor of Arts in Education Bachelor of Arts (Early Childhood) Graduate Diploma of Education
5 Years	4	6	Master of Education (Leadership and Management) Master of Arts (Theology)

2. Workforce Composition

	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	3	57%	43%
Indigenous Staff	1	0	100%	0

3. Student Attendance at School

Year Level	%Attendance	Number of students
Pre-Primary	92.63	60
Year One	92.62	60
Year Two	92.05	61
Year Three	93.06	64
Year Four	93.53	54
Year Five	93.55	52
Year Six	94.12	55
Total School	93.12	406

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.

4. NAPLAN Annual Performance

Year 3 NAPLAN Over Time						
	2016	2017	2018	2019	2020	2021
Reading	431	440	417	392	No Test	426
Writing	429	414	404	408		438
Spelling	435	404	399	386		412
Gram Pun	437	442	429	445		429
Numeracy	403	430	442	377		388

Year 5 NAPLAN Over Time						
	2016	2017	2018	2019	2020	2021
Reading	490	476	512	499	No Test	485
Writing	480	449	460	462		473
Spelling	489	482	503	484		477
Gram Pun	508	464	502	508		487
Numeracy	479	470	491	493		467

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

5. Parent, Student and Teacher Satisfaction

Satisfaction of parents, staff and students is determined using the TTFM Survey and the culture and organisational health of our schools using an external diagnostic tool.

TTFM (Tell Them From Me) staff, student and parent surveys were completed for the fifth consecutive year in 2021. 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.

Comparator- our school compared to regional means		
Above	Same	Below

Student Survey		
Social and Emotional Outcomes	Our School	Regional Mean
Student participation in sports	82%	76%
Student participation in extracurricular activities	49%	53%
Students with a positive sense of belonging	76%	77%
Students with positive relationships	90%	87%
Students that value schooling outcomes	94%	94%
Students with positive homework behaviours	48%	55%
Students with positive behaviour at school	96%	89%
Students who are interested and motivated	75%	75%
Students try hard to succeed	97%	90%
Drivers of Student Outcomes- Student rating of school	Our School	Regional Mean
Effective learning time	8.1	8.0
Relevance	7.7	7.7
Rigour	8.3	8.1
Advocacy at school	7.2	6.3
Positive teacher-student relationships	8.7	8.2
Positive learning climate	7.0	6.9
Expectations of success	8.4	8.6

The areas indicated in pink above, outline the areas we seek to improve upon in our 2022 SIP.

Parent Survey		
Perspectives of Parents	Our School	Regional Mean

Parents feel welcome	7.7	7.2
Parents are informed	7.2	6.7
Parents support learners at home	6.8	6.7
School supports learning	7.5	7.1
School supports child's behaviour- safety at school	7.7	7.0
School supports child's behaviour- inclusive school	7.2	6.6

Parents indicated in the survey that they are satisfied in all measures.

Teacher Survey		
Eight Drivers of Student Learning	Our School	Regional Mean
Leadership	7.0	6.1
Collaboration	7.8	7.1
Learning Culture	8.0	7.6
Data informs practice	7.6	7.4
Teaching Strategies	7.7	7.4
Technology	5.9	6.3
Inclusive School	8.3	7.9
Parental Involvement	7.1	6.4

As a part of our transformation program with Fogarty EDvance, we measure the culture/organisational health of our schools through an external diagnostic tool which has been used to measure our school for many years. Our school remains in the top decile (1%) of all organisations when measuring workplace culture and health. The survey was offered to all staff and completed by 80% of staff.

6. School Income

LCPS Financial information is located on [My School website](#).

7. Senior Secondary Outcomes

Not applicable.

8. Post School

School	Catholic	Non-Catholic
Our Lady of Mercy College	39	12
Australind Senior High School	1	
Bunbury Catholic College	1	
Bunbury Cathedral Grammar School		
Bunbury Senior High School		1
Eaton Community College	1	
Total	42	13

9. Annual School Improvement

Report on the progress towards the school's Annual Improvement Plan.

