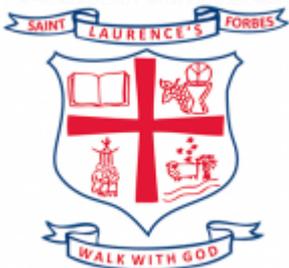




CATHOLIC EDUCATION
WILCANNIA-FORBES

2022

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/

About this report

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](#).

Message from key groups in our community

Principal's Message

Here we are at the end of another school year. For some, it has been your first year at St Laurence's Parish School, and for others, this week is the conclusion of many years of friendship and fellowship. This time of year is a period of expectant waiting, but we are also called to rejoice and give thanks for all we have to be joyful about and thankful for. 2021 has presented us with experiences and challenges that we could have never imagined. While we look forward to a great 2022, we have also had the opportunity this week to celebrate the successes and achievements across this unique learning year.

We have farewelled our Year 6 students at a beautiful Graduation Mass and Presentation evening, where we thanked Year 6 and their families for the privilege of sharing in their story. Year 6, the light of the Advent wreath signifies Christ, the Light of the world. Go forth now and share your light with all you meet. Again, there have been many wonderful people who have supported our good works as a school community. I thank our dedicated teaching and support staff team for their ongoing dedication during 2021 and Father Simon and Bishop Columba for their pastoral guidance and support.

A special thank you to our P&F and School Committee members who have, through a disrupted year, stayed the course with support, fundraising and advice along the way. Parents, thank you for the privilege of walking alongside you as a school community. Thank you for your patience, trust and support during what has been a year like no other. Thank you for your partnership, as we have navigated the bumps and celebrated the good times together. I offer all families my peace and blessings for a restful Christmas and holiday period. A special mention to the families who complete their journey with St Laurence's this year. We are richer for your part in our school community and wish you well.

Finally, to the children, who we have the privilege of nurturing and supporting each day. Congratulations to all of you on the great year of learning and growth you have had and the resilience you have shown. Each year we make new memories, and some of them will last a few weeks, a few months, but many will last a lifetime.

Parent Body Message

Unfortunately, many P & F events in 2021 had to be cancelled due to the ongoing Covid-19 pandemic. Our School Fete usually held in Term 1 was cancelled. In Term 2, we held a picture plate and mug fundraiser, which raised \$1610.50 for our school. We were also lucky enough to host our Mother's Day Stall, which was also a great success in raising \$1357.60. In Term 3, the P & F hosted the Catholic Schools Rugby Carnival, where participants came from all over NSW to play. This event raised \$2223.17 through sales in the canteen and was

a very successful carnival for St Laurence's, with players being selected for further representation. Many parent volunteers helped during the day, which was greatly appreciated. Also in Term 3 was the Pie Drive Fundraiser. This raised \$2096.83 for the school, and a big thank you much go to Bernardi's supermarket and Abi Bernardi for organising and coordinating the collection of pies. The St Laurence's Cookbook project started in Term 3, and the idea behind this fundraiser was to bring our school community together by sharing our favourite family recipes when we couldn't be together physically due to covid restrictions. The project was a big one, but the end result was wonderful. We still have many books leftover to sell in the school office and at our next School Fete.

Our fundraising efforts in 2022 will go towards smart interactive whiteboard technology for all classrooms at St Laurence's. I'd like to acknowledge the wonderful work Robyn Sydney and her helpers do in the school canteen. Our school community is blessed to have such a fantastic canteen facility. A big thank you to the P & F committee for all you contributed in 2021. I know I get a great deal of satisfaction by being on the committee raising funds to benefit all children at the school now and for years to come. I'd also like to thank the parents and friends of the school who have volunteered their time during the year at different events. Whilst it was disappointing not to be able to hold our usual fundraising events in 2021, I do hope we can hold more events in 2022, allowing us to be together as a school community and have fun!

