



St Lawrence School Derrimut

2021 Annual Report to the School Community



Registered School Number: 2069

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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 2021 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 Schools.

07/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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

In 2021 we completed a School Review. The reviewer stated:

'St Lawrence Catholic Primary School is a welcoming and inclusive community with a strong Catholic identity and sense of social justice in the spirit of its patron, Saint Lawrence, who cared for the poor. The school's mission and vision are well embedded across all spheres of the School Improvement Framework and core Catholic values strongly underpin the culture. This is evidenced in school documentation, in decision-making, and in the behaviours and language used by all stakeholders. Positive and caring relationships that honour the sacred dignity of each person, and the holistic education of students, are at the core of all endeavours.

The school climate is built around high expectations and a commitment to excellence. The school's strategic intent over the last four years to become a high performing school, is well supported by evidence of high-quality learning and teaching, a calm, orderly and peaceful learning environment, engaged students, and a strong collegial culture. Consistently implemented school-wide learning and wellbeing programs are research and evidence-based, and framed around the needs of its very diverse student population. Creative exploration and independent and collaborative learning are encouraged through an inquiry program and through a whole school approach to teaching numeracy and literacy...

High levels of collective efficacy, and staff collaboration, together with a deep and shared belief that every student is entitled to and capable of successful learning, are supported by school wide analysis of systematically collected data on student outcomes, including academic, attendance, behavioural and wellbeing data. This is viewed as fundamental to the school's improvement agenda, together with data around the efficacy of whole school programs and staff professional learning.'

Principal's Report

We continued to work through the challenges of the COVID-19 pandemic throughout 2021. Once again, we needed to transition to remote learning for a significant part of the year. The students and staff continued to show resilience and determination in making learning and teaching as effective as possible in these circumstances.

During term 2 we underwent our School Review. This was facilitated by an external reviewer and all stakeholders were engaged in the review process. The strengths that were identified in the Review report included:

- Shared vision
- Strong leadership
- Orderly learning environment
- Culture of teamwork
- High quality learning and teaching
- Effective feedback to students
- Effective use of data
- High parent engagement

This was very affirming evidence for our strategic intent of becoming a high performing school. The Review process also gave us some very clear directions for future school improvement (see 'Future Directions' section).

School Advisory Council Report

2021 was the final year of the School Advisory Board. The following are excerpts from the Chairperson's annual report to the Annual General Meeting.

2021 began with a social gathering including past and present members, followed by a discussion with spiritual leader Paul Spence. Members reflected on family, curiosity, connection, belonging, openness, approachability, giving back and a willingness to listen, as things they can bring to the Board from their heart, as well as focal points to be used for 2021. It was also agreed that the school's vision would be read at the start of each meeting, to ensure discussions and decisions aligned with this vision.

Pedestrian Safety

The Board requested Brimbank City Council to conduct a survey on pedestrian traffic to assess the suitability of a pedestrian crossing in the vicinity of the oval gate. Julie and Millencie met with members of the council to discuss the results of the survey, which suggested that a pedestrian crossing could be installed, however this would have an impact to the crossover used for emergency vehicles to access the school grounds. School staff provided supervision to the area, and communications regarding road safety continued to be issued to the school community. After further discussions and requests for assistance from the council to supervise the area and enforce traffic regulations, it was decided that the oval gate would be closed and the gate closer to the intersection at Windsor Boulevard and Capesthorne Drive would be opened, encouraging students and families to use the existing pedestrian crossing.

School Advisory Council

The Melbourne Archdiocese Catholic Schools (MACS) requires all Catholic schools to have a School Advisory Council (SAC) in place by 2022. The SAC will replace the current SAB. In order to prepare, Julie updated all school policies to align with MACS requirements. These have been reviewed by the board and published on the school website. The SAB has reviewed and updated each section of the MACS Terms of Reference in preparation for the AGM and to commence the SAC in 2022. This is also available on the school website.

Community Events

Community events had to be reviewed in line with COVID restrictions. This resulted in the cancellation of the annual multicultural dinner.

A new calendar for Sacraments was published, with those Sacraments rescheduled from last year able to go ahead. Unfortunately, due to COVID restrictions reimposed from the middle of the year, a number of Sacraments have again had to be postponed and these will need to be rescheduled for a later date when appropriate.

A number of events were still able to go ahead, including the Fun Run, Mother's Day Gift Stall and the Mother's Day Mass held for students and staff only.

Policy and Report Reviews

The Board continues to review policies and reports on a regular basis. This year the Board was able to review the Behaviour Support Policy and Child Safety Standards, prior to the changes made due to MACS requirements.

The School Review postponed from last year was conducted in 2021. A number of focus groups were conducted as part of this review, including one attended by a number of SAB representatives.