School Improvement Goals	Achieved- Progress Towards Goal
<p style="text-align: center;">EDUCATION</p> <p>Develop a shared Vision for Learning which aligns with the CEWA Vision for Learning</p> <p>E1.1 Embed and support Talk for Reading in all year levels</p> <p>E1.2 Embed and support Talk for Writing in all year levels</p> <p>E1.3 Maintain the consistent approach to the teaching of Letters and Sounds (K-2)</p> <p>E1.4 Review the teaching of spelling using Words Their Way (3-6)</p> <p>E2.1 Implement a consistent approach to using Stepping Stones for the teaching of Numeracy</p> <p>E3.1 Monitor and track student progress through standardised test results (NAPLAN, OLE and ACER)</p> <p>E3.2 Monitor student Voice and Agency in PK-Y2 (NQS Quality Area 1)</p> <p>E4.1 Connect the five teacher practices from the CEWA Vision for Learning to LCPS</p>	<p>During 2021 LCPS developed a consistent approach to planning using an agreed proforma. The school developed uniform assessment tools for each year level. All staff completed professional learning from Dyslexia-SPELD Foundation in Talk for Writing and Talk for Reading.</p> <p>Monitoring the consistent approach to planning by check-ins with teachers and follow -up PLCMs. TFW integrated into other learning areas. Staff PD needs were identified in Letters and Sounds (K-3). Consistency of implementation of Letters and Sounds was monitored by Check-ins. An Audit was undertaken on the current planning and practices in Maths. Development of a fine-grained Scope and Sequence in Maths was undertaken. LCPS engaged an expert from CEWA to support Numeracy Key Teachers to implement a consistent approach to teaching Numeracy. The testing schedule (E3.1) was reviewed and refined</p>
<p style="text-align: center;">COMMUNITY</p> <p>Extend the existing positive culture of community through enriching relationships</p> <p>C1.1 Review processes used to gather parent feedback</p> <p>C2.1 Improve and maintain communication processes between school, home and the wider community</p> <p>C2.2 Review formal reporting practices and procedures to enhance home school communication</p> <p>C3.1 Strengthen professional / collegial relationships within LCPS and across regional school networks</p> <p>C3.2 Maintain engagement between school and parish</p> <p>C3.3 Develop communication and relationships with our Indigenous community</p> <p>C4.1 Audit and review opportunities for engagement within the school community</p>	<p>LCPS gathered and reviewed feedback progress from the TTFM Survey. Communication processes have been consolidated and SeeSaw is now the main communication tool between home and school. We have refined and consolidated the use of the school Facebook page to share school events with the wider community.</p>
<p style="text-align: center;">STEWARDSHIP</p> <p>Continue to develop staff capability and accountability</p> <p>S1.1 Develop a Wellbeing Plan for LCPS</p>	<p>The Wellbeing Team has been upskilled with NESLI modules. Additionally, all staff have been upskilled through NESLI modules during staff PD days throughout</p>

<p>S2.1 Develop processes and structures to gather feedback from students S2.2 Upskill staff in feedback processes S2.3 Enhance student voice and decision making S3.1 Further develop a shared understanding of the connection between planning and assessment S3.2 Ensure all staff engage in collaborative practices S4.1 Develop a shared understanding of differentiation across the curriculum</p>	<p>2021. LCPS commenced investigating programs and practices to enhance wellbeing of staff. A rotational roster was developed for Year 6 Student Ministries and time was allocated to teachers to support this initiative. Time was allocated for key teams to collaborate and shared DOTT was monitored across teaching and priority teams.</p>
<p style="text-align: center;">CATHOLIC IDENTITY</p> <p>Integrate Faith, Life and Culture in our school community. CI 1.1 Analyse the BRLA data and identify priority areas for growth CI 1.2 Consolidate assessment practices in Religious Education CI 2.1 Implement and maintain a consistent approach to the promotion of MJR CI 3.1 Investigate and implement new opportunities to promote our C.H.R.I.S.T values</p>	<p>BRLA data was reviewed and areas for growth were identified. Judging standards were used to moderate RE assessments. Assessments in RE were used to inform results of content based reporting. All staff were upskilled in the Making Jesus Real (MJR) program and MJR values were embedded into the school culture. Processes were established to encourage reflection about our CHRIST values and character strengths.</p>

The new Leadership Team formed for the 2022 school year, in partnership with the School Improvement Team determined a new School Improvement Plan (SIP) would be created early in 2022, to guide the direction of the school for 2022-2024. The new SIP would be broken down to include the priorities for each year of the 3 Year SIP.