



# CATHOLIC EDUCATION WILCANNIA-FORBES

# 2020

## ANNUAL SCHOOL REPORT



### St Laurence's Parish School

2 Dalton St, FORBES 2871

Principal: Mrs Paula Leadbitter

Web: [www.wf.catholic.edu.au/schools/forbes/](http://www.wf.catholic.edu.au/schools/forbes/)

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## About this report

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St Laurence's Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CEO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

I am incredibly proud of our students, staff and families as we have navigated this incredibly unique school year. I wish to share my gratitude to all who supported our year together, going above and beyond in times unknown. There has been a great sense of trust and support as necessary decisions were made and changes to our normal school year put in place. Collectively, we have supported and nurtured the learning, wellbeing and safety of our students and our school is thriving due to the combined work of many. Our students have worked hard this year and have achieved great things, some big and some small steps too. They are all unique and shine brightly, and I am very proud of each of them and how they make Jesus real in our school family each day. Of particular importance is the work of our staff team in implementing a new Religious Education curriculum. Even though the launch was interrupted, we have experienced an incredible year of formation for staff and students through our Educating in Christ program. The open-mindedness of teachers and students to embrace a new approach is to be commended, and the fruits of this work are already being celebrated. Schools exist because of families, and we are blessed to have amazing families at St Laurence's Parish School, I believe without the support and trust of my staff family and our broader school community we would not have experienced the successes we have during this challenging time.

### Parent Body Message

Being this my final president's report, I am truly honoured and thankful to everyone who has been involved in the wonderful P&F committee, since I have been involved over the last 6 years from the teachers, especially Mrs Leadbitter, Mrs Sweeney, Fr Simon and to all the wonderful parents over these years I have had the pleasure of working with. In my time, I have seen our hard-earned funds go towards many amazing improvements in the school, and I have faith the new president and committee will continue this work with renewed energy and passion. Due to so many restrictions, it has been a very quiet year for the P&F as we have been unable to hold a lot of our popular fundraisers like the discos, Mothers and Fathers Day Stalls, Rugby Day catering and the pie drive. But luckily we got to hold our Fete in March, raising incredible money from our very generous parents and friends of St Laurence's. We also got to hold a cookie fundraiser, thanks to the hard work of Sarah Hazell raising over \$4,000 to go towards the infants and primary drink cooler/bubblers. Plus the clothing pool and school bag sales going from strength to strength. We want to thank everyone who has helped out the P&F this year. Especially the executive members who have kept up with our meetings via Zoom and who have tried to come up with new ideas in a

difficult year. You have all made my role incredibly easy, and I would like to thank you sincerely.

### Student Body Message

If this year was a novel, it would be titled similar to Lemony Snicket's 'A Series of Unfortunate Events'. During this year, we spent considerable time during terms 1 and 2 learning from home, and this was to become something we needed to get used to. The way our teachers handled Covid was a true indication of how great they really are and how lucky we are to be captains of St Laurence's Parish School during this year. All of the normal activities we would do in a school year needed to be done safely, and while some things changed, we were able to still have ANZAC in our driveways, meetings via Zoom and our athletics carnival on our school grounds. We are grateful for being back at school and being able to attend high school transition as well as a special excursion day to Dubbo for Year 6. We have also learnt this year that leadership is not the badge, it is where the badge is put, and that place has to be loving, caring, and kind. Ready to set an example, to be inclusive. All these qualities show what a great leader is, and this is what we have strived to be this year.

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## School Features

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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 310 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.

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 have 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.

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## Student Profile

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### Student Enrolment

St Laurence's Parish School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
153	155	10	308

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2020 was 93.01%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.40	93.20	93.00	93.20	93.30	92.60	93.40

## Managing Student Non-Attendance

Regular attendance at St Laurence's Parish 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, monitor part or whole day absences.

School staff, under the Principal's leadership, support 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
- 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 Catholic Education Wilcannia-Forbes Schools 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	42
Number of full time teaching staff	19
Number of part time teaching staff	4
Number of non-teaching staff	19

### Total number of teaching staff by NESA category

Teachers at St Laurence's Parish School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 9 teachers
- Provisional 23 teachers
- Proficient 220 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning 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 Catholic Education Office (CEO).

St Laurence's Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and 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.

## Summary of professional learning at this school

### **Day 1 - Compliance Training and Policy and Procedure Introduction/Review**

During this day, staff were engaged in building sound familiarity with school-based policies and procedures specifically related to student management and wellbeing, e.g. Behaviour Management and Attendance. Matters of compliance and WHS were also addressed to ensure student and staff safety for the year ahead, e.g. Critical Incident. Staff engaged in SALT training during this day to ensure Child Protection training and assurances are in place for the year ahead.

### **Day 2 - Early Literacy Project - Module One and ESTA L Training**

The purpose of this professional learning was to launch the Early Literacy Project and to begin our engagement with the AIS. Staff commenced the ELP journey by engaging in the face to face module based on Early Literacy and Screening and the following online training. Teachers completed ESTA L training and completed the preparation for testing and then the follow-up analysis of collected data.

