

St Laurence's Parish School Annual School Report 2015



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ABOUT THIS REPORT

St Laurence's Parish School, Forbes, is registered by the Board of Studies NSW and managed by the Catholic Education Office (CEO), Diocese of Wilcannia Forbes. The CEO is the 'approved authority' for The Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report outlines information regarding School Review and Improvement initiatives and developments of major interest and importance to the school community during the year. It also details the achievements arising from the School's annual planning.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office. It complements and is supplementary to school newsletters and other regular communication.

Following its submission to the NSW BOSTES, the Report will be presented to the Parent Body and will be available on the school's website by 30 June 2016.

MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

As I reflect on the 2015 school year I consider the difference we have made here in our school community. Catholic education strives to make a difference in the lives of individuals and in the wider community by nurturing and challenging young people, through God, to reach their full potential. This year I have had the privilege of building relationships with our dedicated staff and the families of our school. I have worked in rich collaboration to make a difference in the classrooms for each of our learners. It is with great gratitude that I thank my team for their work and ministry this year. I acknowledge the tireless dedication they have shown to their individual and shared roles as Catholic school educators. This year we have embarked on a new journey and I am in awe of the willingness shown to embrace change and consider possibilities with me. At the conclusion of my first year at St Laurence's Parish school, I am inspired about what we can achieve together.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

Parent Body Message (P & F)

With major fundraising including the school fete, walkathon, Mothers and Father's day stalls and catering this year, our P&F have raised in excess of \$27000. This significant fundraising has allowed for many exciting developments to come to life. From playground additions including equipment and a sensory garden on the infant's campus to sports equipment purchases, and the purchase of bibles for the stage three classrooms. Fundraising efforts have also allowed for the addition of a new shade sail over the primary play equipment, which is currently being installed. The committee thanks the many who are involved, a particular thanks to those working in the background, organising fundraisers and showing genuine passion for the community.

Student Body Message

During 2015 we have had opportunities to work with our teachers and principal to experience leadership, fundraising and other school activities. We have had opportunities to develop our skills outside the classroom, including public speaking, sport and creative arts, particularly with our eisteddfod participation. As school leaders, we have enjoyed the Kinder Buddies program, and also enjoyed our Year 6 retreat experience with school staff. A school disco and the Canberra excursion in Term 4 were fun highlights of the year.

SCHOOL FEATURES

St Laurence's Parish School is a Catholic Systemic co-educational school located in Forbes. The school caters for students in years Kindergarten to Six and has a current enrolment of 307.

St Laurence's Parish School is part of a long tradition of Catholic education in Forbes. The first Catholic school was established in 1862. Over the years since then lay men and women, religious sisters from the Sisters of St Joseph and Mercy congregations and Marist Brothers have provided quality Catholic education. St Laurence's Parish School as it is known today is the result of the amalgamation of two separate schools which occurred in 1989.

Our Achievements

Community Involvement

- ANZAC March
- Remembrance Day
- Birth-Kinder Reading Day
- Lion's Peace Poster Competition
- Landcare ECO day
- CWA Public Speaking
- NAIDOC Celebrations
- Kalari River Arts Festival - Indigenous Dance Group
- Catholic Schools Week
- Forbes Eisteddfod
- Community Radio

Academic and Public Speaking

- Success in local interschool public speaking, debating and spelling competitions
- Four students from Years 3-6 represented the school at the Country Women's Association public speaking competition with students progressing to higher representative levels for public speaking
- ICAS – International Testing
- Enviro Stories – Enrichment opportunity for Year 5 students
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Sport

- 1 representative at NSW PSSA Polding Rugby League
- 1 representative at NSW PSSA Polding Rugby Union
- 1 representative at NSW PSSA Polding Cricket
- 1 representative at NSW PSSA Polding Golf
- 1 representative NSW PSSA Swimming
- 6 representatives at Polding Swimming
- 4 representatives at Polding Cross Country
- 7 representatives at Polding Athletics
- 1 representative Wilcannia-Forbes Hockey team
- 5 representatives Wilcannia-Forbes Rugby League team

- 9 representatives Wilcannia-Forbes Rugby Union team
- 1 representative Wilcannia-Forbes Netball team
- 9 representatives Wilcannia-Forbes Soccer teams
- 4 representatives Wilcannia-Forbes Touch Football teams
- 3 representative Wilcannia-Forbes Cricket team
- Successful Swimming, Athletics and Cross Country Events
- Rugby League, Netball and Soccer coaching and involvement

