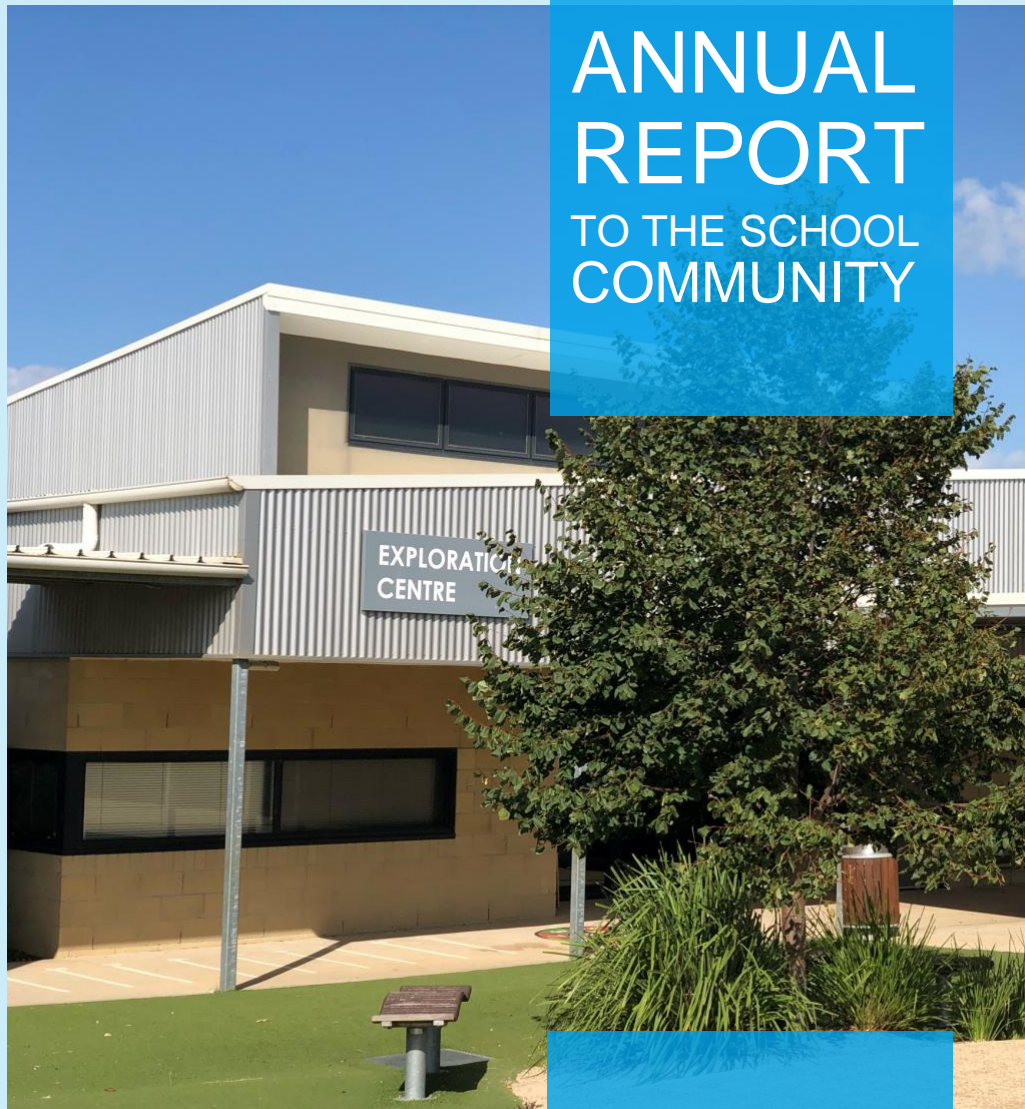


ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST LAWRENCE PRIMARY SCHOOL
DERRIMUT**

2019

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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

20 April 2020

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.



School Overview

During 2019 we reached our capacity of 21 class groups. We have grown from a school of 4 class groups in 2010 to a three-stream school in 2019.

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 33%, African 16%, Filipino 12%, Vietnamese 9% and Indian 8%. 78% of students came from a language background other than English.

26% of families had a Health Care Card. 23% of children were counted in the Nationally Consistent Collection of Data. We received significant funding to support these students.

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.

We value opportunities for our school community to gather. These events included the annual Fun Run, the Multicultural Dinner, sacrament programs, Art Show and our first Jingle Mingle and Athletics Carnival.