### **Day 3 - Learning from Home- Remote Learning Preparation**

During this day, our team engaged in specific training to enhance the learning from home model. Professional development in digital tools and applications was necessary to ensure a high-quality roll-out and implementation of the new learning from home model.

### **Day 4 - Professional Learning Communities - Stay the Course**

Staff built upon previously developed PLCs to support collaborative stage planning and the assessment and teaching cycle. Of specific importance in 2020 was the tailored approach to staying the course and continuing to build teacher capacity and confidence when working collaboratively to embed the high impact strategies based on the foundation of the 14 parameters.

### **Day 5 - Religious Education Formation - Sacraments**

This day focused on the sacramental preparation of students utilising the new RE curriculum Educating in Christ, along with an in-depth consideration of the Chart of Development and the mystagogical aspects of sacrament teaching in the classroom. Staff also engaged in the practical teaching of presentations and works which will be utilised during the final stages of the school year.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Laurence's Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

### **Prayer, Liturgical Life and Faith Experiences**

St Laurence's Parish school enjoys a rich liturgical life steeped in the Catholic tradition. However, a significant impact was experienced during 2020 with limitations placed upon visits to the church and the celebration of the Mass due to Covid 19. Our Parochial Vicar, Fr Simon and Parish Priest, Bishop Columba have been of significant support to our community providing guidance to students, staff and families in their faith formation throughout the year and remaining actively engaged in the life of the school during the year, even during the Learning from Home period. Additionally, modifications were made to whole school Masses, and the worship experiences for students were prioritised. Students learnt about the Sacraments of the Church, and they were assisted in the preparations to receive these Sacraments within the parish community in the final term of the year when restrictions due to Covid 19 were lifted. Feast days and the events of the liturgical seasons were acknowledged and celebrated during the year, even if needed to be celebrated in unique ways. At the commencement of 2020, St Laurence's Parish School continued an after school Youth Club; however, this was quickly impacted by Covid 19 guidelines and did not recommence.

### **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. 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. While 2020 has presented many challenges, we have worked hard to

maintain our parish connections with the school and staff members playing an important role in bringing Masses to our children and families in a virtual way at most sacred Masses of the year during Lent and Easter.

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## Curriculum, Learning and Teaching

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St Laurence's Parish School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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 addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Laurence's Parish 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.

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During 2020 we have continued to stay the course regarding our agreed literacy and numeracy practices. We have built upon the introduction of Professional Learning Communities in 2019, which have had a significant impact on improved practice. Specific curriculum development was impacted by the uniqueness of 2020 and the impacts of Covid 19. However, the solid curriculum development in previous years provided a very sound foundation for staff to anchor to when collaboratively planning and preparing across the year as PLC teams.

The previously introduced Seven Learning Dispositions also proved to be supportive to students and their approach to learning during 2020 and again a tremendous anchor in students being resilient and focusing on what mattered most concerning their learning goals. 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. 2020 has certainly been a year to be a resilient and flexible learner and teacher.

Wellbeing, behaviour teaching and social-emotional learning programs have also continued to be of high importance on our agenda in 2020. This aspect of our philosophy at St Laurence's is now an embedded feature of how we 'do business' with tailored afternoon programs focusing on mindfulness, resilience and social and emotional wellbeing. A specific focus was also developed in term 4, targeting our senior students and their stamina for the

year as well as resilience as they faced the challenges of further change and uncertainty at the end of the school year.

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## Student Performance in Tests and Examinations

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Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). 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.

NAPLAN testing was cancelled in 2020. This decision was made to assist principals, teachers and school staff focus on student learning during the COVID-19 outbreak.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Wellbeing and Pastoral Care Policy.

The [Wellbeing and Pastoral Care Policy](#) 2020, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Wellbeing and Pastoral Care Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Behaviour Management and Student Discipline Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Anti-Bullying Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Concerns and Complaints Handling Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Initiatives promoting respect and responsibility

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, Guys Wise 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.

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## School Improvement

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The focus for St Laurence's Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Laurence's Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

### Key Improvements Achieved

#### **Annual School Priority One for 2020:**

**The new diocesan Religious Education Curriculum will be implemented in all classes throughout the school.**

**Documentation should incorporate continual reference back to the primary catechetical goal:**

**"...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)**

**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.**

#### **Reason for priority 1:**

- 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.
- 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.”

Steps taken to achieve priority 1:

- 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.

Status of priority 1:

- The interruption to our school year presented some challenges in implementing our new curriculum. However, excellent support was provided and progress made during Terms 3 and 4. This priority should be maintained in 2021 due to the interruption to the curriculum launch in 2020.

**Annual School Priority Two for 2020:**

**To ‘stay the course’ and embed high impact teaching and learning strategies. With the interruption to the school year and the impact of COVID 19 it is important to hold on to and highlight the agreed practices that have been established, with the 14 parameter framework the foundation to the work.**

**A specific focus on ensuring we sustain the implementation of;**

- **Case Management**
- **Data Walls**
- **Learning Walks and Talks**
- **Effective Instruction reflective of the ‘Waterfall Chart’**
- **Visible learning for students through the ‘Third Teacher’ - Bump it Up, Learning Intention & Success Criteria, Anchor Charts - (Trial Group - 9 classes implementing the CAFE reading approach)**
- **Shared inquiry and accountability through our stage/ year Professional Learning Communities (PLCs)**

Reason for priority 2:

- Risk factor to sustaining the work due to COVID 19 - remote and interrupted learning 14 parameters being the framework by which best practice occurs regardless of learning mode

Capitalise on the work of PLCs to continue to build shared beliefs and understandings as a teaching team with enhanced shared accountability for all faces.

