

# Annual School Report

# 2016



## St Laurence's Parish Primary School, Forbes

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## ABOUT THIS REPORT

St Laurence's Parish Primary School, Forbes is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) 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 NSW BOSTES 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**

As I reflect on 2016 I am filled with great pride. Our school community is one to celebrate. During recent weeks and with end of year celebrations I have had the opportunity to reflect on all that is good, and all that we have achieved during this school year. There are many achievements that I am proud of this year and our continued drive to provide high quality teaching and learning within a safe and supportive environment has certainly been evident. School initiatives including Sound Waves, the Hive Class, numeracy and literacy block developments have all been considerable and very successful. I am also very proud of the increased involvement of parents and volunteers in providing reading support and coaching across our school community. This has made a difference and our school data provides evidence of the impact additional read aloud opportunities have made for our learners.

*Paula Leadbitter*

### **Parent Body Message**

2016 has been a great year at St Laurence's school. Thank you to all of the amazing parents for their support in raising money to support the changes to the school environment as well as providing funding for literacy and numeracy resources. I have thoroughly enjoyed being part of the P&F team and encourage more parents to get involved. It has been a great way to get to know the school community and lots of fun along the way. No matter how big or small everyone has contributed and it has all made a difference. In 2016 the P&F raised in excess of \$30,000 through various fundraisers including a wonderful art show and our annual school fete.

*P&F President*

### **Student Body Message**

2016 has been a busy year for the Student Representative Council at St Laurence's. We had many highlights this year but our favourite highlight was raising money for Ava Garland and her family. We are very proud of this achievement as it was a first for St Laurence's to do something like this for a family. St Laurence's Got Talent was another favourite for the SRC as it was a great success. This year the SRC made an effort to talk to the students about taking pride in our uniform and how we should wear it. The SRC all agrees that wearing a badge for the year was pretty awesome and that it made them feel special. The SRC thought that it was awesome that we had many great opportunities to represent the school in many ways including going to NAIDOC day celebrations and walking with the school at ANZAC day. Our school

captains attended the GRIP Leadership Day in Dubbo. It was a great experience. The SRC met every single week after that because at the GRIP Leadership Day we had to think about what we did and one of the decisions we made was to meet more regularly. We feel we have been a positive team for St Laurence's this year.

***SRC Report 2016***

## 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 304 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. St Laurence's is a co-educational Kindergarten to Year 6 School which is part of a system of Catholic schools within the Diocese of Wilcannia-Forbes. We are a welcoming, 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 is "Walk with God". Our motto 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 humble fellowship with our God. We have a wonderful staff team at St Laurence's Parish School. Their enthusiasm, dedication and ability to embrace 21st century 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. Our school motto is "Walk with God".

## SECTION THREE: STUDENT PROFILE

### Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2016.

Girls	Boys	LBOTE*	Total Students
149	155	3	304

\* 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 2016 was 94%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96%
Year 1	93%
Year 2	94%
Year 3	94%
Year 4	94%
Year 5	95%
Year 6	93%

## **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 wellbeing 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;
- 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
21	16	37

\* This number includes full-time teachers and part-time teachers.

Percentage of staff who are indigenous	8%
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### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information.

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.	

### 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"> <li>• Literacy Block – Sound Waves Phonemic Awareness</li> <li>• KidsMatter and Restorative Practices – <i>twilight</i></li> </ul>
Term 2	<ul style="list-style-type: none"> <li>• Geography Curriculum - New Syllabus</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>• Religion – Year of Mercy Retreat</li> <li>• KidsMatter and Restorative Practices - <i>twilight</i></li> </ul>
Term 4	<ul style="list-style-type: none"> <li>• 2016 Evaluation and 2017 Strategic Plan</li> <li>• KidsMatter and Restorative Practices - <i>twilight</i></li> </ul>

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

Professional learning undertaken by staff in 2016 includes:

- Numeracy – Counting Focus
- Literacy – Sound Waves Phonemic Awareness
- See Saw – Digital Learning Journals
- Classroom Environment
- Australian Teacher Performance and Development Framework
- A-E Reporting – Moderation
- Numeracy – Effective Questioning and Reflection
- Hive Class – Diverse Learning Needs
- Religion – World Youth Day
- Numeracy – Open Ended Tasks
- Learning Intention and Success Criteria
- Literacy – Effective and balanced literacy block
- NAPLAN Analysis – Where to now?
- Instructional Walks

## 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**

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 Partnerships**

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, 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 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. Special parish and diocesan events are supported by the school families,

including the Chrism 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.

