



ANNUAL REPORTING 2020



The Australian Government accountability regulations require schools to report information on certain aspects of performance to their community.
The following information pertains to the 2020 calendar year.



CONTEXTUAL INFORMATION

Liwara is a metropolitan Catholic Primary double stream that caters for students from Pre-Kindergarten to Year 6. Liwara Catholic Primary Schools is located in the suburb of Greenwood in the norther corridor of the Perth metropolitan area with an Index of Community Socio-Educational Advantage (ICSEA) value of 1090. Our enrolments are drawn from the suburbs of Greenwood, Duncraig, Warwick, Kingsley, Glengarry, Madeley, Padbury, Woodvale and surrounding areas.

Liwara was established in 1974 and is a double stream school catering for students from Pre Kindergarten to Year 6, serving the Parish of All Saints, Greenwood. At Liwara we offer a holistic education in an environment which enables children to experience the integration of Christian faith and life. As a learning community centered on the example of Christ, the core values of **FAITH, TRUST, RESPECT and MERCY**, underpin all that we do.

A strong sense of community has been nurtured and parents are actively involved in many aspects of school life. Our Social Worker spends three days at the school each week to support our student and parent community. Working parents at Liwara can have their children cared for before and after school, on Pupil Free Days and Vacation Care, at our Liwara Out of School Hours Care Program (OSHC), with staff employed by the School Principal and managed by Our Centre Manager. Our hours of operation reflect the needs of our community.

Our school prides itself on having a diverse range of cultures with nationalities including Brazilian, Portuguese, Indian, South African, Filipino, Irish, Malaysian, Italian and Australian. The school is fortunate to have the support of hardworking and dedicated staff and a strong parent community.

The school motto of '*Strength In Community*' is lived out in our Vision & Mission Statements of a community ".....with strong connections.... gathering as a community of believers with the essential support of parents....."



OUR SCHOOL WIDE FOCUS FOR 2020–2022

Focus 1: Continuing to develop our teaching staff and consistency in teaching practice as the key drivers of student learning.

Focus 2: Continuing to strengthen our engagement and communication —with staff, with parents and with the parish, all as key partners in our journey towards active discipleship.

PROFESSIONAL ENGAGEMENT

Staff Attendance: The average attendance rate per staff member was 95.5%

Staff Retention: During and by the end of 2020, we had 2 staff members on Parental Leave.

Teacher Qualifications and Workforce Composition All teachers are registered with the Teacher Registration Board of WA (TRBWA), which regulates the teaching profession in the best interests of WA children. Collectively, the qualifications held by teachers and the number of teachers who hold these qualifications are:

- 1 Diploma of Education and Teaching
- 22 Bachelor of Education
- 3 Master of Education

- Staff composition: -

	Teachers	Non Teachers
Male	3	1
Female	23	22
Indigenous	0	0
Subtotal	26	23
Total Staff	49	

Expenditure and Teacher participation in Professional Learning



All teaching staff participated in Professional Learning (PL) opportunities in 2020. A sample of PL opportunities included:

- Catholic Primary Principal Conference
- Catholic Assistant Principal Conference
- Seven Steps to Writing
- Autism WA
- Key Teacher Science
- Religious Education Accreditation
- Grow Your Mind
- Financial Literacy
- Student with Disabilities PL

From the School's audited accounts, \$7,899.81 was spent on Professional Learning opportunities for teaching staff. This is an average of \$329.16 per teaching staff member. An additional cost of \$25,000 was spent on teacher relief for attending Professional Learning opportunities.

KEY STUDENT OUTCOMES

Student Attendance: By law, students must attend a minimum of 90% of the available school days. The overall student attendance rate for 2019 was 91.72%. The student attendance per class was:

	Kindy	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Overall % Attendance	91.26%	91.71%	91.02%	93.17%	91.63%	92.82%	89.73%	92.46%	91.72%

MANAGEMENT OF NON-ATTENDANCE

Attendance of students is managed by the school's SEQTA database. The register is taken twice per day (8.50am and 1.15pm). Parents notify the school of a student's absence via phone, email or via a link on the school website. All absences must be covered by a written explanation. Where there is an unexplained absence by 9:30 am, the school contacts the parent or carer asking for an explanation for the absence.

Due to the COVID-19 Pandemic, NAPLAN Numeracy assessments were not administered. In 2020 we are using similar data from our own internal standardised testing in Numeracy—Mathematics Assessment Interviews (MAIs) - to make the following analysis.

