

2019 ANNUAL SCHOOL REPORT



St Laurence's Parish Primary School, Forbes



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Faith, Learning and Transformation in Jesus Christ



ABOUT THIS REPORT

St Laurence's Parish Primary School, Forbes is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Wilcannia-Forbes, the 'approved authority' for the registration system formed under Section 39 of the NSW Education Act (1990).

The Annual School Report provides parents and the wider school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Further information may be obtained by contacting the School or by visiting the School's website.

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

When reflecting on 2019 I celebrate the incredible staff team, our St Laurence's staff family. It is with great pride and gratitude that I express my thanks for their dedication to Catholic Education within our school community. I must acknowledge the deep learning that was encountered within a Professional Learning Community approach and the inspiring way in which teachers worked through inquiry cycles to build teacher capacity and enhance student achievement. Our whole school focus on writing engagement and writing stamina resulted in great improvement and this is something the teaching and student body can be very proud of. Lifting the fog on the learning for our students and creating personalised learning goals has been a significant part of this work in embedding high yield learning strategies within all classrooms. Bringing to life the third teacher in the classroom has been an exciting development with greater use of visible learning in the shape of bump it up walls, learning intentions and success criteria and writing data walls more confidently created and utilised by students and staff. A great year of professional learning for our team, resulting in a rich learning environment for our students.

Parent Body Message

Firstly, I would like to thank everyone who has helped out the P&F this year. This involves helping at any of our fundraisers or events throughout 2019. A special thanks to our small but committed committee who have helped organise and basically run all our events during the year, you have made my role very easy. I thank each and every one of you for your precious time.

Our events during the year involved the following: Fete, Mother's Day stall, CPS Rugby Carnival catering, Disco Term 2 and 4, Pie Drive, Father's Day stall, Clothing pool, school bags, BBQ at Bernardi's due to our involvement with Bernardi's Building Better Communities program and the very enjoyable colour run. All this hard work has helped us reach our goal of being able to help the school upgrade the play equipment on the infant side and to install chilled drink stations on both the primary and infant sides. As I sign off for 2019, I would like to encourage parents to get involved with our P&F as it is a vital part of school life for our children as we run a lot of events on behalf of the school. It also is a great way to stay involved in what is happening at St Laurence's.

Kristie Wallace - St Laurence's P & F President

Student Body Message

This has been a great year for the SRC and for us as captains of St Laurence's Parish School learning how to be wise, compassionate leaders. The SRC has led many things and we think we have done a great job. We had regular SRC meetings which we ran, so we had to learn how to run these meetings and negotiate with all the others. Lots of good ideas came from these meetings. The SRC also ran their own stall at the school fete. We had to run the stall, organise our own things and make our own schedules by working as a team. St Laurence's Got Talent was another highlight. We had to get things done quickly and discuss all of the ideas. It was fun watching the talent of the students in the school. The final concert was so much fun. This was a real team effort by the SRC to judge, announce and give up their time. Captains and Vice Captains went to a special Leadership Day where we learnt how to cooperate with new people from other schools and work as a team to finish tasks that we were set. We also ran some of the groups and we did well. We represented the school on many occasions including the Forbes

Eisteddfod, Remembrance Day, ANZAC Day and welcoming and completing a tour for new Kindergarten parents. This year has been a great success and we feel privileged to be part of it at St Laurence's.

*George Field and Rose Green
2019 School Captains and SRC Representatives.*

SECTION TWO: SCHOOL FEATURES

St Laurence's Parish Primary School is a Catholic systemic co-educational school located in Forbes. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 320 students.

In the tradition of the Catholic faith, our school strives to be a truly Christian community and, as such, attempts to provide an environment which encourages teachers, children and parents to work together, worship together and share friendship together.

We are a caring and inclusive community where all are welcome and every child participates fully in the life of our school. Our school is an exciting and enthusiastic place of learning where we work in collaboration to create a contemporary educational environment for every child in our care.

Our motto, 'Walk with God', comes from the old testament scripture within the Book of Micah, in which we are called to do what is just, to show constant love and to live a humble fellowship with our God.