### **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.

Year 4 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*.

<b>Our School’s average result (as a mark out of 35)</b>	
Year 4	22

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 NSW BOSTES 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).

In 2016 the School implemented the new syllabuses developed by BOSTES for History and Geography. In addition, the School implements the requirements of the CEO Wilcannia-Forbes.

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.

## 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 2016. 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 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and punctuation	93.5%	96.9%	49.9%	71.9%
	Reading	97.8%	96.9%	58.7%	70.9%
	Writing	93.5%	98.7%	58.7%	80.8%
	Spelling	93.5%	96.8%	60.9%	76.1%
	Numeracy	91%	96.9%	36.4%	61%

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and punctuation	96.9%	96%	56.3%	64.2%
	Reading	93.8%	94%	56.3%	62.3%
	Writing	96.8%	94.8%	32.2%	50%
	Spelling	96.9%	94.6%	56.3%	63.6%
	Numeracy	100%	95.8%	50%	57.1%

## 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 pre-requisite 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 Primary 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 are available from the school.

### **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.

## 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 2016

<b>Priority 1</b>	<p><b>Catholic Tradition &amp; Religious Education</b></p> <p>In keeping with our Statement of Faith, we wish for St Laurence’s Parish School:</p> <ul style="list-style-type: none"> <li>• To be true to the message, teaching and witness of Jesus Christ.</li> <li>• To be sustained as a faith community into the future.</li> <li>• To ‘be one’ as a community, with close connections between families, school and parish.</li> <li>• To provide students with a faith based, high quality education - academically, physically, culturally, socially and spiritually.</li> <li>• To walk humbly with our God.</li> </ul>
<b>Reason for priority 1</b>	<ul style="list-style-type: none"> <li>• To fulfil our role in nurturing the faith development of students, families and staff.</li> <li>• Increased participation in prayer and parish life.</li> <li>• Making evident for students the connection between faith and life and living as Jesus’ disciples.</li> </ul>
<p><b>Steps taken to achieve priority 1</b></p> <p>Brief summary from the Annual Improvement Plan</p>	<ul style="list-style-type: none"> <li>• Rich experiences of prayer and worship and opportunities to learn about Catholic tradition and spirituality.</li> <li>• 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.</li> <li>• Sharing our Story - Enhance the profile of Religious Education as the core KLA to our mission and work.</li> </ul>



<b>Status of priority 1</b>	This has been a significant area of focus with the inclusion of Catholic Tradition as an additional aspect of the REC role. There has been a shift in learning with all staff and students walking together to develop deeper understandings. Making Jesus Real continues to be an area of focus and must be consistently revisit to ensure sustainability as an approach within the school.
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<b>Priority 2</b>	<p><b>Curriculum</b></p> <p>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.</p>
<b>Reason for priority 2</b>	<ul style="list-style-type: none"> <li>• To create whole school agreed practices in order to have a common language of best practice and collective professional growth as a teaching team.</li> <li>• To provide professional learning aligned with the school’s annual improvement plan.</li> </ul>
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>• National Curriculum implementation.</li> <li>• Introduction of phonemic awareness program – Soundwaves.</li> <li>• Focus on reading and the gradual release model to support literacy development.</li> <li>• Embed agreed numeracy block practices and the differentiation of learning through analysis of the Mathematics Assessment Interview.</li> <li>• Further develop and embed assessment and reporting procedures with a focus on reflection and parental involvement utilising the online learning application, Seesaw.</li> </ul>
<b>Status of priority 2</b>	The completion of the National Curriculum implementation was successful and all teachers have built confidence in knowing the content. Significant collective movement has been made with numeracy and literacy block practice agreed and expecting across the school K-6. An area of focus continues to be the development of more formalised practices in regard to assessment and the integration of Seesaw.