NUMERACY

GROWTH	Counting	Place Value	Add/ Subtract	Mult/Division
Sample - 50 students - Year 3 (2018) to Year 5 (2020)				
Expected minimum growth points	1	1	2	1
Actual average growth points	1.18	1.58	1.08	1.88
Percentage growth	118%	158%	108%	188%
ACTUAL PERFORMANCE	Counting	Place Value	Add/ Subtract	Mult/Division
Sample - 55 students - Year 5 (2020)				
Actual Average level of achievement	5.53	3.8	5.02	4.31
Expected level of achievement for Yr 5	5	4	5	4

These results indicate that there has been good consistent growth in the areas of Counting, Place Value and Multiplication/Division between Year 3 (2018) and Year 5 (2020), with data indicating average to slightly above average scores.

In the area of Addition/Subtraction, the data suggests that, although there was slower than expected growth between Year 3 and 5, the Actual Average level of performance by Year 5 is above average. This suggests that there must have been a very strong level of performance to start with in this cohort in Year 3.

Due to the COVID-19 Pandemic, NAPLAN Literacy assessments were not administered. In 2020 we are using similar data from our own internal standardised testing in Literacy—Fountas and Pinnel Testing—to make the following

LITERACY

GROWTH	Reading Accuracy and Comprehension		
Sample: 49 students - Year 3 (2018) to Year 5 (2020)			
Expected minimum growth points		9 over a 3-year period (7.5 over 2.5 years)	
Actual average growth points		7.71 over 2.5 years	
ABOVE EXPECTED GROWTH	EXPECTED GROWTH	BELOW EXPECTED GROWTH	BELOW EXPECTED GROWTH BUT AT OR ABOVE STANDARD
48.9%	20.4	10.2%	18.3%

TABLE

From the above data it is evident that there has been consistent growth from Year 3 (2018) to Year 5 (2020) in Reading Accuracy and Comprehension, with an average increase of 7.71 levels. It should be noted that although the data indicated that some scores were below growth average, they were still at or above expected Year 5 level.

This assessment provides data on students processing strategies, reading accuracy, fluency and phrasing, pace, oral reading behaviours (errors, self-corrections, substitutions, omissions) and comprehension. Students progress to the next level once they have demonstrated appropriate reading accuracy and understanding and meaning in the text. This data is uploaded to a whole school tracking document and is used to monitor student progress across the school year and across year levels.

The Fountas and Pinnell Text level gradient represents twenty-six points on a gradient of reading difficulty (A-Z), each level represents a small but significant increase over the previous level. (new words to solve, more complex language and challenging comprehension). The grade level goal/expectations between year levels differ, decreasing as the texts become more complex.

VALUE ADDED



Liwara Catholic Primary School offers a wide variety of opportunities outside the classroom which allow students to grow and develop. Some of these experiences include:

Sacramental Retreat Days	Junior and Senior Choir
Parish-based Sacramental Program	End of Year Thanksgiving Mass
Class Visits to All Saints Greenwood Parish	Year 6 Graduation Ceremony
School Masses	Wheelchair for Kids
Reconciliation	Year 6 Leadership Day
Holy Week Celebrations	Caritas Fundraising for Project Compassion
Whole School Prayer Services	LifeLink Fundraising
Library Lovers Day	St Vincent de Paul Appeal
New parent Sundowner	Football, Soccer, Cricket, Netball and Basketball Interschool Carnivals
All Saints Day Celebrations	Ballroom Dancing
Harmony Day	ANZAC DAY and Remembrance Day Reflections
Digital Learning Journey	Lapathon
Book Fair	Liwara School Fair
Mercy Missions fundraising	Hymn Singing
School Camps in Years Five and Six	School Disco
Class Excursions	Music Performance Assemblies
Class Incursions	RSPCA Fundraising
School of Thought	Instrumental Music Program
NAIDOC Week celebrations	Staff/Board Sundowner
P&F Mothers Night, Fathers Night, Quiz Night, Camp Night	Pre Primary Nativity Performance
Book Week Parade	Zones of Regulation
Interschool Athletics Carnivals	Wadjuk Gift Project at Mater Dei
Lunch Bunch Club	Footsteps Dance Program
Before School Sensory Program	Catholic Schools Performing Arts Festival
Class Assemblies	One Big Voice

GRANTS AND FUNDING



Liwara Catholic Primary School actively seeks and applies for grants and funding opportunities each year. We have received funds from the following agencies and organisations to enhance our students' experiences:

Description

2020

NAIDOC - \$1,000 in funds granted was in part to support add accessible feature to the Bush Tucker Garden and in keeping with the NAIDOC theme 'Always was, Always Will Be' acknowledging spiritual and cultural connection to our country. Our project has served to raise students' awareness of Noongar culture and language and is a visual reminder for the school and wider community.



It is important to note that many funding opportunities were not available in 2020 due to the effects of COVID-19.