Significant Programs

- Focus on spirituality through “Making Jesus Real” strategies across the school
- Whole school focus on Behaviour Management and the explicit teaching of school baseline behaviours
- Continuing an inclusive Special Education model
- Continuing restorative practices throughout the school
- All staff have had professional learning around High Yield Strategies where assessment data informs instruction and are implementing these strategies
- Continuing Learning Journeys and Three Way Reporting as a means of engaging learners and developing stronger home-school partnerships
- MiniLit and MultiLit - targeted intervention to support literacy development K-6
- EMU Maths Intervention groups
- World Maths Day – whole school participation
- Embedding Mathletics and Reading Eggs – online learning tools
- Autism Spectrum Disorders Programs and Workshops
- Crunch and Sip
- Whole school Buddies Program
- Mini Vinnie’s Conference
- Mathematics Parent Information Sessions
- Cyber Safety Parent Information Sessions
- Learning Support – Speech and Language/Occupational Therapy programs
- Quiet Space – lunchtime options for students
- Sensory Smart classrooms and playgrounds – infants and primary campuses
- Structured Playground – scaffolded collaborative games
- Transition programs with Preschool and Secondary schools

Information Communication Technology

During 2015 Information Communication Technology has continued to be of high significance within the whole school strategic plan. With the expert support of the school based ICT teacher and ICT support positions, technology at St Laurence’s continues to be enhanced. During the year the diocesan Google Apps for Education initiative has continued to evolve with the roll out of a 1:1 user device policy in the shape of Google Chromebooks. As 21st century educators we have been called upon to upskill and climb aboard the technology journey that our new Australian Curriculum requires us to take. We have continued, within our daily practice, to enhance student learning, through the authentic use of computers in all classrooms by accessing online learning portals including Mathletics and

Reading Eggs as well as the google apps suite. Parent sessions were valued as another way of involving parents in their child's learning of this new technology.

The continuation by the Catholic Education Office of a release day each term for each teacher to further develop their Information Communication Technology skills and knowledge has been valuable in developing confidence and more integrated use of technology in programming and the delivery of learning opportunities. All students have participated in units of work exploring the importance of cyber safety.

Aboriginal Education

All classroom teachers particularly planned and integrated indigenous perspectives and specific units during the year, within key learning areas. The continued employment of our Aboriginal Education Workers in 2015 has enhanced the indigenous perspectives in the classroom and allowed for greater community contact. A traditionally rich NAIDOC mass and celebration day was held during the school year, led by our Aboriginal Education Workers and other indigenous community members. We celebrated National Sorry Day with a beautiful prayer ritual and community experience for staff, students and the wider community. Our Aboriginal dance group continue to be a major highlight of these special days with additional workshops and development held with the Red Bend Catholic College dance group also. The Principal or delegate and Aboriginal Education Worker regularly attend local AECG meetings. We proudly fly the Australian and Aboriginal flags each day at St Laurence's and ensure an acknowledgement or welcome to country at every school assembly and gathering.

Drug Education

The students receive a comprehensive drug education program through the PDHPE curriculum and our annual visits from the Life Education Van. As a teaching and learning community we are also supported through access to the Diocese of Broken Bay Personal Development and Health units of learning.

Student Leadership

The importance of developing student leadership continues to be an important developmental aspect at St Laurence's Parish School. During 2015 a confident leadership team led the student body, giving great example to the younger children in the school. As our School Captains are elected from the current Year 5 class to be leaders in the school during the following year, a focus on leadership is provided early in Term 4. All Year 5 students participated in a reflection day which focused on developing leadership qualities. School Captains and Vice Captains participated in an externally organised leadership program which helped each student grow in the understanding of leadership. It was very well received by the participants from our school.

All year six students were given opportunities to develop their leadership skills. The school captains represented the students at community events, welcomed and thanked visitors to the school and developed public speaking skills to lead the weekly assembly.

STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. Students attending this school come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
150	157	5	307

* Language Background Other than English

Enrolment Policy

Our school follows the Enrolment Policy and the Guidelines for Enrolment of Students with Special Needs that states -

- Catholic schools contribute to the mission of the Wilcannia Forbes Diocese by educating and forming students in Catholic discipleship by offering them experiences of following Jesus as members of the Catholic community. Catholic schools have traditionally aimed to support Catholic parents in their role of educating their children in the faith.
- At least 75% of the children enrolled should be baptised Catholics. Variations to this can be made in each parish by the parish priest and principal.
- The decision to enrol a student with a disability will depend on an enrolment meeting where a number of factors including: the student's support needs in areas such as curriculum, mobility, social skills, personal care and communication; the expressed desires of parents and caregivers; and the capacity of the school to provide the level of support services required. The enrolment meeting will involve Catholic Education Office personnel, parents or caregivers and may include documentation from medical practitioners, other health and education professionals and the advice of experts in the field of the particular disability.
- Children must be aged five by 30 April of the year of enrolment before being enrolled in Kindergarten. In exceptional cases acceleration to each level of schooling will be considered.

Student Attendance Profile

Our school follows the Catholic Education Office's Guidelines and Procedures for the Management of Student Attendance to reflect amendments to the NSW Education Act. These procedures are located on The Catholic Education Office intranet.

The average student attendance rate for the school during 2015 was 94%.

School attendance rates aggregated by year group are shown in the following table.

Attendance Rates by Year Group	
Kindergarten	94.5%
Year 1	94.5%
Year 2	94%
Year 3	93.5%
Year 4	95%
Year 5	94%
Year 6	94%

At the commencement of each year the school provides parents with information about the importance of regular attendance. The parent body support the school in ensuring student attendance. In rare instances where attendance is an issue, there is a strong partnership between the school and parents with regular communication being the key to ensuring attendance.

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

- The class roll is electronically marked daily using approved codes. Absences are carefully recorded.
- An explanation of absences is to be provided for the class teacher by parents/carers.
- In the event of an explanation not being provided, teachers report the matter to the Principal.
- Unexplained absences are followed up by the Principal in consultation with the school consultant. Resolution of attendance difficulties may require a range of school based strategies including:
 - telephone contact with parents;
 - student and parent interviews;
 - reviewing the appropriateness of the student's educational program;
 - development of a school based attendance improvement plan;
 - support from school based personnel.
- If school based interventions prove unsuccessful then the school may make referral to the Director of Schools who advises the Catholic Education Commission.
- Absences are recorded on the student's report at the end of each semester.
- Each fortnight the Principal validates an Official Record of Attendance for each class. These records are kept for 7 years.

STAFFING PROFILE

In 2015 the staff profile consisted of:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
21	15	36

*This number includes 14 full-time teachers and 7 part-time teachers.

Percentage of staff who are indigenous	8%
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Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Laurence's Catholic Primary School staff. During 2015 school personnel undertook a range of professional learning activities related to improving student outcomes.

The school held five whole school development days this year with the areas of focus as follows:

Term 1	Chromebook Training – Google Apps for Education
Term 2	Behaviour Management – Twilight Meeting
Term 3	History – Australian Curriculum Behaviour Management – Twilight Meeting
Term 4	Staff Retreat – Spiritual Family Strategic Planning and Reflection Behaviour Management – Twilight Meeting

Other professional learning activities provided:

- ICT - Google Calendar – teacher application
- Case Management – Whole School Plan
- Anaphylaxis and Asthma
- Child Protection – online training
- Restorative Practices
- Cyber Safety – staff and student considerations
- Programming – whole school templates
- EMU - Extending Mathematical Understandings
- Sensory Smart School - classroom and playground
- ICT Mathletics/Reading Eggs – online learning tools
- Learning Journeys – assessment and parent Reporting
- Reports Writing
- Mathematics – the numeracy block review, programming and planning
- St Mary of the Cross – mini retreat experience
- Maths/ICT - Mathletics course creation
- ELP - Literacy Numeracy Continuum – online tracking
- Director's Learning Walks

- Love Learning Conference Feedback and Report
- Angelus Prayer Education
- ICT - Gmail rollover
- Literacy Block - Gradual Release Model
- Sound Waves – Phonemic Awareness

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	21
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	
3	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 97.58%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 92.31.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

Liturgical Life

The school enjoys a very rich liturgical life. Every effort is made to involve families and members of the parish in the liturgical life of the school and parish. The children from Kindergarten to Year Six regularly celebrate Mass with the parish members and on significant feast days the whole school celebrates Mass together. Our Parish Priest actively supports the liturgical life of the school and provides guidance to students, staff and families in their faith formation. Additionally, students learn about the sacraments of the church and are assisted in their preparations to receive these sacraments with the parish community.