We have a wonderful staff team at St Laurence's Parish School. Their enthusiasm, dedication and ability to embrace contemporary quality teaching and learning has enabled St Laurence's to be a school of great reputation, with a strong curriculum embedded in contemporary learning approaches.

Our patron saint is St Laurence O'Toole. St Laurence's Parish School in its present form is the amalgamation of St Joseph's, Sacred Heart and St Laurence's which took place in 1989. Since the very first school in Forbes (1862) the Parish has seen the involvement of the Sisters of St Joseph, the Sisters of Mercy, the Marist Brothers and laity in delivering educational instruction.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2019.

Girls	Boys	LBOTE*	Total Students
168	152	7	320

* Language Background Other than English

Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The CEO Wilcannia-Forbes monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

Student Attendance Rates

The average student attendance rate for the School in 2019 was 92.6%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.6%
Year 1	90.5%
Year 2	93.6%
Year 3	92.7%
Year 4	92.5%
Year 5	93.1%
Year 6	92.1%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff, as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students.

School staff, under the Principal's leadership, supports the regular attendance of students by:

- ❖ providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the school community;
- ❖ maintaining accurate records of student attendance;
- ❖ recognising and rewarding excellent and improved student attendance; and
- ❖ implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- ❖ parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- ❖ all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- ❖ documented plans are developed to address the needs of students whose attendance is identified as being of concern; and
- ❖ the Director of Catholic Education or designated CEO Wilcannia-Forbes officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
23	18	41

* This number includes 18 full-time teachers and 5 part-time teachers.

Percentage of staff who are indigenous	7.3%
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Teacher Standards

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. The minimum qualification for a teacher in a systemic school in the Diocese of Wilcannia-Forbes is a four-year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

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

Term 1	<ul style="list-style-type: none"> First Staff Day - Learning Dispositions, Policy and Procedure Behaviour Management, Critical Incident, Attendance, Programming Science and Technology Syllabus - Critical, Creative and Design Thinking
Term 2	<ul style="list-style-type: none"> Child Development and Religious Education
Term 3	<ul style="list-style-type: none"> Professional Learning Communities - Introduction and Implementation - Completed as 3 Twilight Meetings over the course of the school year
Term 4	<ul style="list-style-type: none"> Final Staff Day - 'Educating in Christ' - new RE Curriculum - methodology continued

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences.

Professional learning undertaken by staff in 2019 includes:

External - Small Group Attendance

- Seven Steps Writing Workshops - all teaching staff
- State ACSP Principal's Conference
- Holy Land Pilgrimage
- Special Education National Conference
- Environmental Conference - IEU

Internal - All Staff

- Professional Learning Communities Framework- Introduce and Implement
- Learning Intentions and Success Criteria Refresher
- High Yield Strategy Embedding Practice
- Reading Benchmarking and Assessment
- Performance and Development - Accreditation
- Additional Needs - NCCD
- Learning Progressions
- PDHPE New Syllabus Implementation
- Seesaw - assessment and skills view
- Effective Numeracy Teaching - Evaluation
- Religious Education - 'Educating in Christ' - new curriculum
- WHS - Risk Assessment within COMPASS
- COMPASS - Student Management System
- Maths - Dripping Tap - Open Ended Tasks - Planning and Implementation
- Child Protection
- First Aid and CPR

SECTION FIVE: 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 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.

Prayer, Liturgical Life and Faith Experiences

St Laurence's Parish school enjoys a rich liturgical life steeped in Catholic tradition. Consistent invitation and welcome 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 community on significant feast days, weekly with buddy classes and whole school celebrations. Our Parochial Vicar, Fr Simon and Parish Priest, Bishop Columba are of significant support to our community and provide guidance to students, staff and families in their faith formation. Additionally, students learn about the Sacraments of the Church and are assisted in the preparations to receive these Sacraments within the parish community. Students from Year Four participated in Eucharist preparation and received the Sacrament in June. The order of the Sacraments was adjusted by Bishop Columba in 2018 and students will now be Confirmed in Year Six. This meant that students were not confirmed during 2019. Year Two students were prepared for the sacrament of Reconciliation and received the sacrament in September. The Parish Priest and the 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. In addition, St Laurence's Parish School continued an after school Youth Club in 2019, offering our Years Five and Six students to come together two times per term on a Friday afternoon. Fun, fellowship, food and faith formation have been the foundation stones of our Youth Club with Adoration of the Blessed Sacrament a regular occurrence at the end of our Youth Club gatherings. Our diocesan Youth Ministry Coordinator supported this initiative which has been very successful.