Principal's Report

During 2019 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:

- Building on our knowledge and skills in relation to the Intervention Framework
- Continuing to operate as an Apple Distinguished School
- Working with Paul Spence (Spiritual Director) to deepen our sacramental program, as well as offering staff and family faith formation opportunities
- Participating in professional learning in a Primary Partnerships Collective
- Continuing to improve our language program through participation in the Enhancing Language Learning program
- Hosting visits from other schools who wanted to learn from/with us
- Continuing to work with Glen Pearsall to enhance teaching practice. He has given us very positive feedback on the growth he has seen in teacher practice and has included a reference to the positive impact our teachers are having in his latest book, "Tilting Your Teaching".

School Advisory Board Report

(Extracted from the report given at the 2019 Annual General Meeting by the Chairperson)

The 2019 School Advisory Board included: Lisa Turner (Chair); Vicki Oki (Deputy Chair); Samantha Richardson (Secretary); Charlotte O'Hegarty (Staff Rep); Stephen Crawford; Faustina Carron; Tashil Mungur; & Millencie Ballesteros.

The main focus for the SAB in 2019 was to try and bring opportunities for the St Lawrence family community to come together. A summary of the main items discussed during meetings included:

Cultural Diversity Week – Multicultural Dinner

During Cultural Diversity Week 26th – 24th March, St Lawrence Primary School prepared a number of events for the students to participate in. The SAB focus during this time was the Multicultural Dinner which was held on Friday 22nd March. Families were encouraged to bring food to share from their culture and also to wear traditional clothing. This was the second year the school community function was held, supported by the SAB and the participation of families and teaching staff far surpassed expectation.

It was agreed that due to its success, this event would be supported again in 2020 by the SAB.

Parish Mass Hospitality

Millencie Ballesteros lead the SAB in trialling a coffee & cake gathering after Parish Mass. This was well received by Father and the congregation. During the year, a number of SAB members prepared for this gathering on 2 occasions. It was discussed that a significant portion of parishioners at St Lawrence Parish Mass may not be school families. If this hospitality event continues in 2020 (which will be at the discretion of the 2020 SAB), it was recommended to look at ways that will further encourage school family attendance at the Mass and after Mass gatherings.

St Lawrence Athletics Carnival

The first Athletics Carnival event at St Lawrence was held on 21st June. This event was highly anticipated by the parents on the board and although SAB involvement was not required, there were a number of excited discussions during the build up. It was agreed that the inclusive nature of the carnival really encouraged students of all athletic ability to enjoy the day and the SAB are excited at the prospect of ongoing carnivals.

Christmas Carols – Jingle Mingle

Although the planned December 2018 Christmas Carols at the oval was cancelled due to inclement weather, the SAB fully support this event in bringing the school community together. It was agreed that in 2019 the SAB would set up tables at the Jingle Mingle, selling battery powered candles to raise money for St Vincent de Paul.

Student safety in regards to traffic congestion and parking around the school

Again this year there were a number of discussions regarding the challenges of minimal street parking surrounding the school and the traffic congestion this causes. The SAB were particularly concerned that student safety was at risk when drivers and pedestrians do not take care to always follow road rules, designated parking zone areas and use the supervised crossings. Communications to the school community are made regularly in the school newsletters. Further changes to the designated parking areas by Brimbank City Council, will likely continue ongoing discussions on this topic. It was agreed that we will likely need to continue regular communications to the school community with reminders of safety at drop off and pick up times.

St Lawrence master plan for school grounds completion and the Government Local Schools Community Fund

Julie presented to the SAB the Playground and Landscaping Master Plan which will be used to complete the school landscaping over the next 2-5yrs, based on funding available.

The Australian Government are providing each school the opportunity to apply for a maximum \$20,000 funding grant. The purpose of this grant is to benefit students for small scale projects and their associated costs. In line with the Landscaping Master Plan, it was agreed by the SAB that St Lawrence would apply for a \$20,000 grant to build shade sails in one of the outdoor gathering spaces. Stephen Crawford, on behalf of the SAB has worked with the school to put in this application and we thank Stephen for his dedication.