Feedback from the review was largely positive, and this feedback has been distributed to the Board and the wider school community.

Finance Updates

Finance updates are provided to the board at each meeting. The 2020 audit was conducted on 24th March and the Annual Financial Statement was presented to the board.

The necessary funding has been granted for the replacement of the existing portables with a permanent building. The process for tender is soon to be completed, with the architectural design now complete. Construction is due to commence in 2022.

It was reported that disability funding will be significantly reduced next year which will impact a number of intervention programs for students. These programs may need to be facilitated by learning assistants rather than teachers in 2022.

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

In the 2021 Melbourne Archdiocese Catholic Schools, School Improvement Surveys (MACSSIS) we rated higher than the MACS average for all survey groups:

- Students = 81% (MACS average = 64%)
- Staff = 83% (MACS average = 75%)
- Families = 75% (MACS average = 65%)

VALUE ADDED

Our 2021 School Review Report stated:

- The school presents with a strong Catholic identity embedded in its commitment to holistic education, respectful relationships and inclusion of all, embracing the most vulnerable. The number of students with a disability is high and practical support is offered to disadvantaged students and families. The school's mission and vision are discussed and referenced regularly
- Staff are supported to complete their accreditation to teach RE and to pursue further study in theology and RE. Professional learning around the teaching of RE is supported by facilitated planning with the RE leader twice a term, collaboration in professional learning teams, and the provision of resources and professional reading
- Moderation of students' work samples, and the use of provocations and a dialogue tool in planning curriculum, support encounter and a dialogical approach, assisting students to make connections between Scripture and their own life experiences. The school is committed to data informed practice
- Multiple opportunities are provided for prayer and reflection. Prayer and sacred spaces are included in all learning areas, together with a prayer garden that is used by class groups and as a quiet and reflective space for students during breaks. The school acknowledges the role of liturgy and the sacraments in the Catholic tradition, leading to a deeper expression of faith. Staff spirituality is supported through the provision of a formation program and spiritual direction, which in turn informs the school's deep commitment to and enactment of its mission and vision

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

Our 2021 School Review Report stated:

- Commitment to a learner-centred approach, feedback informed practice, and the development of life-long learners, equipped to engage in critical thinking and civic responsibility, informs the design of the curriculum and the school's commitment to an inquiry program. Staff are invested in the school and endeavour to make a difference to the lives of the children they educate.
- Teachers work at understanding where students are in their learning through a range of data sources. This informs the development of appropriately differentiated curriculum and teaching strategies to meet the needs of individual students and cohorts. Collaboration in year level planning teams is focussed on support for all students in an entire level rather than on particular classes assigned to each teacher. Reference to learning intentions and success criteria is well established.
- There is an expert and highly effective learning diversity team that includes two psychologists and the contracted services of a speech therapist and occupational therapist, together with a large team of education support staff who work as learning assistants. The location of the learning diversity team in the Discovery Centre (library), further supports students who require targeted support. The skilling and deployment of learning assistants is exemplary. Relationships between teachers and learning assistants are mutually respectful, allied with acknowledgment that the greatest expertise resides in the teacher. Sound communication strategies ensure that all staff work as a highly effective team. All staff access professional learning on whole school priorities, ensuring shared understanding of approaches and consistent language, together with knowledge and understanding of individual and cohort learning and wellbeing data.
- In response to NAPLAN data and to support the high numbers of students from non-English speaking backgrounds, the school has invested strategically in teaching literacy. Literacy leaders value the professional learning gained from participation in a regional literacy collective that includes neighbouring primary and secondary schools.
- The school's language program is well embedded and structured around a whole school approach that incorporates the use of functional language and gesture. Bahasa Indonesian is explicitly taught through the Visual and Performing Arts and further enhanced through modelling and use of the language at every opportunity, including greetings and announcements at morning assemblies, public address system announcements and by all teachers, learning assistants and office staff. Cultural understanding and language

proficiency is provided by two language assistants who are native speakers of Bahasa Indonesian and who support the language program.

STUDENT LEARNING OUTCOMES

Throughout 2021, we focussed on reinforcing key literacy and numeracy concepts. Many of our students found this second year of disrupted learning and uncertainty difficult. This impacted their ability to concentrate and we observed increased anxiety amongst some students. While our students have made growth over the year, we can see that the rate of growth has been impacted.

At the end of 2021:

- 87.5% of Prep students were at or above our minimum target, and 73% of those were at or above our standard target in Reading.
- 57.74% of Grade 1 students were at or above our minimum target, and 82.5% of those were at or above our standard target in Reading.
- 89% of Grade 2 students were at or above our minimum target, and 92% of those were at or above our standard target in Reading.