Parish Partnerships

St Laurence's Parish School is a central part of our St Laurence O'Toole Parish. The staff members of St Laurence's 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, youth and children's committee and the liturgy committee, leading parish sacramental preparation groups, participating in Lenten groups and other prayer and education initiatives within the parish. The school principal is a key member of the parish community being a member of the Parish Pastoral Council. The students and families are invited to be connected to the parish community through participation and inclusion in parish activities. As a parish school community we celebrate a bi-monthly Family Mass where school families are encouraged to participate and celebrate together. Parish children are offered the opportunity to participate in Children's Liturgy at this Mass. Special parish and Catholic Education Office events are supported by the school community, hosted by St Laurence O'Toole Parish and led by Bishop Columba Macbeth-Green who is our Parish Priest and resides in Forbes.

Religious Education

The Religion Program, based on the Parramatta Diocesan Curriculum document, *Sharing our Story*, covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer. It offers students rich and varied faith experiences.

Both Year 4 and Year 6 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, *Sharing our Story*.

Our School's average result (as a mark out of 35)	
Year 4	19.9
Year 6	19.3

Results of these assessments are analysed by teachers and are used to inform teaching and learning in Religious Education.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NESAs syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE).

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

During 2019 curriculum development has continued to be a high priority. We have continued to stay the course in regard to our agreed literacy and numeracy practices and in 2019 the introduction of Professional Learning Communities has had a significant impact.

We must acknowledge the deep learning our teaching team has encountered within our Professional Learning Community approach and the inspiring way in which teachers have worked through inquiry cycles to build teacher capacity and enhance student achievement. Our whole school focus on writing and the improvement we have encountered is something the community should be very proud of. Lifting the fog on the learning for our students and creating personalised learning goals has been a significant part of this work. Student goal setting linked directly to the effectiveness of the High Yield strategies being evident within the classrooms has been a significant focus. These included the highly effective implementation of Bump it Up Walls and co-constructed success criteria driving student achievement and making learning more visible and achievable for our learners.

Creative, Critical and Design thinking was a significant area of focus across all Key Learning Areas in 2019. The introduction of the Seven Learning Dispositions has helped to develop a rich learning culture within all classrooms, ensuring students are ready for learning.

The introduction of the seven learning dispositions has enhanced student capacity to learn and improved student willingness to persevere and be resilient and flexible in their learning developing skills and a metalanguage to describe how they tackle more difficult tasks both individually and within a group environment. The learning dispositions are accessible to students at any time and in any place and are not confined to one Key Learning area.

Wellbeing, behaviour teaching and social emotional learning programs have also continued to be of high importance on our agenda in 2019. This aspect of our philosophy at St Laurence's has evolved with the embedding of tailored afternoon programs focusing on mindfulness, resilience and social and emotional wellbeing. A K-6 SEL unit was taught in Term three with a specific focus on resilience through the Bounce Back program.

SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2019. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table.

NAPLAN RESULTS 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and Punctuation	95.2%	96.5%	76.1%	76.8%
	Reading	95.2%	97.8%	73.9%	75.7%
	Writing	97.6%	95.4%	75.6%	66.3%
	Spelling	95.2%	95.4%	64.3%	74.5%
	Numeracy	97.6%	98.8%	76.3%	83.5%

NAPLAN RESULTS 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and Punctuation	93.0%	93.2 %	53.6 %	62.2 %
	Reading	97.7 %	95.7 %	74.4%	68.2%
	Writing	86.1 %	94.5 %	39.6 %	51.7%
	Spelling	97.7 %	88.0 %	55.8 %	67.2%
	Numeracy	95.3%	97.1%	69.8%	60.8%

Our NAPLAN data calls us to stay the course in regard to whole school agreed literacy and numeracy practices, to ensure improvement for all. We are also called to continue tier 3 intervention for our students. We will continue to provide MacqLit for our targeted Year 3-4 students in 2020. Our specialised classroom setting known as the Hive also provides personalised programming for those most at risk as well as some students accessing Centre for Effective Reading programs. In 2020 we are planning to provide tier 3 numeracy intervention for students most at risk in Years 3-6. We are hopeful of a targeted and sustained program supporting the development of foundation skills and increasing our percentage of students above the NMS.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings.