Other Matters

- The SAB is responsible to review school policies on a regular basis. This year the SAB reviewed the Family School Code of Conduct and it was agreed that no changes were needed to be put forward.
- As part of a learning forum requested by the SAB, Julie took the Board through the school's philosophy and strategy of developing student leadership skills.
- Information provided to Julie in regards to the prep enrolment and school tours (based on new parents' feedback), has further supported the experience for new parents.
- Julie provided updates regarding changes to the Parish Priest serving the community.
- A review of the SAB Constitution was discussed to try and better enable the SAB with their roles and responsibilities ongoing while supporting the needs of the School. This will be discussed and agreed as part of the AGM.



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 Catholic Education Melbourne School Improvement Surveys (CEMSIS) showed that Catholic Identity was at or above the CEM average for staff, students and families.

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 implemented key strategies from "Horizons of Hope" and continued to implement the new Religious Education Frameworks to assist staff to engage students in learning in Religious Education.

We have strengthened student voice and dialogue in Religious Education with more emphasis on provocations, dialogue, questioning for deep engagement and encounter.

We have developed throughlines for the teaching of Catholic Identity and Social Justice. 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.

We have also provided opportunities for staff and school leaders to have dialogue about faith by working with Paul Spence (Spiritual Director).

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

We have continued to exceed our goal of 35% of our students in the top two bands for Literacy in both year 3 **and** year 5.

53% of our year 3 students were in the top two NAPLAN bands for Literacy.

41% of our year 5 students were in the top two NAPLAN bands for Literacy.

There were 80 points growth in Reading from year 3-5 (79 is the expected, state achieved 70 points growth)

There were 94 points growth in Maths from year 3-4 (79 is the expected, state achieved 86 points growth)

We have continued to strengthen student engagement by:

- Continuing to work with an Apple Distinguished Educator to ensure the use of digital learning tools is informed by good pedagogy
- Further developing Problem-Based Learning and Challenge-Based Learning
- Strengthening our Literacy program through whole school participation in professional learning regarding The Learning and Teaching Cycle
- Strengthening our capacity to teach Literacy through participation in CEM's Building Pedagogical Knowledge

STUDENT LEARNING OUTCOMES

In 2019, **NAPLAN Reading** cohort growth data showed that the 2019 Grade 5 students had shown growth from 2017 **NAPLAN Reading** data at a rate above the state average.

National Mean 75 points growth from 2017-2019

State Mean 70 points growth from 2017-2019

School Mean 80 points growth from 2017-2019

This is **10 points** above the State growth average and **5 points** above the National growth average.

In 2019, **NAPLAN Writing** cohort growth data showed that the 2019 Grade 5 students had shown growth from 2017 **NAPLAN Writing** data at a rate above the state average.

National Mean 60 points growth from 2017-2019

State Mean 59 points growth from 2017-2019

School Mean 65 points growth from 2017-2019

This is **6 points** above the State growth average and **5 points** above the National growth average.

The state mean score in writing was 487 and National mean was 474, our school mean score in writing was 499.

In 2019, **NAPLAN Numeracy** cohort growth data showed that the 2019 Grade 5 students had shown growth from 2017 **NAPLAN Numeracy** data at a rate above the state average.

National Mean 87 points growth from 2017-2019

State Mean 86 points growth from 2017-2019

School Mean 94 points growth from 2017-2019

This is **8 points** above the State growth average and **7 points** above the National growth average.

The percentage of our Year 3 students scoring **at or above** the National Minimum Standard in NAPLAN 2019 are:

100% in Reading, 100% in Writing, 94% in Spelling, 94% in Grammar and Punctuation and 95% in Numeracy.

The percentage of our Year 5 students scoring **at or above** the National Minimum Standard in NAPLAN 2019 are:

95% in Reading, 98% in Writing, 97% in Spelling, 94% in Grammar and Punctuation and 95% in Numeracy.

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

READING RECOVERY

14 students participated in our Reading Recovery Literacy Intervention program in 2019. 10 students were from grade 1 (approximately 18% of grade 1 students) and 4 students were students who were considered 'carry over students' whose program began in 2018 and in order to receive their entitlement of 20 weeks needed to continue into 2019.

The students received on average 18.88 weeks of lessons in comparison to CECV schools that had an average of 16.96 weeks. The average growth for our school was 17.13 levels compared to 13.38 in CECV schools.

In 2019, 57.1% of students were successfully discontinued (finished the program at expected levels for grade 1), 21.4% were still on program, 7.1% had an incomplete program and 14.3% of students were referred for further support.