<b>Priority 3</b>	<p><b>Wellbeing</b></p> <p>The best interests of children are paramount. Respectful relationships are foundational.</p> <p>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.</p> <p>Students need to be active participants. The school, health and community agencies work together with families.</p>
<b>Reason for priority 3</b>	<p>An increased rate of wellbeing concern across the school community required a focus on mental health, alignment and consistency with behaviour management procedures. Known and common practices and meta-language was required in order to best support students.</p>
<b>Steps taken to achieve priority 3</b>	<ul style="list-style-type: none"> <li>• Dedicated Wellbeing support role within the community</li> <li>• Restorative Practices to build, maintain and restore relationships with staff, student and parent education and engagement</li> <li>• The KidsMatter framework supporting the development of a positive school community and social and emotional learning for students</li> <li>• Behaviour Management policy and procedure is transparent, consistent and supported by staff, students and parents</li> <li>• Introduction of Zones of Regulation K-6.</li> <li>• Classroom and Playground Environments are visually scaffolded, sensory smart and support the zones of regulation</li> <li>• Learning Support - Flexible and differentiated learning options to support all students with targeted and tiered intervention strategies</li> </ul>
<b>Status of priority 3</b>	<p>During 2016 significant gains have been made in regard to student wellbeing. A whole school focus on behaviour teaching and the Zones of Regulation was a powerful step in aligning procedures and a clear meta-language to support students. KidsMatter is a key aspect of our wellbeing work and in 2017 the next step component will be implemented.</p>

## Projected Priorities for 2017

<p><b>Priority 1</b></p>	<p><b>Making Jesus Real</b> 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".</p> <p>Rich experiences of <b>Prayer and Worship</b> and opportunities to learn about <b>Catholic Tradition and Spirituality</b></p>
<p><b>Reason for priority 1</b></p>	<p><i>After implementation a number of years ago the Making Jesus Real approach requires a revisit in order to re-engage and in-service new staff to St Laurence's. The Making Jesus Real approach provides a conduit for our students to encounter Jesus in each other and make real connections between their learning of scripture and doctrine to their everyday words and actions and of those around them.</i></p>
<p><b>Steps taken to achieve priority 1</b></p>	<ul style="list-style-type: none"> <li>• Embed MJR further to enhance it as a natural way of everyday experience</li> <li>• Further integration of MJR into the Religious Education program</li> <li>• Use of MJR resource booklet as a tool within the classroom</li> <li>• Enhance visual supports in classrooms</li> <li>• Whole school focus - utilise school assembly as a platform for building whole school practice and common language e.g. attitude of gratitude</li> <li>• Integrate 'Circle Time' with MJR to share 'God Moments'</li> <li>• Continue to develop MJR leadership with stage 3 students</li> <li>• Sustain the praying of The Angelus</li> <li>• Provide further opportunity for rich prayer experiences for students and staff</li> <li>• Provide opportunity for staff professional learning on traditional prayers</li> <li>• Revisit and review prayer scope and sequence</li> <li>• Embed the practice of Catholic Tradition 'mini lessons' as a regular element of assembly</li> <li>• Embed the inclusion of newsletter snippets regarding Catholic Tradition</li> <li>• Practise and integration of Mass responses into daily prayer - both verbal responses and gestures and</li> </ul>