Data from Pat-Reading assessments reflect that:

- 72.37% of grade 3 students are at or above the expected standard in Reading.
- 70.27% of grade 4 students are at or above the expected standard in Reading.
- 58.21% of grade 5 students are at or above the expected standard in Reading.
- 77.42% of grade 6 students are at or above the expected standard in Reading.

Data from Pat-Maths assessments reflect that:

- 73.3% of grade 3 students are at or above the expected standard in Reading.
- 56.14% of grade 4 students are at or above the expected standard in Reading.
- 45.9% of grade 5 students are at or above the expected standard in Reading.
- 28.5% of grade 6 students are at or above the expected standard in Reading.

We have continued to exceed our goal of 35% of our students in the top two bands for NAPLAN Literacy in years 3 and 5. 2021 NAPLAN Literacy results indicate:

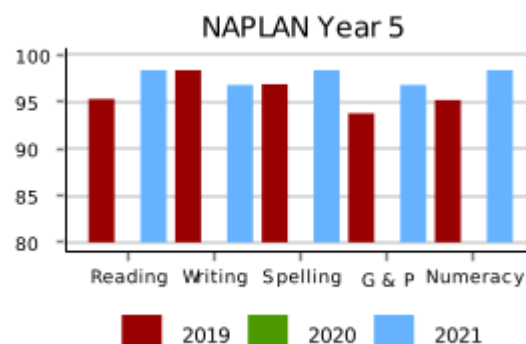
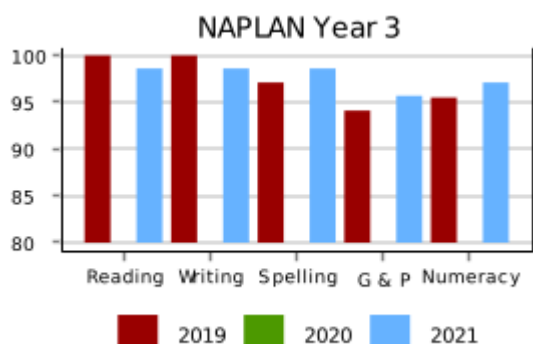
- 62.14% of our year 3 students were in the top two NAPLAN bands for Literacy.
- 37% of our year 5 students were in the top two NAPLAN bands for Literacy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	94.1	-	-	95.7	-
YR 03 Numeracy	95.5	-	-	97.1	-
YR 03 Reading	100.0	-	-	98.6	-
YR 03 Spelling	97.1	-	-	98.6	-
YR 03 Writing	100.0	-	-	98.6	-
YR 05 Grammar & Punctuation	93.8	-	-	96.8	-
YR 05 Numeracy	95.2	-	-	98.4	-
YR 05 Reading	95.3	-	-	98.4	-
YR 05 Spelling	96.9	-	-	98.4	-
YR 05 Writing	98.4	-	-	96.8	-

* 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

Our 2021 School Review Report stated:

- There is strong evidence that St Lawrence Catholic Primary School is a safe, positive and enabling community. There are clear behavioural expectations for students (Be Safe, Be Responsible, Be Respectful), framed within a Positive Behaviour for Learning Program (PBL) that focuses on preventative strategies rather than consequences. A behaviour matrix with visual cues is displayed in all learning areas and a behaviour support flowchart assists staff to manage challenging situations. This is coupled with explicit teaching of positive behaviours and the provision of programs to support students with additional learning and behavioural needs, including the ICAN Program for students with Autism Spectrum Disorder, and the Peaceful Kids Program that is focused on mindfulness and positive psychology aimed at building coping skills and resilience for students experiencing anxiety and stress.
- Students with special needs access the school's Discovery Centre (library) during lunchtime, accompanied by an invited guest, and engage with games and activities in a quiet and welcoming space that includes a display of stick insects and a stumpy tail lizard. A sensory garden is being established leading into the space, to further enhance students' experience of school. Lunchtime access to the play equipment and sporting facilities is carefully managed to ensure equity of access for students in all year levels. Students in focus groups strongly supported the approach and appreciated the range of opportunities for sport in particular. All learning areas include spaces with a 'calm down kit'. Positive behaviour is encouraged and celebrated through student raffle tickets and Star of the Week awards.

VALUE ADDED

We participated in a broad range of activities to enhance student wellbeing, including:

- The Student Wellbeing team conducted the Peaceful Kids program.
- We continued to participate in Positive Behaviour for Learning (PBL) Professional Learning and continued with regular PBL team meetings. We used PBL referral data to inform practices.
- We continued to employ two school psychologists.
- We conducted personal safety sessions for all students.
- We facilitated a student leadership team for wellbeing

- 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

The results of the 2021 CEMSSIS student survey indicated higher student satisfaction than the MACS average for all domains as indicated below:

DOMAIN	MACS AVERAGE %	ST LAWRENCE %
Rigorous expectations	80	83
School engagement	56	61
School climate	67	78
Teacher-student relationships	76	84
School belonging	75	84
Learning disposition	74	76
Student safety	62	68
Enabling safety	56	61
Student voice	58	64

STUDENT ATTENDANCE

Attendance is recorded twice daily through the Compass portal. Non-attendance is monitored by the principal, class teachers and admin staff. Families are expected to provide reasons why children are absent from school. Families are contacted about any unexplained absences, on the same day. 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.