Student Welfare Policy

Student Welfare or Pastoral Care is at the forefront of all policies at St Laurence's Parish School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff.

No changes were made to the policy this year.

Behaviour Management and Student Discipline Policy

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

Anti-Bullying Policy

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed.

No changes were made to the policy this year.

The full text of all policies focusing on student welfare, discipline and anti-bullying can be accessed via the school office or from the school website.

Complaints and Grievances Policy

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

Initiatives Promoting Respect and Responsibility

The values of respect and responsibility are reflected across all dimensions of school life.

The value of respect is a key driver to all work and relationships for students, staff and parents at St Laurence's Parish School. The value is taught explicitly at the commencement of the school year as part of our whole school behaviour teaching and emotional regulation teaching unit. Respect is spoken about often as a school community with reference made to respect of self, others and environment within all classrooms and at whole school assemblies. The values of respect and responsibility are also embedded into opportunities for service and mission within the school community. Our MJR, Mini Vinnies, SRC and Student Leadership teams all have a focus on respect and responsibility and students are supported in developing activities that nurture the development of these values within our school community. Furthermore wellbeing programs including Smiling Minds, Social Emotional Learning and Girls Wise also promote respect for our students. Parents are actively encouraged to communicate with school staff and the school principal to discuss concerns, ask questions and celebrate achievements with a respectful approach, key to building trusting parent relationships.

SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, "Christo et Doctrinae – For Christ and Learning". The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

Annual School Priorities for 2019

Priority 1	For all students to have developed a rich understanding of the seven dispositions of the learner and be able to express these when articulating their success in learning, creating and thinking critically.
Reason for priority 1	In order to develop greater resilience and confidence when working critically and creatively within all Key Learning Areas. In order for students to more naturally talk about themselves as learners and the skills they use when approaching a range of learning tasks.
Steps taken to achieve priority	<ul style="list-style-type: none"> • Explicit teaching and introduction of the seven dispositions of the learning during the initial '3 week unit' at the commencement of the school year. • Embedding the meta-language through regular feedback and discussion. • Practice and access to CCT Crunch activities within the classroom as lesson and brain breaks. • Teacher professional learning in regard to critical, creative and design thinking. • Development of rich design thinking units of learning within stage PLC groups.
Status of priority 1	A successful implementation of the seven learning dispositions has resulted in a rich meta-language for learning being established across the school community. Positively the approach has not been limited to the work within science units but has extended across all curriculum areas and is actively accessed by staff and students. In 2020 we aim to embed and enhance this culture of learning.

Priority 2	To develop a rich Professional Learning Communities (PLC) approach to purposeful and authentic staff collaboration, centred on student learning and with a real focus on teacher efficacy, formative assessment and the teaching and learning cycle.
Reason for priority 2	A need to draw stage and school teams into greater collaboration in regard to student outcomes, data and growth. The need to enhance a performance and development culture utilising the shared expertise of the team. A need to create greater shared accountability and teacher efficacy as well as more accurate teacher moderation.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> • Staff introduced to the PLC model with an evidence based framework and high quality professional learning. • Privileged time provided for PLCs to work in collaboration. • Close monitoring and support from instructional leaders. • Ongoing professional learning and access to support both internal and external as required. • Celebrate success.
Status of priority 2	A planned and executed roll out of our PLC model resulted in an incredibly successful and rewarding implementation for teachers. With parameter one at the forefront, shared understandings and accountability allowed for deep learning and collaborative inquiry cycles to take place. PLCs were very successful and we look forward to embedding this approach in 2020.