	<p>actions</p> <ul style="list-style-type: none"> <li>• Establish RE and MJR Action Team</li> </ul>
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<b>Priority 2</b>	<p>Enhance the literacy block <b>agreed practice by continuing a focus on phonemic awareness, reading and spelling development</b> through Sound Waves.</p> <p>Support students to build a love of reading and <b>increase the percentage of students meeting reading benchmarks.</b></p> <p>Focus on the effective use of the Gradual Release Model to support literacy development</p>
<b>Reason for priority 2</b>	<p><i>After a significant shift in organisational pedagogy and a realignment of whole school practice, 2017 is an important year in embedding practices and developing thorough teacher understanding. With a significant number of students not meeting benchmarks for reading we need to focus on making the links between high quality instruction and student reading progress. The gradual release model is the foundation of this solid literacy approach.</i></p>
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>• Embed whole school approach to the literacy block and continue to hold stage level evaluation meetings where feedback is welcome and relevant adjustments are made</li> <li>• Complete further professional learning to embed the Sound Waves phonemic awareness program, focusing on each element of the approach in detail and providing shoulder to shoulder support in the classroom - brainstorm, segmenting, great games, mark and discuss</li> <li>• Enhance and promote reading for enjoyment within a classroom environment that supports reading</li> <li>• Monitor and support the home reading program as the homework priority</li> <li>• Encourage library borrowing and book talk - literature circles and reviews</li> <li>• Ensure effective practice of guided reading within the classroom</li> <li>• Actively monitor and engage with the literacy data wall</li> <li>• Utilising the First Steps Literacy Resource provide professional learning and explicit support, for teachers to depth their knowledge about how each aspect of the gradual release model is executed</li> </ul>

	<p>within the literacy block</p> <ul style="list-style-type: none"> <li>• Provide shoulder to shoulder support to teachers in developing or maintaining high quality teaching practice</li> <li>• Classroom visits and demo lessons from teachers who are feeling confident and display excellence as practitioners</li> </ul>
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<b>Priority 3</b>	<p>Provide a <b>high quality and feedback driven rich numeracy block experience</b> for students and mathematical encounters that cater to their learning needs.</p> <p>Assessment - Further develop, <b>embed and document practices which track and identify student achievement.</b></p>
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<b>Reason for priority 3</b>	<p><i>After working collaboratively as a team and being inspired by the work of Prof. Ann Gervasoni we have made a significant shift in our numeracy block practice. 2017 is a year for going deeper and ensuring all learners at all growth points are engaged in differentiated rich mathematical encounters. Our MAI data highlights to us the need to stay the course and embed practices across K-6 which will enhance student learning outcomes.</i></p>
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<b>Steps taken to achieve priority 3</b>	<ul style="list-style-type: none"> <li>• Embed developed numeracy block and commence further professional learning to enhance teaching and learning</li> <li>• Develop a clear process for whole school and individual analysis of MAI data and the impact this data has on planning and programming</li> <li>• Revisit the key features of the numeracy block and dig deep in building the capacity and expertise of teachers - mathematical encounter, open ended questions, enabling and extending questions, feedback and reflection, neural pathways, differentiation, mathematical learning phases, active teaching</li> <li>• Provide shoulder to shoulder support to teachers in developing or maintaining high quality teaching practice</li> <li>• Classroom visits and demo lessons from teachers who are feeling confident and display excellence as practitioners</li> <li>• Utilise the Grattan Report as a base for collegial</li> </ul>
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	<p>discussion and professional learning to develop a plan to collect robust evidence of student learning (what each student is ready to learn next, and how much her learning has progressed) and use this data to target teaching and track student progress over time.</p> <ul style="list-style-type: none"> <li>• Further develop and embed the use of See Saw as a tool for assessment and feedback, parent engagement and reporting</li> <li>• Document assessment and reporting procedures based on transition over the past twelve months</li> </ul>
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<p><b>Priority 4</b></p>	<p><b>Restorative Practices</b> to build, maintain and restore relationships. Staff, student and parent education and engagement</p> <p>The <b>KidsMatter</b> framework supports the development of; Positive school community and Social and emotional Learning for students.</p> <p>Behaviour Management policy and procedure is transparent, consistent and supported by staff, students and parents.</p> <p><b>Classroom and Playground Environments</b> are visually scaffolded, sensory smart and support the Zones of Regulation.</p>
<p><b>Reason for priority 4</b></p>	<p><i><b>Wellbeing continues to be the foundation to learning at St Laurence’s Parish School. Positive mental health initiatives and behaviour management practices provide the safe and supportive environment most suitable for successful learning. Statistically there are a significant number of students who face daily difficulties due to both sensory, social communication and welfare needs. We continue to stay the course, embed practice and provide the necessary support for our learners.</b></i></p>
<p><b>Steps taken to achieve priority 4</b></p>	<ul style="list-style-type: none"> <li>• Develop the consistent use of Circle Time across all classes K-6</li> <li>• Provide termly restorative practice professional learning with practical support and strategies</li> <li>• Investigate and develop opportunities for parents to re-engage or be exposed to restorative practices</li> <li>• Continue professional learning components</li> <li>• Provide an avenue for sharing Positive School Community approaches</li> <li>• Investigate a K-6 SEL (social emotional learning) program that could be implemented</li> </ul>

