



# St Lawrence School Derrimut

2020

## Annual Report to the School Community



Registered School Number: 2069

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## Contact Details

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## Minimum Standards Attestation

I, Julie Corsaletti, attest that St Lawrence 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 2020 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.

16/03/2021

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## 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

We belong to the parish of St Peter Chanel in Deer Park. During 2020 we had limited opportunities to gather for prayer and worship due to the restrictions put in place for our COVID-Safe plan.

The major ethnic groups represented in the school are: Australian 33%, African 13%, Filipino 12%, European 12%, Vietnamese 11% and Indian 8%. 67% of students came from a language background other than English.

21% of families have a Health Care Card. 24% of children are counted in the Nationally Consistent Collection of Data. We received significant funding to support these students.

Our specialist programs are Physical Education, Performing Arts and Visual Arts. Our Language program is incorporated into our Arts program and we teach Bahasa Indonesian.

Our strategic intent over the last four years has been to become a high performing school.

## Principal's Report

2020 was an unprecedented year for all of us. During the global pandemic we transitioned to remote learning during terms 2 & 3. Staff worked hard to provide learning opportunities for students while they were in lockdown at home. Families were very supportive of the school and became highly involved in their children's learning.

Many school events were cancelled as we focused on keeping everyone safe and well. While it was a very challenging year for us all, we were able to work together to find new and innovative ways of supporting the students to continue their learning.

## 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

Unfortunately we weren't able to collect data from CEMISIS surveys in 2020 due to COVID-19. However, the experience of working together to enable remote learning lead to some unique achievements:

- Continuing to provide Religious Education throughout the period of remote learning
- Giving families more opportunities to be involved in their child's learning in Religious Education and sacramental preparation
- Experiencing the strong sense of connectedness and community which is at the centre of our Catholic tradition
- Providing differentiated support to students and families to access learning which is a tangible way of linking faith and social justice
- Providing fee relief to families in recognition of the difficult financial circumstances caused by the pandemic

### VALUE ADDED

We participated in a broad range of activities including:

- Inducting new staff to Horizons of Hope and the Renewed Religious Education Curriculum
- Supporting staff undertaking Accreditation Studies
- Further developing Faith Formation of staff and families with the direction of Paul Spence (Spiritual Director) - including online Staff Faith Formation and Student Sacramental Reflection Days.
- Focusing on unpacking the concept of Encounter and deep engagement through the use of provocations to connect - extend - challenge, through exploration, modelling and developing questioning techniques.
- Seeking visible and achievable ways to enact social justice in our community with the support of the St. Vincent de Paul Society.
- Supporting staff to develop a deeper understanding of the Catholic Tradition and Catholic Identity through Professional Learning and resourcing.



## 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

Throughout 2020, we explored new ways of supporting students in their Literacy and Numeracy learning through remote learning. We engaged with a number of digital platforms that provided access to quality, engaging texts and we developed activities aimed at supporting literacy development. We were pleased to see our students had made growth over this very challenging year.

Throughout remote learning we were able to continue with full coverage of our Literacy Interventions of Reading Recovery and Levelled Literacy Intervention.

We also provided daily 2-hour reading, writing, speaking and listening sessions for our new and recent arrival students.

#### STUDENT LEARNING OUTCOMES

85% of Prep students were at or above our minimum target, and 56% of those were at or above our standard target in Reading.

80% of Grade 1 students were at or above our minimum target, and 70% of those were at or above our standard target in Reading.

94% of Grade 2 students were at or above our minimum target, and 89% of those were at or above our standard target in Reading.

Data from Pat-Reading assessments reflect that:

80% of grade 3 students are at or above the expected standard in Reading.

67% of grade 4 students are at or above the expected standard in Reading.



75% of grade 5 students are at or above the expected standard in Reading.

68% of grade 6 students are at or above the expected standard in Reading.