Priority 3	To develop a whole school approach and daily writing practice K-6 which sits outside the literacy block. A daily practice that is not formal explicit teaching or marked writing. An opportunity to share, be creative, and connect with the teacher.
Reason for priority 3	A need to build a greater love of writing and support students in building their writing stamina and confidence. A need to remove the fear of having-a-go and provide an opportunity for daily writing based on student interest across a variety of text forms.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> • Provide a special writing journal for students. • Provide freedom of choice and interest. • Set a standard writing time across the school K-6. • Stay the course and support reluctant writers with scaffolds or ideas within their areas of interest. • Discuss and share writing for enjoyment.

Status of priority 3	A consistent daily writing approach to encourage engagement and stamina was required and implemented in 2019. This approach was supported by the whole of teaching team training in Seven Steps Writing, which we believe will enhance student confidence and engagement in writing further, in 2020. Having all staff on board with the practice and committed to whole school improvement made a significant difference to the success of implementing the practice across the community. We endeavour to maintain this approach in 2020.
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Priority 4	Rich experiences of prayer for staff and students and opportunities to learn about Catholic Tradition and the meaning and significance of prayer. The development of sacred spaces in the classrooms and honouring their importance and existence.
Reason for priority 4	A need to further develop teacher knowledge, understanding and appreciation of prayer, the many forms and history of traditional prayers within our faith. A need to honour and keep sacred prayer times for both staff and students.
Steps taken to achieve priority 4	<ul style="list-style-type: none"> • Deliberate professional learning for staff in regard to prayer and the history of more traditional Catholic prayers. • Revisiting the school's prayer scope and sequence and actively ensuring the development of Mass responses. • Professional learning and support to create and keep sacred prayer spaces within the classroom. • Sharing and utilising staff abilities in creating sacred spaces within the school.
Status of priority 4	In 2020 the highlight in regard to this priority was the weekly development of saying the Rosary as a staff team every Thursday morning. Not only was this an incredibly important addition to the spiritual unity for our team but it proved to be a rich learning opportunity in regard to the prayer itself and of course the mysteries within it. We intend to maintain this practice in 2020. We also worked with greater awareness and care to ensure that sacred spaces were reflective of the beauty that each of our liturgical seasons has to offer our community of faith.

Projected Priorities for 2020

Priority 1	<p>The new diocesan Religious Education Curriculum will be implemented in all classes throughout the school.</p> <p>Documentation should incorporate continual reference back to the primary catechetical goal:</p> <p>“...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity.” (Catechesi Tradendae, 5)</p> <p>To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.</p>
Reason for priority 1	<p>A review of the Religious Education Curriculum “Sharing Our Story” was undertaken in 2018. After an in depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC’s) 16 recommendations were identified.</p> <p>A key recommendation was to: “Either adopt a current Religious Education curriculum already written, or develop a new Diocesan Religious Education curriculum that meets the aims and content of Religious Education outlined in magisterial documents and the uniqueness of the Diocese of Wilcannia-Forbes.”</p>
Steps taken to achieve priority	<ul style="list-style-type: none"> • Designate and prepare learning spaces and timetables for Religious Education within our school. • Ensure that all staff members receive appropriate support in understanding the new methodology. • Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.

Priority 2	<p>St Laurence's will engage with the Association of Independent Schools of NSW (AIS) to complete the Early Literacy Project.</p> <p>The primary aim of the AISNSW Early Literacy Project is to assist all students to read competently at the completion of the first three years of schooling by supporting schools to embed an evidence-based approach to the explicit teaching of early literacy skills.</p>
Reason for priority 2	<p>Seeking improved teaching practice and expertise, and improved student learning, working through outcomes including;</p> <ul style="list-style-type: none"> • improved educationally sound literacy teaching that aligns to the outcomes and content of the English K-6 Syllabus to meet the specific skills and knowledge needs of children in these rural contexts; • teachers using systematic, direct and explicit instructional strategies based on rigorous, evidence-based research shown to be effective in enhancing the literacy skills of all children; • teachers using regular diagnostic and developmentally appropriate assessment (ESTA-L) to inform next steps in teaching; • teachers regularly monitoring and reporting individual progress in literacy; and • school teams examining their approaches to the teaching of literacy and implementing whole-school literacy planning, monitoring and review processes.
Steps taken to achieve priority 2	<p>The components of the project include:</p> <ul style="list-style-type: none"> • strengthening leadership capacity through the ongoing development of instructional coaching; • face-to-face and online professional learning modules to enrich teachers' understanding of effective, explicit, reading instruction; • consultancy support to facilitate the transfer of learning to classroom practice; • Early Screening Tool Assessment-Literacy (ESTA-L®) developed by AISNSW, specifically for the project, to pinpoint the early reading skills students have mastered, and still need to master; and • parent workshops to guide parents in supporting their children's emerging reading skills.