	<ul style="list-style-type: none"><li>• Active promotion of the KidsMatter initiative - building parent knowledge and support</li><li>• Embed behaviour management procedures and complete documentation of policy</li><li>• Implement procedures to ensure sustained approach to behaviour management</li><li>• Provide an opportunity for whole school reflection once per term to revisit important aspects e.g. a set wellbeing day to target - RESPECT focus, Circle Time Protocols, Zones of Regulation etc.</li><li>• Establish Wellbeing and Behaviour Action Team</li><li>• Complete an audit of school visuals - classroom and playground and acquire more permanent signage across the school for consistency e.g. hall, library, lunch areas etc.</li><li>• Refresh the primary and infants campus sensory gardens</li><li>• Establish Wellbeing and Behaviour Action Team</li></ul>
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## 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 2016 parents have reported in varied forms both through interview, formal and informal conversation and the new platform of Google Survey.

Parents have indicated their increased satisfaction in particular to the areas of behaviour management and literacy development. The introduction of the Sound Waves program has been warmly received by parents. The Zones of Regulation has also been a significant area for parent feedback with parents reporting great satisfaction in the work at school having a positive effect on student reflection and behaviour regulation in the home setting also. Parents continue to provide honest and transparent feedback to the school and this is formative in our own evaluation and decision making processes.

### **Student Satisfaction**

Students at St Laurence's have reported that the school is a happy and safe place to be. The students agree that the behaviour teaching and Zones of Regulation focus has supported them to work together as a student community and show respect to themselves and their peers.

The students have felt that they have had boundless opportunities, as reported by our school leaders. Each person can be involved in something that they enjoy or feel passionate about. Students have also reported that the Sound Waves innovation has been very worthwhile in supporting their spelling ability with an increased confidence in this area.



### **Teacher Satisfaction**

During 2016 our teaching team has continued a journey of shared professional development. With a continued focus on building transparent and agreed practices within the literacy and numeracy block. Teachers have been both supported and encouraged to delve deeper into the assessment and planning cycle and this has provided both professional challenge and enrichment. The busyness of school life and the demands on the school community are echoed by our teachers and the need for uninterrupted learning time has been highlighted.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES 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.

<b>RECURRENT AND CAPITAL INCOME</b>		<b>RECURRENT AND CAPITAL EXPENDITURE</b>	
Commonwealth Recurrent Grants	<b><i>\$2,756,416</i></b>	Capital Expenditure	<b><i>\$25,212</i></b>
Government Capital Grants	<b><i>\$38,222</i></b>	Salaries and Related Expenses	<b><i>\$3,553,948</i></b>
State Recurrent Grants	<b><i>\$918,135</i></b>	Non-Salary Expenses	<b><i>\$654,200</i></b>
Fees and Private Income	<b><i>\$537,107</i></b>	Total Expenditure	<b><i>\$4,233,360</i></b>
Other Capital Income	<b><i>\$0</i></b>		
Total Income	<b><i>\$4,249,880</i></b>		