Students from Year Four participated in Eucharist preparation and received the Sacrament in June. Year Three students prepared for Confirmation and were conferred with the Sacrament in June. Year Two students were prepared for the Sacrament of Reconciliation and received the Sacrament in November. The Parish Priest and Religious Education Coordinator support the teachers and parents in this area of preparation. Feast days and the events of the Liturgical seasons were acknowledged and celebrated during the year.

Parish Involvement

St Laurence's Parish School is a central part of St Laurence's Parish. The staff members of St Laurence's Parish School are involved in the life of the parish through participation in the Liturgy as readers, commentators, musicians and Eucharistic ministers as well as taking Holy Communion to the house-bound, being members of the Baptismal team and the Liturgy Committee, being leaders of the Liturgy of the Word with Communion, leading parish sacramental preparation groups, participating in Lenten groups and other prayer and education initiatives within the parish. The students and families are invited to be connected to the parish community through participation and inclusion in parish activities. Special parish and diocesan events are supported by the school families, including the Christ mass which is hosted by St Laurence O'Toole parish and led by Bishop Columba Macbeth-Green who resides in Forbes.

Copies of the weekly school newsletter are left in the church for parishioners to read and keep up to date with happenings at the school.

Religion Program

St Laurence's Parish school supports student faith formation through the Religion Program Sharing Our Story. This resource focuses on the Shared Christian Praxis method of teaching religion to children. The program draws on the lived experiences of the children and, using scripture, links these experiences to the life and teachings of Jesus. The Sharing Our Story program has been implemented across all grades K-6. Students receive a thirty minute lesson daily. The religion program covers the areas of God, Church, Jesus, Prayer, Christian Life, Scripture and Sacraments. It is a developmental program with each year building on prior learning. The Religious Education Coordinator and staff have been in-serviced in using this program and are encouraged to make suggestions as to any necessary variations. The spirit of the school has been celebrated and enhanced in 2015 through the Making Jesus Real approach being embedded across the school community. As a community we actively name and celebrate the spirit of Jesus present among us in the words and actions of each other. We recognise and celebrate the God moments within our school.

Students in Year 6 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake the Sydney Archdiocesan Religious Education Test annually. The test consists of fifty multiple choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. Our school's average result (as a mark out of 50) was 26.5.

Students in Year 4 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake an online Religious Literacy Assessment. The test consists of 35 multiple choice questions that are drawn from the seven strands of the Religion Program, *Sharing Our Story*: God, Jesus, Church, Scripture, Sacraments and Christian Life. The questions related to their learning in Religion up to and including Year 4. While the questions were not the same for each student, the assessment was of equal difficulty overall. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. Our school's average result (as a mark of 35) was 22.3.

CURRICULUM

The school provides an educational program based on, and taught in accordance with the NSW BOSTES syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office, Wilcannia-Forbes.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Diverse Learning Needs

During 2015, twenty three St Laurence's students met Student with Disability funding criteria. These students were supported through individual adjustment programs and assistance in their classroom through a teacher's aide. Various other students with learning difficulties were catered for through the school's literacy and numeracy plan. Each term we held an Individual Education Program meeting to review each funded student's progress and make changes to their program if necessary. When required, outside services such as an Educational and Developmental Psychologist and Speech and Occupational therapists are consulted. St Laurence's continues to implement a range of support programs to enhance student outcomes. Programs and support from Aspect, Royal Far West and other service providers are critical to the success of the whole school plan at St Laurence's Parish School. School based Case Management procedures also ensured that data was regularly analysed and that learners at risk were identified and catered for.

Numeracy Focus

Staff participated in extensive training in the Mathematic Assessment Interview and subsequent Early Mathematical Understanding (EMU) programs through the Catholic Education Office. These programs resulted in the mathematical assessment of the entire school enrolment and following this the professional development of the staff in catering to the diverse needs of the children - both those who were identified as vulnerable and those who needed to be extended. A whole school project evolved with a reshaping of the

numeracy block and whole school agreed practices developing during 2015. In addition two Year 1 target EMU groups were identified and specific intervention commenced.