SECTION TEN: COMMUNITY 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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

During 2019 we have provided varied opportunities for parents to provide honest and timely feedback. Parents have provided feedback through interview, formal and informal conversation as well as more formally during the Principal Appraisal Process including survey and parent interviews with the appraiser. Parents appreciate and value the active contribution of staff and school leaders to the parish community and school leaders actively seeking to bring the school and parish communities together. Parents reported that the school always communicates respectfully with all families and follows up matters in a very timely way.

Parents provided significant feedback in their ongoing and growing support of school-based Open Classroom sessions with praise via the school committee in regard to the welcome and window into their children's learning via these termly occasions. Specific feedback in regard to student wellbeing included parents providing feedback that they felt listened to, understood and provided with follow up support.

Student Satisfaction

During 2019 students had the opportunity to provide feedback via the Principal Appraisal Process. Some of the feedback related to satisfaction and improvement has been summarised for inclusion in this report.

- The expectation of a warm greeting each day, friendships, assembly awards and the effective management of teasing and bullying all contribute to positive student wellbeing.
- The school buildings are safe and well maintained.
- Resources such as technology, the three dimension printer, reading material and sports equipment all assist with student learning.
- There were suggestions that a greater choice of sporting equipment would be an advantage for some students.
- The students appreciate the many opportunities to be involved in prayer and liturgies.
- MJR positively contributes to a feeling of welcome and the students appreciate social outreach opportunities such as Mini Vinnies and contributions to the Missions.
- In identifying learning achievements the students made special mention of programs such as Tournament of Minds, debating, spelling bees, music, STEM and the Hive.
- The students identified involvement in ANZAC celebrations and sport as being positive ways for the school to be involved in the community.
- There was much discussion about the importance of homework mainly in relation to being prepared for secondary school.
- Mrs Leadbitter is big on respect. Respecting yourself, others and the environment so that has a big impact on our school.

Teacher Satisfaction

During 2019 staff had the opportunity to provide feedback via the Principal Appraisal Process. Some of the feedback related to satisfaction and improvement has been summarised for inclusion in this report.

In regard to teaching and learning another staff commented on the sense of team that exists and the professional way in which parent meetings, staff meetings and student gatherings all foster the development of respect. The staff report feeling valued, included and supported in regard to school based change. Staff commented on a culture of 'team' being enhanced by the provision of bonding experiences. Staff commented that when new curriculum ideas and projects are introduced they are supported with professional learning and time for questions and review. *"The review of the effectiveness of learning is built into staff meetings where all staff members are given the opportunity to share what is happening for them in the classroom. This allows staff time to share and reflect how they use for example, high yield strategies, reading benchmarking, the numeracy block etc".*

Staff reported that the behaviour policy and procedures are consistent. *"The policy is continually reviewed by the Executive team and every year is presented to staff for review. There are continual reminders for staff of the expectations of student behaviour. Student reminders through specific wellbeing units are built into classroom teaching, especially at the beginning of the year."*

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESA requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

RECURRENT AND CAPITAL INCOME	
Commonwealth Recurrent Grants	\$3,806,289.00
Government Capital Grants	\$0.00
State Recurrent Grants	\$1,220,034.00
Fees and Private Income	\$540,904.00
Other Capital Income	\$48,139.00
Total Income	\$5,615,366.00

RECURRENT AND CAPITAL EXPENDITURE	
Capital Expenditure	\$226,242.00
Salaries and Related Expenses	\$4,505,003.00
Non-Salary Expenses	\$987,835.00
Total Expenditure	\$5,719,080.00