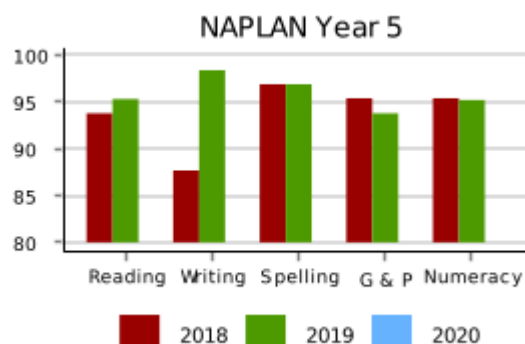
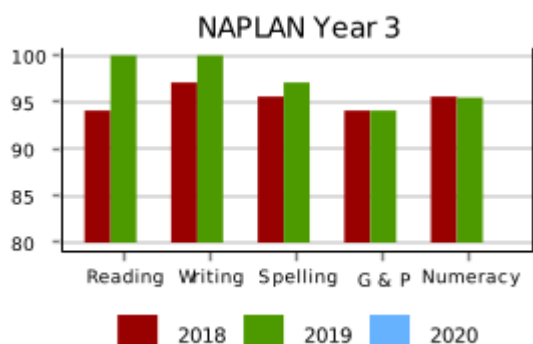
In Mathematics, data from Pat Mathematics from grades 2-6, demonstrates that 71% of students are at or above the standard for their year level in Maths.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	94.1	94.1	0.0		
YR 03 Numeracy	95.6	95.5	-0.1		
YR 03 Reading	94.1	100.0	5.9		
YR 03 Spelling	95.6	97.1	1.5		
YR 03 Writing	97.1	100.0	2.9		
YR 05 Grammar & Punctuation	95.4	93.8	-1.6		
YR 05 Numeracy	95.4	95.2	-0.2		
YR 05 Reading	93.8	95.3	1.5		
YR 05 Spelling	96.9	96.9	0.0		
YR 05 Writing	87.7	98.4	10.7		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## 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

Unfortunately we weren't able to collect data from our usual sources in 2020 due to COVID-19. However, the experience of working together to enable remote learning lead to some unique achievements:

- Students demonstrated resilience and adaptability throughout 2020 as they transitioned between remote and face-to-face learning
- Students demonstrated connectedness to their teachers and peers even when they were learning from home
- Students made significant progress in self-managing their learning
- Staff provided ongoing social and emotional support for students throughout remote learning
- Wellbeing and Learning Diversity staff offered individualized support to students throughout remote learning

### VALUE ADDED

We participated in a broad range of activities including:

- The Student Wellbeing team were trained to conduct the Peaceful Kids program.
- We continued to participate in Positive Behaviour for Learning (PBL) Professional Learning and continued with regular PBL team meetings. Used PBL referral data to inform practices.
- We employed a second school psychologist.
- We conducted personal safety sessions for all students.
- We introduced a student leadership team for wellbeing
- We belatedly celebrated the school's 10th anniversary!
- We continued to build open and active partnerships between classroom teachers, learning assistants, school leaders, the Learning Diversity team and Allied Health Professionals, to strengthen understandings about diverse learning needs and how these can be identified and met.
- We used the SeeSaw app & Compass portal to communicate with families, especially during the periods of remote learning

**STUDENT SATISFACTION**

During remote learning we surveyed families to find out what was/wasn't working for their child. In relation to what was helpful for their child the following strategies were noted:

- Regular communication with the teacher
- Receiving regular and timely feedback
- Balance of online learning and other activities

We were also advised that regular communication from the school helped to keep their child connected to school.