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

In the CEMSIS student data indicated that TEACHER-STUDENT RELATIONSHIPS is a strength. Both SCHOOL BELONGING and STUDENT SAFETY were close to the CEM average scores.

VALUE ADDED

We have continued to embed Child Safe practices within our school community.

We have employed a school psychologist for 3 days per week. This has made a significant contribution to the Learning Diversity and Student Wellbeing teams' ability to respond to the social and emotional needs of students.

We have continued to develop the Positive Behaviour for Learning program in our school and worked with coaches from CEM to continue this growth. In 2019 we introduced a tool for monitoring and tracking behaviour on the playground.

We have continued to develop a whole school approach to delivering the four Personal and Social Capabilities of the Victorian Curriculum.

We continued our work with The Resilience Project and offered a family workshop as well.

We also continued "Star of the Week" at assembly each Friday with the families; Student leadership programs; the Personal Safety program; and the Peaceful Kids program.

STUDENT SATISFACTION

In the CEMSIS student surveys the following data was collected:

- 75% of the responses to the TEACHER-STUDENT RELATIONSHIPS questions were positive. The strongest positive response was the perception that the teachers show concern to students
- 73% of the responses about SCHOOL BELONGING were positive. The strongest positive response was the perception that there are adults in the school who care about the students
- The most positive responses in relation to STUDENT SAFETY were related to perceptions that an adult in our school would act on a child's concern about safety

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 2019 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
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'



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

In the CEMSIS staff surveys there was a very high positive perception of STAFF-LEADERSHIP RELATIONSHIPS, SCHOOL LEADERSHIP, COLLABORATION and PROFESSIONAL LEARNING (see table below in 'Teacher Satisfaction').

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Leaders participated in the following professional learning:

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

Staff participated in professional learning for:

- Language
- Faith formation with Paul Spence (Spiritual Director)
- Workplace Wellbeing with Katrina Bourke (Wellbeing coach)
- Library network
- Challenge Based Learning & Problem Based Learning with Phil Cristofaro (Apple Distinguished Educator)
- Classroom management with Glen Pearsall (Educational consultant)
- Positive Behaviour for Learning
- The Resilience Project
- Phonics In Context
- Primary Partnerships Collective
- ARCOTS
- Pedagogical Content Knowledge
- Response to Intervention
- Words in Context
- Graduate & Beginning Teachers' Network

| | |
|---|---------|
| NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019 | 43 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | \$5,961 |

TEACHER SATISFACTION

The positive responses in every domain of the staff surveys were higher than the CEM average (see below). This is a strong indication of the success we have had in achieving our goals and intended outcomes.

| CEMSIS DOMAIN - STAFF | PERCENTAGE POSITIVE | CEM AVERAGE |
|--|---------------------|-------------|
| Student safety | 75 | 69 |
| School climate | 87 | 76 |
| Staff-leadership relationships | 91 | 76 |
| Instructional leadership | 74 | 56 |
| Feedback | 57 | 40 |
| School leadership | 74 | 57 |
| Staff safety | 72 | 65 |
| Psychological safety | 66 | 63 |
| Professional learning | 79 | 57 |
| Collaboration around an improvement strategy | 71 | 58 |
| Collaboration in teams | 81 | 67 |
| Support for teams | 88 | 65 |
| Collective efficacy | 89 | 70 |
| Catholic identity | 80 | 78 |



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 2019 we put much effort into building strong partnerships between the Learning Diversity team, the school psychologists and allied health professionals (speech and occupational therapists) to support student learning and wellbeing. This was significantly enhanced by the substantial funding we received through the Nationally Consistent Collection of Data (NCCD).

We continued to work towards developing the School Advisory Board's capacity to engage with the wider school community. Evidence of this is included in the School Advisory Boards' report.

We continued to foster opportunities for families to participate in events and engage in student learning, eg. The Multicultural Dinner, the athletics carnival, the Fun Run, the Jingle Mingle, Classroom Helpers, excursion helpers, etc.

We continued to develop relationships with our feeder kinders as well as the secondary schools which our students transition to. This included working with St Peter Chanel School and secondary schools to implement two transition days for the grade 6 students.