During remote learning, attendance was recorded at class Google Meets and participation was also recorded for activities posted on Seesaw.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.7%
Y02	97.7%
Y03	97.2%
Y04	97.0%
Y05	97.4%
Y06	97.8%
Overall average attendance	97.3%

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 2021 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

Our 2021 School Review Report stated:

- *Teachers take pride in maintaining classrooms as highly attractive and stimulating environments for learning, underpinned by the provision of whole school guidelines to ensure that the learning spaces reflect the school's shared educational philosophy. Particular attention has been paid to supporting students with additional learning and behavioural needs, including the development of a sensory garden and calming spaces in each classroom.*
- The leadership team recognises the connection between building teacher capacity and improving student outcomes. A distributed leadership structure builds leadership capacity and ensures planned succession. Recruitment of staff reflects commitment to cultural diversity to support the range of language and ethnic backgrounds of students and families. There is a structured induction program for new staff, including graduate teachers. Staff appreciate the personal and professional support offered to them, including access to a workplace wellbeing coach, professional supervision and formation.
- The school leadership is strongly committed to professional growth of all staff, including learning assistants and administration staff. Administration staff have developed as a flexible and mutually supportive team capable of job sharing as required. There is evidence of ongoing support for sponsored further study and provision of time and opportunities for professional learning offered at the school level, and through participation in regional and system level networks and programs. A structured induction program for new teachers and learning assistants is further supported by the assignment of mentors and all staff have documented performance and development plans which are discussed at annual review meetings. The learning and teaching leader observes classes, models effective practice and works with individual teachers and groups around pedagogy. This is further supported by a coaching and mentoring program in which teachers video their classes and are then given time to work in small groups with a contracted coach, supporting rich discussion, reflective practice and professional growth.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Due to COVID-19 and a long period of remote learning, the professional learning program in 2021 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
- Coaching with Glen Pearsall

Number of teachers who participated in PL in 2021	41
Average expenditure per teacher for PL	\$2745

TEACHER SATISFACTION

The following data from the MACSSIS teacher surveys indicate higher than the MACS average in all of the following domains:

DOMAIN	MACS AVERAGE %	ST LAWRENCE %
School climate	80	87
Staff-leadership relationships	81	87
Instructional leadership	57	66
Feedback	41	49
School leadership	60	72
Staff safety	67	72
Collaboration around an improvement strategy	65	81
Collaboration in teams	70	78
Support for teams	68	72
Collective efficacy	80	88

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	82.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.5%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	15.4%
Graduate	11.5%
Graduate Certificate	0.0%
Bachelor Degree	92.3%
Advanced Diploma	7.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	49.0
Teaching Staff (FTE)	40.4
Non-Teaching Staff (Headcount)	34.0
Non-Teaching Staff (FTE)	27.1
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

Our 2021 School Review Report stated:

- A culture of welcome and hospitality is clearly evident, and there is high level trust, effective communication and collaboration between staff and families. The school values and celebrates the cultural and ethnic diversity of the student and parent population and has invested in developing the cultural competence of staff. Opportunities for parents to be involved in the school are strongly encouraged and parents speak highly of the school.
- Volunteer involvement is high and community partnerships have been established with neighbouring schools, the local St Vincent De Paul Chapter and in past years, with organisations such as Scienceworks to promote STEM opportunities.

PARENT SATISFACTION

The following data from the MACSSIS parent surveys indicate higher than the MACS average in all of the following domains:

DOMAIN	MACS AVERAGE %	ST LAWRENCE %
Family engagement	47	50
School Fit	76	79
School climate	85	87
Communication	74	81

Future Directions

Our 2021 School Review Report stated:

As St Lawrence Catholic Primary School engages in the process of strategic thinking and planning, manifesting in the development of its School Improvement Plan for the next four years, the reviewer recommends that the school:

- Develops a whole school plan for incorporating student metacognition into pedagogical practice, promoting reflection on learning, and supporting all students to articulate their learning goals and achievements, and to identify the next steps in their learning.
- Further develops student voice and agency in learning and leadership, and in the opportunities for students to provide input into wellbeing, safety and social justice issues.
- Continues to enhance staff professional growth by considering multiple, school wide approaches for teachers to give and receive feedback on a regular basis to refine performance. This includes teacher and student feedback incorporated into planned classroom observations.