**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.

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y01	95.7%
Y02	96.7%
Y03	96.7%
Y04	96.5%
Y05	97.1%
Y06	97.0%
Overall average attendance	96.6%

## Child Safe Standards

### Goals & 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.

### Achievements

In 2020 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
- 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

During 2020 we were able to:

- Continue to strengthen awareness and practices around workplace wellbeing, especially when staff were working from home and needed more support
- Further develop leadership teams by scheduling time for them to work together
- Streamline the school's administrative processes within the ICON platform.
- Continue to support beginning teachers through VIT mentor, Beginning Teachers' Network, Induction program
- Enhance student leadership by appointing teacher leaders to work with each team

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

Due to COVID-19 and two terms of remote learning, the professional learning program in 2020 was significantly reduced. The professional learning activities that we were able to participate in included:

- Faith formation with Paul Spence (Spiritual Director)
- Workplace Wellbeing with Katrina Bourke (Wellbeing coach)
- Challenge Based Learning & Problem Based Learning with Phil Cristofaro (Apple Distinguished Educator)
- Positive Behaviour for Learning

In term 4 we focused on recovery when the students returned to school and strategically chose not to participate in professional learning so that teachers were able to spend as much time as possible in the class with the students.

Number of teachers who participated in PL in 2020

41

Average expenditure per teacher for PL

\$2814

### TEACHER SATISFACTION

2020 was a very challenging year for teachers who needed to quickly transition to two extended periods of remote learning with very little preparation. Many teachers reported feeling overwhelmed by the workload and the blurring of lines between professional and personal life while working from home and online.

However, they also reported being well supported by their colleagues and the school leaders and received thanks and appreciation from families and students.

In the Rapid Capture survey after remote learning, parents commented that:

- Teachers are extremely important as they are the backbone to children's learning
- It's a two way process, parents should empower teachers more!
- We are very grateful and more understanding of the teacher's challenge in school
- I value teachers' patience more than ever.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.8%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	91.4%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	22.6%
Graduate	12.9%
Graduate Certificate	6.5%
Bachelor Degree	90.3%
Advanced Diploma	9.7%
No Qualifications Listed	3.2%



STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	45.0
Teaching Staff (FTE)	36.4
Non-Teaching Staff (Headcount)	31.0
Non-Teaching Staff (FTE)	23.7
Indigenous Teaching Staff (Headcount)	0.0

## 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 2020 we were able to:

- Celebrate the school's 10th anniversary (although not with the families)
- Continue to build open and active partnerships between classroom teachers, learning assistants, school leaders, the Learning Diversity team and Allied Health Professionals, to strengthen understandings about diverse learning needs and how these can be identified and met.
- Continue to meet the School Advisory Board via an online platform
- Use the SeeSaw app & Compass portal to communicate with families.
- Use the SeeSaw app as a platform for remote learning
- Conduct a virtual transition day with our feeder secondary school
- Conduct enrolment interviews and Prep transition meetings via an online platform

### PARENT SATISFACTION

In the Rapid Capture surveys conducted after the term 2 remote learning, parents were asked, "How informed and up to date did you feel throughout the remote learning experience?"

Parents rated an average of 8.5 on a scale of 10.

In response to the question, "What other feedback would you provide to your school on conclusion of remote learning?" there were a variety of responses including:

- Great communication, well-thought processes and procedures
- The teachers and staff did an amazing job supporting us parents
- Thank you so much to all staff especially to my kid's teachers... for handling the remote learning very well
- I would just like to congratulate all the teachers on a fabulous effort to get remote learning underway. It was a very stressful time for everyone but the children eased into it smoothly. Thank you for such a great experience
- Home learning was handled exceptionally well and home learning packs was a great addition to resources and activities for the children

- Well done to St Lawrence Primary School - really demonstrated stepping up in a crisis and working together in a compassionate and considerate way
- I would like to thank St.Lawrence and in particular Miss S for their kindness and support during this challenging time. It makes me feel proud that my daughter goes to a school that provides this level of educational and emotional support.

## Future Directions

Our review was scheduled in 2020 and has been postponed until 2021, therefore our new school improvement goals have yet to be decided.

As we settle back into a 'COVID-normal' year at school, we are focusing on wellbeing for students and staff as well as identifying where the students are at in their learning and what we need to work on to help them recover from the exceptional circumstances of 2020.