PARENT SATISFACTION

In the CEMSIS family surveys every domain was higher in positive responses than the CEM average. The standout domains were:

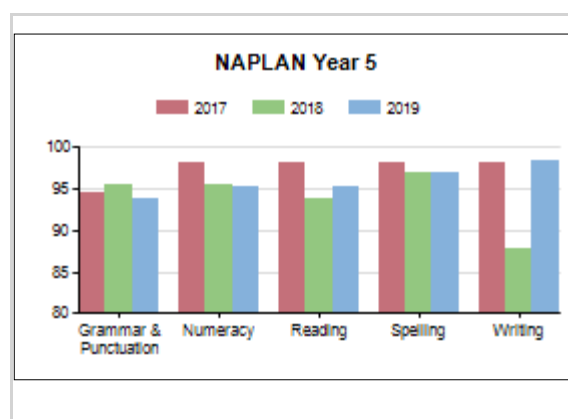
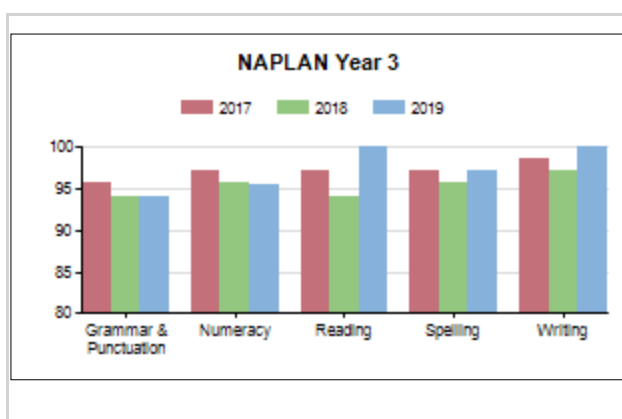
1. BARRIERS TO LEARNING – 99% positive response indicating the absence of factors that can hinder a family's interaction or involvement with their child's school
2. STUDENT SAFETY – 93% positive response to perceptions of student physical and psychological safety while at school
3. SCHOOL CLIMATE – 91% positive response to families' perception of the social and learning climate of the school

School Performance Data Summary

E1395 St Lawrence School, Derrimut

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

| NAPLAN TESTS | 2017 | 2018 | 2017 - 2018 | 2019 | 2018 - 2019 |
|-----------------------------|-------------|-------------|--------------------|-------------|--------------------|
| | % | % | Changes | % | Changes |
| | | | % | | % |
| YR 03 Grammar & Punctuation | 95.8 | 94.1 | -1.7 | 94.1 | 0.0 |
| YR 03 Numeracy | 97.2 | 95.6 | -1.6 | 95.5 | -0.1 |
| YR 03 Reading | 97.2 | 94.1 | -3.1 | 100.0 | 5.9 |
| YR 03 Spelling | 97.2 | 95.6 | -1.6 | 97.1 | 1.5 |
| YR 03 Writing | 98.6 | 97.1 | -1.5 | 100.0 | 2.9 |
| | | | | | |
| YR 05 Grammar & Punctuation | 94.6 | 95.4 | 0.8 | 93.8 | -1.6 |
| YR 05 Numeracy | 98.2 | 95.4 | -2.8 | 95.2 | -0.2 |
| YR 05 Reading | 98.2 | 93.9 | -4.4 | 95.3 | 1.5 |
| YR 05 Spelling | 98.2 | 96.9 | -1.3 | 96.9 | 0.0 |
| YR 05 Writing | 98.2 | 87.7 | -10.5 | 98.4 | 10.7 |
| | | | | | |



| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|------|
| Y01 | 93.3 |
| Y02 | 92.2 |
| Y03 | 93.3 |
| Y04 | 94.6 |
| Y05 | 93.4 |
| Y06 | 92.8 |
| Overall average attendance | 93.3 |

| TEACHING STAFF ATTENDANCE RATE | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 87.8% |

| ALLSTAFF RETENTION RATE | |
|-------------------------|-------|
| Staff Retention Rate | 80.7% |

| TEACHER QUALIFICATIONS | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 21.2% |
| Graduate | 15.2% |
| Graduate Certificate | 6.1% |
| Bachelor Degree | 90.9% |
| Advanced Diploma | 9.1% |
| No Qualifications Listed | 3.0% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 4 |
| Teaching Staff (Headcount) | 43 |
| Teaching Staff (FTE) | 35.6 |
| Non-Teaching Staff (Headcount) | 29 |
| Non-Teaching Staff (FTE) | 29.1 |
| Indigenous Teaching Staff (Headcount) | 0 |