



# ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST LAWRENCE PRIMARY SCHOOL  
DERRIMUT**

**2018**

REGISTERED SCHOOL NUMBER: 2069



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## Contact Details

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## Minimum Standards Attestation

I, Julie Corsaletti, attest that St Lawrence Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

22 March 2019

## Our School Vision

At St Lawrence Primary School we strive to develop our relationship with God through positive and inclusive relationships with all members of the school community.

We promote a learner-centred approach for all, through good practice informed by feedback, so as to foster life-long learning, critical thinking and civic responsibility.



*Statue of 'Saint Lawrence and Students' installed in the piazza*

## School Overview

During 2018 our enrolment numbers continued to grow to 492 students in 20 class groups.

We belong to the parish of St Peter Chanel in Deer Park. 83% of our students were Catholic. Our school building was used as a worship space for our school community as well as for parishioners once a month. The priests from St Peter Chanel came to our school regularly for class liturgies or school Masses. We also gathered for community prayer every Monday morning with families.

The major ethnic groups represented in the school were: Australian 16%, Filipino 16%, African 15%, Vietnamese 11% and Indian 9%. 63% of students came from a language background other than English. This was much higher for the parent community.

28% of families had a Health Care Card. 28 children received Students With Disabilities funding. We had 18 Learning Assistants supporting students at risk.

Our specialist programs were Physical Education, Performing Arts and Visual Arts. Our Language program was incorporated into our Arts program and we taught Bahasa Indonesian. We had 2 language assistants who are native speakers supporting the Arts teachers.

During 2018 we constructed the sporting oval. This facility has given the students many more opportunities for outdoor activities.



## Principal's Report

During 2018 we continued working towards our strategic intent of becoming a high performing school. We worked in a number of different areas to achieve this including:

- Being recognised as an Apple Distinguished School
- We continued to use the Lesson Study model to focus on teacher practice
- We continued to improve our language program through participation in the Enhancing Language Learning program. We hosted visits by a number of schools to share and learn from us
- We worked with Glen Pearsall to upskill teachers in classroom management
- We hosted visits from other schools who wanted to learn from/with us



*Statue of Saint Mary MacKillop installed in our prayer garden.*

## Education in Faith

### Goals & Intended Outcomes

To assist all in the St Lawrence community to live the Catholic faith based on a contemporary understanding of scripture, tradition and Catholic social teaching.

That staff and students demonstrate the school's Catholic culture incorporating Catholic social teachings in all aspects of school life and have the school community make more explicit links between faith and Catholic Social Teaching.

### Achievements

The School Improvement Surveys showed the Catholic Culture Index for all stakeholders was above the 78<sup>th</sup> percentile and also above the mean for Australian Catholic schools.

The Enhancing Catholic School Identity report indicates that the school has a strong Catholic identity with all 3 of the survey results being in the preferred positions.

#### VALUE ADDED

We have strengthened and promoted Catholic traditions in our school by inviting families to religious events such as school Masses, class liturgies and community prayer. We also include families in Community Singing preparation for Masses. School families have also attended the monthly parish Mass which we host in the school hall.

We have installed two significant statues on our site to promote our Catholic identity – St Lawrence and St Mary MacKillop.

Staff have implemented the new Religious Education Frameworks including new reporting guidelines and assessment standards.

We have strengthened student voice and dialogue in Religious Education with more emphasis on provocations and dialogue.

We have seen evidence in many different ways of Catholic social teaching being incorporated into school life, eg. Support for the St Vincent de Paul Winter Appeal, support for students with life-threatening illnesses, families in crisis, students who need uniforms and food.

## Learning & Teaching

### Goals & Intended Outcomes

To embed the school's learner centred pedagogies with a focus on strengthening a challenging and stimulating learning environment.

That student outcomes in Writing and Number will improve across the school.

That more students are represented in the top two NAPLAN bands.

That engagement for all learners will be strengthened across all curriculum areas.

### Achievements

55% of year 3 students were in the top two NAPLAN bands for literacy.

40% of year 5 students were in the top two NAPLAN bands for literacy.

This indicates that we have again exceeded our goal of 35% of our students (or more) represented in the top two bands in Literacy in years 3 **and** 5.

There were 92 points growth in Maths from year 3 to 5 (79 is the expected growth).

There were 80 points growth in Spelling from year 3 to 5 (79 is the expected growth).

We have continued to strengthen student engagement by:

- Further developing Problem-Based Learning and Challenge-Based Learning from Grade 3 to 6
- Continuing to work with an Apple Distinguished Educator to ensure the use of digital learning tools is informed by good pedagogy
- Strengthening our Arts/Language program and participating in the Autonomous Language Learners program
- Embedding the school's learner-centred pedagogies through participation in the Intervention Framework

### STUDENT LEARNING OUTCOMES

The minimum number of Year 3 students meeting the minimum standards in NAPLAN over the last 3 years are:

95.6 in Maths; 94.1 in Reading; 95.5 in Spelling & 97.1 in Writing.

The minimum number of Year 5 students meeting the minimum standards in NAPLAN over the last 3 years are:

95.4 in Maths; 93.8 in Reading; 96.9 in Spelling & 87.7 in Writing.

In 2018, **NAPLAN Numeracy** Cohort Growth data showed that the 2018 Grade 5 students had shown growth from 2016 NAPLAN Numeracy data at a rate above the state average.

**National Mean- 92 points** growth from 2016– 2018

**State Mean – 89 points** growth from 2016 – 2018

**Matched School Mean** (students that attended St Lawrence grades 3-5) – **100 points** growth from 2016 – 2018

This is **8 points above** the National growth average and **11 points above** the State growth average.

In 2018, **NAPLAN Literacy** Cohort Growth data showed that the 2018 Grade 5 students had shown comparable growth to the state in Reading and exceeding state average growth in Spelling and Grammar & Punctuation from their 2016 NAPLAN data.

**National Mean Grammar & Punctuation- 68 points** growth from 2016– 2018

**State Mean Grammar & Punctuation – 64 points** growth from 2016 – 2018

**Matched School Mean Grammar & Punctuation** (students that attended St Lawrence grades 3-5) – **82 points** growth from 2016 – 2018

This is **14 points above** the National growth average and **16 points above** the State growth average.

**National Mean Spelling- 82 points** growth from 2016– 2018

**State Mean Spelling – 80 points** growth from 2016 – 2018

**Matched School Mean Grammar and Punctuation** (students that attended St Lawrence grades 3-5) – **85 points** growth from 2016 – 2018

This is **3 points above** the National growth average and **5 points above** the State growth average.

This is a visible indication of the development of student understandings between Grade 3 and Grade 5 at St Lawrence Primary School.

### READING RECOVERY

11 students received our Reading Recovery Literacy Intervention program in 2018, which was 14% of grade 1 students. These students received an average of 20 weeks on program, this was three weeks more than the CECV average of 17 weeks. The students who participated in the Reading Recovery Program have had an average growth of 16.17 levels compared to the CECV average of 13.44. All of the students showed a growth in their Writing Vocabulary Level as well as Reading levels. 72% of the students were successfully discontinued (finished program at expected levels for grade 1) and 28% were referred for further support from the Catholic Education Services.

## Student Wellbeing

### Goals & Intended Outcomes

To further develop and embed social and emotional learning in all curriculum areas and social relationships.

That students will strengthen resilience, self-management of their behaviour and demonstrate positive relationships in their interactions with others.

That student learning and learning confidence will strengthen.

### Achievements

The relative strengths identified in the School Improvement surveys of students were 'Stimulating Learning, Student Motivation and Learning Confidence.'

The Resilient Youth surveys indicated that students feel that the school cares about kids, that our school values diversity and they recognise that they can help others.

#### VALUE ADDED

We have continued to implement a number of strategies to enhance social and emotional learning at St Lawrence. These include:

- The Resilience Project
- Providing the services of a psychologist
- "Star of the Week" at assembly each Friday with the families
- Student leadership programs
- the Environment Team; the Arts Club; the Glee Club; the Coding Club
- Personal Safety program
- School-Wide Positive Behaviour Support
- The Peaceful Kids program

### STUDENT SATISFACTION

The School Improvement Surveys showed that the following indicators were over 85% favourable:

- Connectedness to school
- Teacher empathy
- Purposeful teaching
- Learning confidence
- Student motivation
- Connectedness to peers

### STUDENT ATTENDANCE

Non-attendance is monitored by the principal, class teachers and Admin staff. Families are expected to provide reasons why children are absent from school. The class teacher and/or principal meet with families when there is a concern about absenteeism. If necessary, a Support Plan is put in place by the principal and family to address inadequate attendance.



## Child Safe Standards

### Goals and Intended Outcomes

At St Lawrence Primary School we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

*The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school (Congregation for Catholic Education 1997, n. 9)*

### Achievements

In 2018 we continued the implementation of the Child Safe Standards. The school leaders worked with staff and the school community to ensure that a culture of child safety was embedded in the school. This involved implementing a number of strategies including:

- Visitor sign-in system which requires Working With Children Check card
- Training of classroom helpers which includes Child Safe practices
- Modification of supervision practices at the swimming program
- Requirement of all adults who volunteer in the school to have a Working With Children Check
- All staff completing online training for Mandatory Reporting
- Staff recruitment practices which address child safety
- Staff induction which includes child safety practices
- Implementation of a Personal Safety program for students



## Leadership & Management

### Goals & Intended Outcomes

To further develop a culture characterised by shared vision, distributed leadership, collaboration and which reflects a strong Performance and Development understanding.

That school organisational climate particularly in relation to appraisal & recognition, professional growth and teacher confidence will improve.

### Achievements

We have been successful in nurturing a culture characterised by a shared vision. We have refined our Vision Statement in consultation with staff; we use it frequently as a point of reference with staff, students and the School Advisory Board. We have had evidence of student leaders having a good understanding of the Vision Statement in action in our school.

We have been successful in building distributed leadership not only for staff, but for students and families as well. For staff, we have a large leadership team which consists of staff with Positions of Leadership as well as assistant leader roles. We have enabled student voice by consulting them about school matters and supporting the student leadership roles. For families, we have further developed the School Advisory Board and continued to develop our fundraising teams to give more families opportunities to participate. We have raised the profile of family-school partnerships and provided more opportunities for families to have a voice through Community Conversations and Learning Walks.

A culture of collaboration is a strength within our school. This is evidenced in facilitated planning; professional learning team meetings for teachers and learning assistants; development and evaluation of Performance & Development plans; whole school approach to professional learning; communication between teachers and learning assistants about student needs/progress.

We have created a culture which enhances performance and development as feedback is valued by all staff. We have a supportive culture for professional dialogue. Teachers have been very enthusiastic about using the Lesson Study model to improve their teaching. All staff have participated in learning walks to gain insights. We have engaged Glen Pearsall to provide coaching to teachers about their classroom management. We have also focused on Workplace Wellbeing in response to staff workload and wellbeing.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2018**

Leaders participated in the following professional learning:

- Principal network
- Deputy Principal network
- Learning and Teaching network
- Maths Cluster
- Literacy Network
- ICT Network
- Student Wellbeing Cluster
- Religious Education Network
- Modern Language Teachers Association of Victoria
- Learning Diversity

Staff participated in professional learning for:

- Language
- Religious Education
- Workplace Wellbeing with Katrina Bourke
- The Intervention Framework
- Apple Teacher certification
- Library network
- Challenge Based Learning
- Classroom management with Glen Pearsall
- Positive Behaviour for Learning
- The Resilience Project
- Words in Context

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018**

35

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

\$5,420

**TEACHER SATISFACTION**

In the School Improvement surveys of teachers there were over 95% favourable responses to all indicators for the following:

- Teacher confidence
- Curriculum processes
- Quality teaching
- Engaging practice
- Student motivation

## School Community

### Goals & Intended Outcomes

To nurture partnerships which support student learning and wellbeing.

That strategic family and broader community partnerships will enhance and enrich student learning and wellbeing.

### Achievements

In 2018 we introduced The Resilience Project to our school to support student wellbeing and also to provide information for families. A number of families attended the parent information night and we received very positive feedback from attendees.