Aboriginal Education

All classroom teachers particularly planned and integrated indigenous perspectives and specific units during the year, within key learning areas. Personalised Learning Plans (PLPs) and their implementation across the learning community have been a particular focus and a well-attended PLP parent meeting in term one was a highlight of parent interaction and involvement. PLPs support the individual achievement of specific goals for indigenous students within the school community. Our AEWs also assist in the classroom with the Aboriginal culture – sharing stories and art skills. Students participate in the community NAIDOC celebrations as well as our own school celebrations. The AEW promotes the sharing of cultures through the various activities that are organised including dance, art, singing, food and games.

Technology

Google Apps for Education has been a major focus in the school with technology embedded into the teaching and learning of all KLAs. All teachers have access to an interactive whiteboard and the students work with their own Chromebook device. Our ICT teacher continues to support staff within this now non-negotiable area of the curriculum. The technology aspect of the curriculum is integral to the teaching and learning cycle and is a natural part of practice at St Laurence's Parish school.

Physical Education

Well-being and our daily fitness program continue to be an important aspect of life at St Laurence's. A regular PE program of active movement highlights the importance of fit and healthy lifestyles. The development of Fundamental Movement Skills across all grade levels is a focus. Specific components of athletics, swimming, cross-country, dance and gym are planned for and supported by community resources. As a Crunch and Sip school we also continue to encourage students to make healthy food choices through the fruit break program.

Excursions

- Year 1 and Year 2 students engaged in a day trip to Dubbo to visit Taronga Western Plains Zoo.
- Year 5 students attended a 3 day Sport and Recreation excursion to Burrendong with other local students
- Year 6 students attended a 3 day excursion to Canberra to explore the nation's capital and our national history and government system.

- All students engaged in local walking excursions which also took place to further enhance student learning or allow participation in community based events.

STUDENT PERFORMANCE

Students in Years 3 and 5 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The information provided shows the percentages of students who achieved particular skill bands compared with state performance, and the percentage of students who achieved at or above national minimum standards. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement. Band 1 in Year 3 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 2 in Year 3 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 3 band distributions and % of students at or above national minimum:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	School	2.1	10.6	36.2	21.3	12.8	17.0	97.9
	State	4.3	5.7	19.0	21.0	19.5	30.5	95.7
Writing	School	2.1	10.6	36.2	38.3	12.8	0	97.9
	State	1.8	4.3	16.4	23.0	38.5	16.0	98.2
Spelling	School	2.1	19.1	34.0	21.3	12.8	10.6	97.9
	State	4.0	9.6	18.4	20.8	20.1	27.1	96.0
Grammar & Punctuation	School	2.1	12.8	27.7	21.3	25.5	10.6	97.9
	State	4.1	7.3	12.6	23.6	20.4	32.1	95.9
Numeracy	School	2.1	14.9	29.8	25.5	23.4	4.3	97.9
	State	4.4	12.6	21.1	23.8	19.3	18.8	95.6

The results in Year 3 indicate that consistent, explicit teaching of the key literacy and numeracy components has led to improvements but the focus will need to continue. A detailed analysis and plan has been prepared by all staff for K-6. The Literacy Numeracy plan is reviewed and amended each term to systematically address areas of need across the school in both literacy and numeracy.

Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Band 3 in Year 5 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 4 in Year 5 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 5 band distributions and % of students at or above national minimum:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	School	8.8	20.6	29.4	20.6	8.8	11.8	91.2
	State	4.6	15.0	20.7	21.8	20.5	17.5	95.4
Writing	School	12.1	15.2	42.4	21.2	3.0	6.1	87.9
	State	5.5	8.7	32.6	31.5	15.2	6.3	94.5
Spelling	School	9.1	24.2	27.3	18.2	18.2	3.0	90.9
	State	4.5	10.4	20.0	25.2	27.0	12.9	95.5
Grammar & Punctuation	School	6.1	24.2	30.3	15.2	12.1	12.1	93.9
	State	6.6	10.7	22.5	21.5	20.6	18.1	93.4
Numeracy	School	0	21.2	36.4	24.2	12.1	6.1	100
	State	3.0	15.3	25.3	25.6	16.6	14.1	97.0

The Year 5 NAPLAN data allows us to monitor, plan and set targets to ensure the positive growth of all students. Our school focus for 2016 is the growth of each individual student in all areas of literacy, with emphasis being on those students who need more assistance in reading.

PASTORAL CARE AND WELLBEING

Catholic Schools in the Diocese of Wilcannia-Forbes are committed to safe and supportive school environments. Our school is guided by relevant policies, procedures and guidelines that are found on the Catholic Education Office Intranet.