#### Steps taken to achieve priority 2:

- Continue to build teacher capacity and confidence when working collaboratively to embed the high impact strategies based on the foundation of the 14 parameters;
  - Effective Case Management
  - Current, discussion driving data walls that enhance shared accountability
  - Regular Learning Walks and Talks which impact on leadership decisions to support teachers and students
  - Effective instruction is reflective of the 'Waterfall Chart' -
  - Visible learning for students through the 'Third Teacher' - Bump it Up, Learning Intention & Success Criteria, Anchor Charts
  - Shared learning from the trial group regarding CAFE reading approach
  - Shared inquiry and accountability through our stage/ year Professional Learning Communities (PLCs)

#### Status of priority 2:

- This change in AIP focus due to the interruption to the learning year and inability to commence the Early Literacy Project has been a positive and deliberate focus. PLC teams have worked with great collaboration and impact to 'stay the course' with excellent professional capacity building focused on making evident the assessment waterfall chart and visible learning within the classroom.

### Priority Key Improvements for Next Year

#### Projected Priority One:

**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, Phase 3.**

#### Reason for priority 1:

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school. Specifically, Early Stage 1, Stage 1, Stage 2 will be fully implemented. Stage 3 part 1 will be introduced.

#### Steps taken to achieve priority 1:

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that

there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have:

- Something concrete
- Something affective
- Something for the mind
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- A professional learning day around the topic of “Using the Scriptures with Children” will be provided.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be making progress towards being engaged, independent learners.
- At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student’s learning journal.
- The student learning journals are effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

### **Projected Priority Two:**

**St Laurence’s Parish School will engage with the Association of Independent Schools of NSW (AIS) to complete the Early Literacy Project.**

**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.**

### **Reason for priority 2:**

- Student reading and general literacy vulnerability
- No shift in the percentage of students each year requiring beyond tier 1 literacy intervention
- Teacher lack of confidence and deep understanding of phonological awareness, phonemic awareness, vocabulary, comprehension and fluency teaching - a deficit in teacher training

Steps taken to achieve priority 2:

- Seeking improved teaching practice and expertise, and improved student learning, working through outcomes including;
  - 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.

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## Community Satisfaction

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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 St Laurence's Parish School from parents, students and teachers.

### Parent satisfaction

During 2020 the parent community of St Laurence's Parish School provided great support to the staff of the school and trusted the decision-making processes due to the impacts of Covid 19. While parents felt disappointed and at times frustrated by the interruption to community connection they were at all times understanding of the circumstances of the year. The Parish School Committee provided feedback with regard to the excellent manner in which the school managed the Covid 19 impacts and of particular importance was the focus placed on family wellbeing and the contact made with families during the year. This was applauded and appreciated. Parents whilst again disappointed at lost opportunities, appreciated the situation and accommodated changed with great resilience. The School Committee made excellent suggestions to support parent connection with some of these being enacted, including a Classroom Catchup article in the school newsletter and digitally presented Captain's Catchup.

### Student satisfaction

Students at St Laurence's Parish School were surveyed with pleasing data concerning student satisfaction. 86% of students were very often or always proud of their school feeling safe and having a sense of belonging. Students reported that the school is critical in helping them understand the Catholic faith and they believe that our new Religious Education Curriculum has had a significant impact on their faith formation. 90% of students felt that their teachers very often or always supported and encouraged them to learn to the best of their abilities. 98% of students reported that they are supported and hear about how to keep themselves and others happy and safe at school. In 2020 students expressed their disappointment concerning lost sporting and cultural activities due to Covid 19 but also shared that they learnt new skills during their time learning from home.

### Teacher satisfaction

St Laurence's Parish School staff completed a staff satisfaction survey with results representative of the experiences expressed by the team in informal feedback meetings. Staff believe that St Laurence's is a safe work environment and are either extremely or moderately satisfied with the overall teaching and professional experience. All staff agree

that 2020 has presented many challenges but that as a team the nature of collaborative support has been capitalised upon and enhanced. All staff reported that professional growth was something that received moderate to a great deal of attention and that the principal provides very useful and extremely useful feedback. Overall staff satisfaction is high but the toll of a school year impacted by Covid 19 is exhausting.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for St Laurence's Parish School in 2020 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,903,446
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,217,171
Fees and Private Income <sup>4</sup>	\$639,191
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$50,970
<b>Total Income</b>	<b>\$5,810,778</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$347
Salaries and Related Expenses <sup>7</sup>	\$4,623,293
Non-Salary Expenses <sup>8</sup>	\$1,338,655
<b>Total Expenditure</b>	<b>\$5,962,295</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT