



# St Lawrence School

## Derrimut

### 2022

### Annual Report to the School Community



Registered School Number: 2069

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## Contact Details

ADDRESS	93A Capesthorne Drive Derrimut VIC 3026
PRINCIPAL	Trish Mulhern
TELEPHONE	03 8390 5326
EMAIL	principal@slwderrimut.catholic.edu.au
WEBSITE	www.slwderrimut.catholic.edu.au
E NUMBER	E1395

## Minimum Standards Attestation

I, Trish Mulhern, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

**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)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

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

St Lawrence is situated in Derrimut. It was established in 2010 and has an enrolment of 488 students.

It is the newest of two primary schools in the Parish of St Peter Chanel in Deer Park. The priests from St Peter Chanel came to our school regularly for school Masses and sacrament preparation. We also gathered for community prayer every Monday morning. 84.1% of our students were Catholic.

The major ethnic groups represented in the school were: Australian 35%, African 9.6%, Filipino 13.3%, Vietnamese 13.9% and Indian 5%. 65% of students came from a language background other than English.

19% of families had a Health Care Card. 24.6% children were counted in the Nationally Consistent Collection of Data.

Our specialist programs were Physical Education, Performing Arts and Visual Arts. Our Language Program was delivered as Teachers as Co-Learners model and we taught Bahasa Indonesian.

We value opportunities for our school community to gather and were pleased to be able to invite families to join our community prayer, whole school Masses, face to face sacrament programs, our Art show and our inaugural principal's retirement mass,

## Principal's Report

At St Lawrence during 2021 we continued working towards our strategic intent of further developing independent learners. We worked in a number of different areas to achieve this including:

- Building a shared understanding of metacognition and student voice and exploring how we can begin to incorporate this into Mathematics.
- Prep to Grade 2 teachers participated in Mathematics Sequences of Learning
- Working with Paul Spence (Spiritual Director) to deepen our sacramental program and upskill staff to lead family faith formation sessions. As well as offering staff, core leadership and School Advisory Council faith formation opportunities.
- Continuing to work with Glen Pearsall to enhance teaching practice and to develop use of metacognitive strategies
- Continuing to engage with Workplace Wellbeing Coach to support staff Wellbeing and team cohesion

## School Advisory Council Report

This was first year of the School Advisory Council (it replaced the School Advisory Board) and the members included: Millencie Ballesteros (Chair), Kristy Muratore (Secretary), Patricia Labadjuk, Farai Guzha, Marianne Gilbert, Monaliz Barrie and Ning Kang (Staff Rep).

The School Advisory Council began 2022 SAC with a review of the Terms of Reference, including a discussion on key and individual roles, as well as goals for the 2022 Council. The following goals were identified for 2022:

1. Continue to implement flexible meeting arrangements and maintain level of communication
2. Seek and respond to feedback
3. Seek ways of building stronger connection to our parish priest
4. Further develop our Catholic identity
5. Identify ways to reconnect with families to the school

In 2021, a sub-committee was formed within the SAB to review the current school uniform. A survey was produced and distributed to parents and students in Grades 5 and 6, to ensure that both students and parents had a voice in the process. A detailed analysis of the survey results was completed. A meeting with the current uniform shop (Top School Wear) was held and samples of potential new items were on display in the school office so students and parents could view them and give feedback on them. A summary of the changes for 2023 were provided to the school community via the school newsletter. Some of the key changes included:

- The SLW school uniform will become unisex in 2023.
- White socks will become the universal colour for Summer and sports uniform and black socks for Winter uniform.
- An embroidered school logo will be added to both the short and long sleeve polos
- A new legionnaires hat will be an additional option.
- Minor repairs, alterations and tunic buttons are provided by Top School Wear free of charge.
- Uniform sizes greater than 16 will be available.
- Runners are able to be worn every day as long as they are ALL BLACK with no white markings.

Paul Spence (Spiritual Director) continued to support and guide the SAC to further develop their Catholic Identity. Members of the SAC also elected to work in pairs to prepare the prayer for the start of each meeting.

As a result of pedestrian issues raised at the School Advisory Council and discussed with representatives from Brimbank Council, a designated 2-minute drop off zone was implemented. The zone will remain as a 2-hour parking zone at all other times.



The members of the 2022 School Advisory Council demonstrated passion, commitment and supported the school greatly in welcoming new families through attending School Tours and Information nights, sharing their experiences and insights for new families. They were active and supportive participants in school activities.

## Catholic Identity and Mission

### Goals & Intended Outcomes

#### GOAL

To develop a shared understanding of what it means to be a dialogical and recontextualised school for all members of the school community.

#### INTENDED OUTCOMES

Staff will have deepened their understanding of Recontextualisation and have agreed upon an accessible definition of Recontextualisation for families, students and staff.

Give students opportunities to reflect on and discern, who they are and how they live in the world.

### Achievements

The Melbourne Archdiocese of Catholic Schools, School Improvement Surveys (MACSIS) showed that Catholic School Identity was at or above the MACS average for staff, students and families.

Staff faith formation, knowledge and understanding developed through regular professional learning opportunities such as the engagement of Spiritual director Paul Spence.

#### VALUE ADDED

- Professional development of our staff in the area of Religious Education has always been rich and highly valued. Paul Fumei, Education Officer of Religious Education and Catholic Identity worked with staff and the Religious Education Leader to develop shared understandings of Recontextualisation.
- Consistent prayer practices such as daily morning and afternoon prayer, community prayer, regular liturgies and school Masses were continued.
- Meaningful, relevant and engaging assessments were a focus, teachers built on their understanding of the structure of the curriculum and the requirements for each achievement standard.
- The Pedagogy of Encounter was made more prominent so that when planning, teachers were reminded of the process and the principles of Religious Education.
- Professional Learning Team Meetings in Religious Education focused on practices that brought a more inclusive and accessible curriculum to our students, carefully taking into consideration their faith and cultural backgrounds. Teachers were involved in exploring and planning meaningful provocations to launch Religious Education units in order to inspire curiosity and wonder in students.

- Social Justice has and continues to be a positive focus at St Lawrence. In 2022, our partnership with St Vincent de Paul Society continued with the Winter Appeal and the Christmas Appeal. Students engaged in learning about the mission of St Vincent de Paul prior to each appeal to instil an understanding of why it is important to give of ourselves in acts of service to our wider community.

## Learning and Teaching

### Goals & Intended Outcomes

#### GOALS

To increase opportunities for authentic student voice and agency, leading to meaningful action and decision-making.

To embed the school's learner centred pedagogy with a focus on metacognition and self-monitoring.

To develop a robust school culture that creates an environment of performance growth for all stakeholders.

#### INTENDED OUTCOMES

- Creation of a strategic plan for developing a shared understanding of student voice and agency and processes that enable these to happen
- Development of a shared understanding and language around metacognition and self-monitoring
- Well documented processes for goal setting, gathering evidence and sharing feedback are enacted for all stakeholders.

### Achievements

- 59% of our year 3 students were in the top two NAPLAN bands for Literacy.
- 38% of our year 5 students were in the top two NAPLAN bands for Literacy.
- Leaders participated in professional learning with Melbourne Archdiocese Catholic Schools and the Quaglia Institute for School Voice & Aspirations. Resulting in a shared understanding of what student voice is and practices that enable and promote student voice and agency.
- Focused on building student voice and metacognition in Mathematics. Professional Learning Team Meetings (PLTs) were designed around classroom dialogue, engagement, challenging tasks and student voice. Teachers were supported during planning to document the questions they would use as well as the “enabling” and “extending” prompts appropriate to the challenging tasks, so that they were strategically building in opportunities for voice and metacognition.
- Engaged an external expert Glen Pearsall to build staff capacity and understanding of what metacognition is, why it is important, and how to plan for it.
- Maths leaders attended Maths network days where they were involved in a “Community of Practice” focused on classroom dialogue and the importance of teacher questions

and students verbally sharing during a Maths lesson. Strategies to promote classroom dialogue and student voice were shared and trialled

- Professional learning for the P-2 teachers and Maths in Mathematics Sequences of Learning through MACS
- Grade 5-6 teachers participated in ongoing professional Learning through MACS facilitated by Misty Adeniou that developed understand and skills in teaching Grammar in Context through writing.
- Implemented Intervention Team comprising of the Maths leader, Literacy leaders, Student Wellbeing leader, the school Psychologist and learning Diversity, in order to monitor, review and oversee Interventions.
- Implemented Maths Interventions from grade Prep-6
- Extended our Literacy intervention programs, so that they address student needs in grades 1-6. The Interventions we offer include: Reading Recovery for grade 1 students, MiniLit Sage: students in grades 1, 2 and 3, MultiLit: students in grades 4, 5 and 6, Toe by Toe students in grades 4-6

#### STUDENT LEARNING OUTCOMES

92% of our students in year Prep were reading at or above the minimum expected level.

More than 80% of both our year 1 and year 2 students were reading at or above the minimum reading level standard.

100% of our year 5 students were at or above minimum standards in Reading and grammar and punctuation.

100% of our year 3 students were at or above minimum standards in Numeracy.

98% of our students in year 3 were at or above minimum standards in Reading, writing and grammar and punctuation.

96% of our students in year 3 were at or above minimum standards in spelling.

96% of our students in grade 5 were at or above minimum standards in spelling.

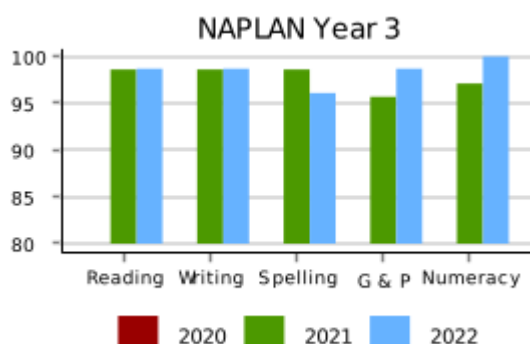
98% of our students in year were at or above minimum standards in Writing and Numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 03 Grammar & Punctuation	-	95.7	-	98.7	3.0
YR 03 Numeracy	-	97.1	-	100.0	2.9
YR 03 Reading	-	98.6	-	98.7	0.1
YR 03 Spelling	-	98.6	-	96.1	-2.5
YR 03 Writing	-	98.6	-	98.7	0.1
YR 05 Grammar & Punctuation	-	96.8	-	100.0	3.2
YR 05 Numeracy	-	98.4	-	98.4	0.0
YR 05 Reading	-	98.4	-	100.0	1.6
YR 05 Spelling	-	98.4	-	96.9	-1.5
YR 05 Writing	-	96.8	-	98.4	1.6

\* 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

#### GOAL

To increase opportunities for authentic student voice and agency, leading to meaningful action and decision-making

#### INTENDED OUTCOMES

Creation of a strategic plan for developing a shared understanding of student voice and agency and processes that enable these to happen

Staff understand the link between the Zones of Regulation and Positive Behaviour for Learning and plan direct instruction of both

### Achievements

- We have continued to embed child safe practices within our school community. We have created a Child Safety team who regularly and have termly Child Safety meetings to
- We have continued to provide termly Parent Support Group for the students identified as having substantial or extensive needs in the Nationally Consistent Collection of Data count. All other students on a Personalised Learning Plan had a semesterly Parent Support Group (PSG) meeting scheduled with an open invitation for additional PSG meetings as needed.
- Results from the annual ACER Social Emotional Wellbeing Survey indicated that 85.1% of our students demonstrated having a developed, highly developed or very highly developed, social-emotional wellbeing.
- We continued to employ a full time school psychologist who has worked closely with the Learning Diversity team and Student Wellbeing Team to support the needs of our students and families.
- We engaged a speech pathologist one day per fortnight to deliver speech therapy and language programs to students as well as to train our learning assistants to deliver these programs under her supervision.
- We engaged The Butterfly Foundation to facilitate a positive body image presentation for our students in the senior years. This aimed to support the development of positive self-image and recognition of personal strengths amongst the students. This was reflected in the ACER Social Emotional Wellbeing Survey which indicated that 71.2% of students who results indicated they are developed, highly developed or very-highly developed with regards to recognition of internal strengths.

#### VALUE ADDED

We increased the range of social emotional and behavioural interventions that we provided:

- Peaceful Kids
- Dealing with worries -Student Support Group
- Social Skills- Communication Student Support Group
- Social Skills - working Collaboratively Student Support Group
- Social Skills-Following Expectations Student Support Group
- Difficult Friendships Student Support Group
- Zones - Booster Group

This resulted in better meeting the social, emotional and behavioural needs of our students.

We introduced the 'Zones of Regulation' curriculum which was taught to all students through Positive Behaviour for Learning (PBL) lessons weekly. This curriculum was taught alongside the PBL curriculum and the Resilience, Rights & Respectful Relationships curriculum, teaching students how to build self-regulation and self-awareness to give them the skills and resilience to face challenging situations, which can cause absenteeism. Attendance data indicates that students attended 91.2% of days throughout the 2022 school year.

We engaged the I Can network (an autistic led service for young people and organisations), to run, in conjunction with our school psychologist an Imagination club for our neuro diverse students fortnightly.

## STUDENT SATISFACTION

In the MACSSIS student surveys the following data was collected:

- 74% 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
- In the STUDENT VOICE DOMAINE, 66% of the responses indicated that student perception regarding the effectiveness of the student leadership structures in our school is positive, higher than the MACS average (56%)
- The most positive responses in relation to STUDENT SAFETY were related to perceptions that adults in our school know students well enough to know if something isn't right

## 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.1%
Y02	90.6%
Y03	92.0%
Y04	90.8%
Y05	90.8%
Y06	92.7%
Overall average attendance	91.2%

## 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.

*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 2022 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:

- Continued engagement of a 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
- Continued Implementation of a Personal Safety program for students
- Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Implemented a Child Safety Team to review, develop, contextualise and implement policies, procedures and practices to create and maintain a child safe culture and environment in light of the 11 new Victorian Child Safe Standards that came into effect for schools on 1 July 2022, the new Child Safe Standards are underpinned by Ministerial Order No. 1359 which was gazetted by the Victorian Government on 10 February 2022. Ministerial Order No. 1359 defines the actions schools and school boarding premises must take to meet the requirements of the new Child Safe Standards.