Student Welfare Policy

The Pastoral Care Policy is based on the Mission of the Catholic Church and reflects the values of respect and forgiveness. It aims to foster in students self-discipline and respect for the dignity and worth of self and others. It aims to develop students' understanding of their rights and their corresponding responsibilities to respect and protect the rights of others. The full text of the School's Pastoral Care Policy may be accessed on the school's website or at the administration office.

Discipline Policy

The school expressly prohibits the administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school. During 2015 modifications were made to this policy with the commencement of a significant review process. Staff, students and the parent school committee were engaged in a reflection and review period to ascertain the necessary developments to ensure a thorough and practical policy that translated with transparency to the classrooms and playground.

As part of this review extensive professional learning took place to re-engage all staff in the baseline approach to behaviour teaching. As a staff we have been proactive in establishing and maintaining an environment that supports students in their efforts to meet the school's behaviour expectations. Behaviour expectations are now taught explicitly and consistently reinforced at all times in the classroom and playground. These expectations are adapted to suit the developmental stage of the children and class. A significant change to the discipline policy was the development of an identification, reporting and tracking system to provide consistency and procedural fairness for all.

The full text of the School's Behaviour Management Policy may be accessed on the school's website or at the administration office.

Anti-Bullying Policy

Our school rejects all forms of bullying and strives to develop a school community that respects the dignity of each person by promoting human rights, human dignity, social justice and peace. **All members of the school community are expected to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.** When an incident of bullying occurs, the procedures outlined in the policy are followed.

Complaints and Grievances

The diocesan Resolution of Complaints Policy (*CEO Intranet*) forms an important element in the Diocese's commitment to ensuring a safe and supportive environment for school communities. St Laurence's Catholic Primary School follows these procedures.

Initiatives Promoting Respect and Responsibility

The "Making Jesus Real" focus has increased the respect and responsibility of the students especially towards other students. Initiatives are used in the classroom and teachers and students actively noticed when others were "Making Jesus Real" on the playground. The language has been promoted.

The Buddy System is in place across the school with older students buddied to a younger student. Friendships are formed and they participate in regular joint activity time as well as attending Mass together once per term.

Through the Live Life Well Program, garden beds and plants have been purchased and developed. Many students benefit from time in the garden – weeding, watering and generally caring for the plants.

During the year, as part of the cyclical improvement process, our school community has reviewed the following policies:

- **Behaviour Management**

No new policies were formulated during 2015.

Access to all policies and guidelines can be obtained by contacting the school office.

SCHOOL IMPROVEMENT

St Laurence’s Catholic Primary School is committed to continuous improvement. System-wide processes support a culture of self-review and self-improvement to assist the school in achieving improved learning outcomes and life opportunities for students. Each year the school develops an improvement plan (Framework for Strategic Planning) which identifies aspects for improvement and development. A wide range of data informs development of the plan. In collaboration with the Consultant the school engages in an annual evidence-based evaluation aiming at all times for quality, improvement and accountability.

Key Improvements Achieved in 2015

During 2015 high quality teaching and learning has continued as we have engaged further with new curriculum documents which highlight the complexity and technological rhythm of our world. We have been called to reflect on our practice, particularly in the areas of numeracy and more recently literacy and as a teaching team we are developing whole school agreed practices to support our learners. During 2015 we have delved deeper into the teaching of mathematics and with targeted assessment we have created differentiated learning experiences to support our students. Significant improvement has been made to the consistency of the teaching and learning cycle for numeracy across the school K-6 with the development of an agreed numeracy block practice and shared programming and planning. During 2015 we have made significant changes to processes and procedures surrounding behaviour management. We have developed a whole school procedure for identifying, dealing with and tracking minor and major behaviours, this has been a significant development at St Laurence’s Parish School.

Priority Improvements for 2016

Catholic Tradition & Religious Education

In keeping with our Statement of Faith, we wish for St Laurence's Parish School to: be true to the message, teaching and witness of Jesus Christ. To be sustained as a faith community into the future. To 'be one' as a community, with close connections between families, school and parish. To provide students with a faith based, high quality education - academically, physically, culturally, socially and spiritually. To Walk Humbly with our God:

- Rich experiences of Prayer and Worship and opportunities to learn about Catholic Tradition and Spirituality.
- Making Jesus Real in our everyday life at school, giving time for reflection and highlighting the behaviours, values and attitudes that we want to see in our students.
- Sharing our Story - Enhance the profile of Religious Education as the core KLA to our mission and work.