PARENT, STUDENT AND TEACHER SATISFACTION

A survey to identify effective school improvement was completed and some of the results identified are listed below:

LIWARA STRENGTHS

Teachers believe:

- *they are supported to produce effective and engaging programs for the students*
- *that staff all have high expectations with regards to student behaviour and academic achievement*
- *that there is more consistency with regards to behaviour management strategies as a result of implementing the Levels of Behaviour program from Kindy to Year 6*
- *that the Pastoral Care programs offered by the school are beneficial for the students, and staff have a common language to use with the students*

PARENT, STUDENT AND TEACHER SATISFACTION CONT...



Students feel:

- *they have the opportunity to participate in and celebrate liturgies, sacraments, sporting events and perform at assemblies*
- *that they are connected to their peers and that they have a strong sense of belonging to Liwara*
- *they have a high regard for teachers and the learning activities that they are engaged with*
- *that the Year 6 Ministries are beneficial to the school and allow them to experience different roles within the school and to represent the school as student leaders in a variety of ways*
- *the school listens to them and takes on their ideas and suggestions*
- *the school is creating more enjoyable play spaces for all students*

Parents believe:

- *their children are motivated to attend school*
- *it is beneficial that the school offers an Enrichment and Extension Program*
- *that there is a strong community spirit within the school and that their children love coming to school*
- *the school has a focus on the whole child, spiritually, emotionally, academically and pastorally*
- *the school provides students with the opportunity to reflect on their faith, celebrate liturgies and the sacraments and pray together*
- *that the school communicates effectively through SeeSaw, Facebook and the school website*
- *that the Family Mass once a term is a special gathering for the community*
- *that there is strong involvement by the Parish in the Sacramental Program*

ANNUAL SCHOOL IMPROVEMENT



Focus 1 – Evangelisation Plan

The Evangelisation Plan to be more 'alive' and visible in the school-

- Professional Development postponed till 2021 due to COVID-19
- MJR sub-committee will be formed in 2021 to drive this school culture focus
- To remain a SIP and Evangelisation Plan focus area



Focus 2 – Aboriginal Education

Increase Cultural Awareness and raise awareness of cultural sensitivity-

- Our Land Our Story resources purchased
- Professional Development for staff was held and time allocated for staff to integrate these resources into their classroom programs
- GECKOS Team plan NAIDOC Week event & activities
- Bush Tucker garden planted
- Reconciliation Action Plan postponed till 2021 (CEWA postponed PL due to COVID-19)

Reconciliation Education Plan 2019/2020

Year	2019	2020	2021	2022	2023	2024	2025
Strategic Goal 1: Embedding Aboriginal and Torres Strait Islander perspectives into the curriculum and school culture	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Strategic Goal 2: Building relationships and understanding between Aboriginal and Torres Strait Islander students and non-Indigenous students	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Strategic Goal 3: Supporting Aboriginal and Torres Strait Islander students to achieve their potential	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Strategic Goal 4: Promoting reconciliation and social justice	Completed	Completed	Completed	Completed	Completed	Completed	Completed

Focus 3 – Curriculum Plan Focus - Data Analysis

Data Analysis to be used to inform teaching programs-

- NAPLAN testing cancelled in 2020
- In-school testing schedule progressed as per normal in 2020
- Whole school tracking document updated & streamlined to track students as they progress through the school
- Learning Area Coordinators to monitor programs to ensure differentiated learning tasks are undertaken



Focus 4 – Student Voice

Increased opportunity for student voice.

- Suggestion box has been created and is in use. Suggestions have been implemented where possible
- Student Ministry groups to lead prayer was postponed till 2021
- Student Ministry groups continue to create opportunities for student voices to be heard in the wider community through fundraising and information distribution, such as St Vinnie's Christmas Appeal, 89.7 Curtin FM School of Thought



ANNUAL SCHOOL IMPROVEMENT CONT....

Focus 5 - Enriched Professional Learning/Sharing

Embed a process of relevant, inclusive Professional Learning for all staff-

- Key Teachers are responsible for driving Professional Learning Meetings (PLMs) to provide opportunities for staff (teachers & education assistants) to engage in Professional Learning opportunities. In 2020 some of the PLMs included– Seven Steps to Writing Success; Spelling, Grammar and Punctuation whole school checklist focus; NCCD online PL; CEWA webinars; MoneySmart; Zones of Regulations

POST SCHOOL DESTINATIONS

Belridge Senior High School—1

Duncraig Senior High School—3

Greenwood College— 6

Mater Dei College— 3

Mercedes—2

Mercy College—1

Prendiville College—2

Sacred Heart College – 33

FINANCIAL & INFRASTRUCTURE REPORT

School income statistics can be accessed through the ACARA MySchool website by searching for 'Liwara Catholic Primary School Greenwood'.

<https://www.myschool.edu.au/>