## Leadership

### Goals & Intended Outcomes

#### GOAL

To develop a robust school culture that creates an environment of performance growth for all stakeholders

#### INTENDED OUTCOMES

Creation of documented processes for goal setting, gathering evidence **and** sharing feedback are enacted for all stakeholders.

### Achievements

- In the MACSIS staff surveys there was a high positive perception of STAFF-LEADERSHIP RELATIONSHIPS, SCHOOL CLIMATE, COLLABORATION and PROFESSIONAL LEARNING.
- We continued to be strongly committed to professional growth of all staff, including learning assistants and administration staff, building in weekly Professional Learning Team Meetings for all stakeholders.
- We continue to have a strong Performance and Development culture for all: teachers, learning assistants, leaders and admin.
- We continue to provide support for teachers engaging in further academic education studies.
- We plan for facilitated planning led by curriculum area leaders as well as the Student Wellbeing Leader, throughout the term, every term to ensure the continued attention to learning and teaching, well-being and faith formation of all.

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### Description of Professional Learning undertaken in 2022

##### Professional Learning Provided in 2022:

Data Literacy for Learning - all leaders

Deputy Principal Networks - Deputy Principal

Principal Networks- Principal

Maths Network - Maths leader and Assistant Leader

ICT Network- Learning & Teaching Leader and Assistant Leader

RE Network - Religious Education Leader and Assistant Leader

Wellbeing Network- Student Wellbeing Leader and Assistant Leader

Learning Diversity Connect - Learning Diversity Team

Learning Diversity Network - Learning Diversity Leader

Faith Formation with Paul Spence (Spiritual Director) - All staff

Workplace Wellbeing with Katrina Bourke (Wellbeing coach) - All staff

Challenge Based Learning & Problem Based Learning with Phil Cristofaro (Apple Distinguished Educator) Learning & Teaching Leader and teachers in grades 3-6

Positive Behaviour for Learning - All staff

Pedagogical Coaching with Glen Pearsall - All staff

Metacognition Professional Learning with Glen Pearsall - All staff

Religious Education Recontextualisation with Paul Fumei-All staff

Grammar in Context-3-6 Literacy Leader and Assistant Leader and grade 5 and 6 teachers

Mathematic Sequences of Learning- Maths Leader and Assistant Leader and P-2 teachers

First Aid, CPR and Anaphylaxis Training- All staff

Student Voice and Agency Quaglia Institute and MACS-Principal, Maths Leader and P-2 Literacy Leader

InitialLit Training: Prep - 2 Literacy Leader and Assistant Leader and all prep teachers

MiniLit Training: Deputy Principal and intervention learning assistants

MultiLit training: Deputy Principal and intervention learning assistants

Nationally Consistent Collection of Data (NCCD) - Learning Diversity Leader

Number of teachers who participated in PL in 2022

65

Average expenditure per teacher for PL

\$2035

## 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	74%	80%
Student Safety	70%	75%
Professional Learning	60%	72%
Feedback	39%	50%

Collaboration around an improvement strategy	65%	69%
Collaboration in Teams	71%	72%
Instructional Leadership	54%	55%
Collective Efficacy	77%	78%
Catholic Identity	74%	75%

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	73.9%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	80.8%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	11.8%
Graduate	23.5%
Graduate Certificate	5.9%
Bachelor Degree	88.2%
Advanced Diploma	5.9%
No Qualifications Listed	0.0%

#### STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	52.0
Teaching Staff (FTE)	44.2
Non-Teaching Staff (Headcount)	32.0
Non-Teaching Staff (FTE)	29.8
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

To nurture partnerships which support student learning and wellbeing.

### Achievements

- The School Advisory Council continued to connect and engage with the wider community through attending and supporting school tours and information nights and by consulting with and getting feedback from the community when reviewing the school uniform
- We have continued to develop relationships with our feeder kinders as well as the secondary schools which our students transition to.
- We have been able to create more face-to-face opportunities for families to participate in events and engage in student learning, e.g. the Fun Run, Classroom Helper training and roster, excursion helpers, sacramental formation nights, Family Maths Nights etc.

### PARENT SATISFACTION

In the MACSIS family surveys the following domains were higher in positive responses than the MACS average;

1. SCHOOL FIT - 78% positive responses to families' perceptions that the school matches their children's developmental needs
2. SCHOOL CLIMATE - 82% positive responses to perceptions of the social and learning climate of the school
3. STUDENT SAFETY - 73% positive responses to families' perceptions of student physical and psychological safety while at school