Student Body Message

This year at St Laurence's we have achieved so many great things as a school community, despite the many challenges we have had. We have managed to fight our way through not only covid but this time floods as well. This meant some of us were not able to come to school. Some of our favourite memories from this year include St Laurence's Got Talent, Zoom assemblies with Mrs Leadbitter's patience, infants kids on the primary campus and the sports carnivals along with the great school spirit. We would like to say thank you to everybody that has helped our year group on our journey at primary school. Mrs Leadbitter, the teachers, the staff, the ladies in the office, Mrs Sydney for the canteen every day, and Mr Bellach for keeping the lawns and gardens in good condition. A big thank you to Father Simon who brings his energy and enthusiasm every time he joins us in the classroom or around the school. Thank you to the P and F for everything you have done for our school allowing for improvements to happen. Remember to always be kind, if you see someone falling behind walk beside them, if you see someone being ignored find a way to include them, if you see someone knocked down lift them up. Always remind people of their worth and know that just one small act of kindness could mean the world to someone.

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 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 that 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.

Student Profile

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 2021:

Girls	Boys	LBOTE*	Total Students
180	162	8	342

* 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 2021 was 90.31%. 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
90.10	90.10	91.30	91.10	91.00	89.80	88.80

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	39
Number of full time teaching staff	16
Number of part time teaching staff	9
Number of non-teaching staff	14

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 5 teachers
- Provisional 28 teachers
- Proficient 217 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, 3 and 4 - Early Literacy Project - Module Completion in Twilights During the Year

Over the course of eight twilight meetings, our staff team engaged in rigorous Early Literacy Project professional learning. The Early Literacy Project focuses on the mastery of foundation skills, those core skills needed for further learning in literacy - phonological awareness, phonics, fluency, vocabulary and comprehension. It offers a systematic and consistent approach to teaching literacy skills. The ELP quality professional learning creates an active learning culture with a focus on instructional leadership. Effective and sustainable school change requires a focus on the classroom and classroom teaching. The program targets high impact, evidence-based teaching strategies and their application to literacy learning. Other focus areas include collating, managing and analysing the assessment of students' literacy competencies to monitor the effectiveness of teaching and to ensure underperforming students are provided with extra teaching.

Day 5 - Berry Street Education Model - Team Day

During this day our team came together to engage in professional learning centred on the Berry Street Educational Model. The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. Our pedagogical strategies incorporate trauma-informed teaching, positive education, and wellbeing practices.

Catholic Identity and Mission

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 2021 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 2021, 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 2021 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.

Curriculum, Learning and Teaching

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 2021 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 2021 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.

During 2021 our key curriculum focus has been our involvement in the AISNSW facilitated Early Literacy Project. The Early Literacy Project is built on solid research evidence about the strategies that are most effective for all students. During 2021, staff engaged in 24 hours of professional learning and undertook additional reading. In addition, K-2 teachers were involved in lesson demonstrations and observations. As the professional learning sessions occurred outside of school time, you can see that this is a very significant commitment toward improving outcomes for our children.

Wellbeing, behaviour teaching and social-emotional learning programs have also continued to be of high importance on our agenda in 2021. 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.

Student Performance in Tests and Examinations

NAPLAN

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 at St Laurence's Parish School for 2021 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 two bands are reported in the table.

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

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	46%	54%	15%	11%
	Reading	40%	55%	13%	10%
	Writing	49%	53%	21%	6%
	Spelling	48%	49%	63%	13%
	Numeracy	31%	36%	10%	13%

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	24%	35%	12%	14%
	Reading	49%	40%	73%	11%
	Writing	20%	20%	24%	18%
	Spelling	24%	38%	12%	14%
	Numeracy	29%	29%	73%	15%

Pastoral Care and Student Wellbeing

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 Catholic Education Office.

The Wellbeing and Pastoral Care Policy was reviewed in 2021 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 Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2021 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 Catholic Education Office.

The Anti-Bullying Policy was reviewed in 2021 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 Catholic Education Office.

The Concerns and Complaints Handling Policy was reviewed in 2021 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.

School Improvement

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 2021:

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.

Reason for priority 1:

- Continue in the implementation of the new Diocesan Religious Education Curriculum: Educating in Christ.