We have continued to participate in the 'Kids Teaching Kids' program and were proudly represented by a group of students at the annual conference.

We continued to communicate with families about their child's learning via the SeeSaw app. This application allows students and staff to post work samples and annotations so that families can view their child's work and make comments.

We have continued to communicate information with families via a variety of modes including a hard copy newsletter, the Skoolbag app, email and the school website. We continue to post events on the family google calendar.

### PARENT SATISFACTION

In the parent responses to the School Improvement Surveys the relative strengths were parent partnerships, connectedness to peers and student motivation. The Community Engagement Index was the highest score for the last 4 years.

## Future Directions

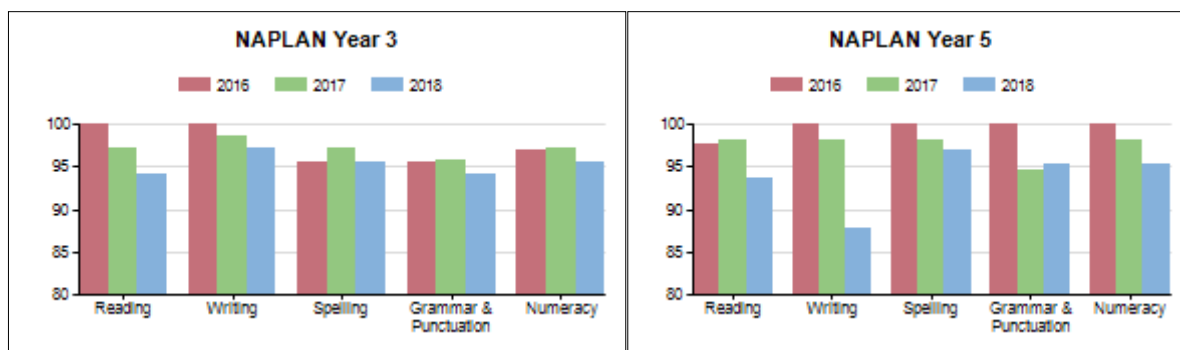
In 2019 we are working towards using the funding from the Nationally Consistent Collection of Data (NCCD) to further develop our support for students with diverse learning needs. Some of the strategies we are hoping to implement include:

- Employment of a school psychologist for 3 days per week
- Contracting speech therapists and occupational therapists to work for 2 days per week
- Employing more learning assistants
- Implementing a Maths intervention program
- Employing a support teacher for oral language and teacher focus groups
- Providing training for all learning assistants to attain a Certificate IV
- Purchasing equipment and resources



## School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	95.5	95.8	0.3	94.1	-1.7
YR 03 Numeracy	96.9	97.2	0.3	95.6	-1.6
YR 03 Reading	100.0	97.2	-2.8	94.1	-3.1
YR 03 Spelling	95.5	97.2	1.7	95.6	-1.6
YR 03 Writing	100.0	98.6	-1.4	97.1	-1.5
YR 05 Grammar & Punctuation	100.0	94.6	-5.4	95.4	0.8
YR 05 Numeracy	100.0	98.2	-1.8	95.4	-2.8
YR 05 Reading	97.7	98.2	0.5	93.8	-4.4
YR 05 Spelling	100.0	98.2	-1.8	96.9	-1.3
YR 05 Writing	100.0	98.2	-1.8	87.7	-10.5



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		93.4
Y02		92.9
Y03		95.4
Y04		96.0
Y05		94.0
Y06		95.7
Overall average attendance		94.6
TEACHING STAFF ATTENDANCE RATE		
Teaching Staff Attendance Rate		88.3%
STAFF RETENTION RATE		
Staff Retention Rate		84.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.0%
Graduate	10.0%
Graduate Certificate	10.0%
Bachelor Degree	90.0%
Advanced Diploma	10.0%
No Qualifications Listed	3.3%
STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	38
Teaching Staff (FTE)	32.2
Non-Teaching Staff (Headcount)	24
Non-Teaching Staff (FTE)	22.3
Indigenous Teaching Staff (Headcount)	0