Priority Improvements for 2016

Statement for High Yield Strategies:

Embedding Instructional Walks, Data Walls, Learning Intentions and Success Criteria and Case Management.

Curriculum:

Within our learning community we will endeavour to provide high quality, whole school teaching and learning practices. It is the intent of our teaching and support staff team to work in collaboration to know our learners, the curriculum content and reflect and evaluate a developing best practice model. As a collaborative team we aim to support the professional growth of each team member to in turn enrich the learning experiences of all students K-6.

- National Curriculum implementation.
- Introduction of phonemic awareness program – Soundwaves.
- Focus on reading and the gradual release model to support literacy development.
- Embed agreed numeracy block practices and the differentiation of learning through analysis of the Mathematics Assessment Interview.
- Further develop and embed assessment and reporting procedures with a focus on reflection and parental involvement utilising the online learning application, Seesaw.

Wellbeing

The best interests of children are paramount. Respectful relationships are foundational. Diversity is respected and valued. Parents are recognised as the most important people in children's lives. Parents and schools support children best by working together. Students

need to be active participants. The school, health and community agencies work together with families.

- Restorative Practices to build, maintain and restore relationships with staff, student and parent education and engagement.
- The KidsMatter framework supporting the development of a positive school community and social and emotional learning for students.
- Behaviour Management policy and procedure is transparent, consistent and supported by staff, students and parents.
- Classroom and Playground Environments are visually scaffolded, sensory smart and support the zones of regulation.
- Learning Support - Flexible and differentiated learning options to support all students with targeted and tiered intervention strategies.

PARENT, STUDENT AND TEACHER SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the school has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

During 2015 Parent Satisfaction was measured using a variety of tools. A parent survey centred on assessment and reporting provided interesting and valued information regarding parent engagement in the classroom and in relation to student 'Learning Journeys'. The majority of parents were satisfied with current processes, however valuable input was received in regard to parent knowledge of content being covered and detachment from term to term learning. Parental feedback was also requested and received in relation to the schools Behaviour Management practices. Again, valued opinions were shared and honest communication resulted in informed changes being made to procedures relating parent communication when incidents occur at school and the need for greater transparency in regard to school processes. Generally parents are very satisfied with the quality of teaching and learning across the school community and are supportive of new initiatives and projects.

Student Satisfaction

The students of St Laurence's appear to be very happy in their classrooms and on the playground. They readily interact with teachers and visitors to the school. From anecdotal evidence and written feedback provided by the students, they have indicated that they are most satisfied with what the school provides, the quality of teaching and the opportunities provided for them. They believe that they are learning and that the teachers help them when they require assistance.

Teacher Satisfaction

During 2015 the teachers have built new relationships with the leadership team. Staff have worked in rich collaboration to make a difference in the classrooms for each of our learners. Teachers have felt challenged but supported as the teaching team have embarked on a new journey, embracing change and considering possibilities for the future. Through collegial discussion, feedback and an early survey, data suggested that teachers were eager to develop whole school practices and build a professional learning community based on agreed practice. Staff have indicated they value a supportive environment and many new initiatives have built on a culture of trust and collaborative support.

FINANCIAL REPORT

A full copy of the school's 2015 financial statement is tabled at the Annual General Meeting of the School Committee. Further details concerning the statement can be obtained by contacting the school.

This financial information is based on data provided in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	<i>\$713,241</i>	Capital Expenditure	<i>\$276</i>
Government Capital Grants	<i>\$0</i>	Salaries and Related Expenses	<i>\$2,919,367</i>
State Recurrent Grants	<i>\$2,414,892</i>	Non-Salary Expenses	<i>\$1,017,463</i>
Fees and Private Income	<i>\$413,553</i>	Total Expenditure	<i>\$3,937,105</i>
Other Capital Income	<i>\$40,423</i>		
Total Income	<i>\$3,582,109</i>		

Notes

Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.

Government Capital Grants include all capital grants received from the Commonwealth and State governments.

State Recurrent Grants include recurrent grants per capita, special purpose grants and interest subsidy grants.

Fees and Private Income include diocesan and school-based fees, excursion and other private income.

Other Capital Income includes building levies and capital donations used to fund capital expenditure.

Capital Expenditure includes expenditure on school buildings, furniture and equipment.

Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

Non Salary Expenses include all other non salary recurrent expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.