Steps taken to achieve priority 1:

- Designate and prepare learning spaces and timetables for Religious Education within our school.
- Use the Presentation Overview and RE Process documents to unfold the programme in a systematic way across the school.
- The MRE team will continue to offer support at an individual school level, and where possible in classrooms.
- Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum. It is recommended that there will be two staff meetings each term set aside for Religious Education. (The Professional Development Day will replace one of these meetings during the term in which it takes place.

- Ongoing Accreditation input at Level B will be required for all teachers in their first three years in the Diocese.
- Compulsory Accreditation at Level D (Grad Cert RE) will be required for all teachers who do not already have this Accreditation and have completed three years of teaching in the diocese at an FTE of 0.8 or above.

Status of priority 1:

- Achieved, with continued implementation and professional development in 2022.

Annual School Priority Two for 2021:

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.

Reasons 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:

The components of the project include:

- 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.

Status of Priority 2:

- Achieved, with continued implementation and professional development in 2022 due to Covid interruptions and impacts.

Priority Key Improvements for Next Year

Annual School Priority One for 2022:

To further the goal of bringing students into closer intimacy with Christ, by continuing to implement Educating in Christ, with emphasis on moral formation and teaching to pray.

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)

Reason for priority 1:

- Staff members have received a basic level of professional development to enable them to begin using the Religious Education Curriculum "Educating in Christ" (a basic understanding of developmental stages, methodology, resources).

Steps taken to achieve priority 1:

- Professional development day - Moral Formation and Teaching to Pray.
- Begin the cyclical implementation and revisiting of Level B formation.
- Record RE PD attainment for everyone in the diocese using the PHRIS system.
- Offer and sponsor Level D formation through the Grad Cert RE.

Annual School Priority Two for 2022:

St Laurence's Parish School will continue to engage with the AISNSW Early Literacy Project and the CEWF Education Officers (ELP Team) to know the most effective way to teach all students to read. The program targets high impact, evidence-based teaching strategies to improve reading skills and growth.

Reason for priority 2:

- To improve student learning through evidence-based pedagogy that aligns to the outcomes of the English K-6 Syllabus to meet their individual needs;
- Empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children;
- Use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform next steps in teaching;
- Reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.

Steps taken to achieve priority 2:

- Strengthen whole school capacity through the ongoing development of instructional coaching;
- Use consultancy support to facilitate the transfer of learning to classroom practice;
- Apply the Early Screening Tool Assessment-Literacy (ESTA-L®) to identify early reading skills students have mastered, and still need to master across K-6;
- Provide parent workshops to guide parents in supporting their children's emerging reading skills;
- Engage in face to face delivery of Modules for the Dynamic Indicators of Basic Early Literacy Skills.

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

Parent satisfaction

In 2021 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 changes with great resilience.

The School Committee made excellent suggestions to support parent connection with some of these being enacted through the review of Seesaw and its use as a tool to connect parents to the classroom.

Student satisfaction

Students at St Laurence's Parish School were surveyed with pleasing data concerning student satisfaction. Students were very often or always proud of their school, feeling safe and having a sense of belonging. Students felt that their teachers often or always supported and encouraged them to learn to the best of their abilities. Senior students were able to articulate the ongoing support that visible learning scaffolds, like 'Bump it Up' walls in the classroom, support their growth and knowledge about how to improve.

Students reported that they are supported and hear about how to keep themselves and others happy and safe at school. Students expressed the challenges of combining our K-2 and 3-6 campus during 2021 but look forward to the improvements to the school. Students shared that it was nice to have the little kids and big kids together.

In 2021 students expressed their disappointment concerning lost sporting and cultural activities due to Covid 19 and missed events like the school fete, discos and open classrooms.

Teacher satisfaction

St Laurence's Parish School staff expressed informal feedback in team meetings and participated in reflection activities at our team day in term four. While all staff agree that the nature of 2021 and the ongoing impacts of Covid 19 have been significant, the team's support to each other has been positive. The values of team, trust and support as a family were expressed at that team day, with people sharing their confidence in each other to get through what was a very challenging year.

Staff believe that St Laurence's is a safe work environment and are satisfied with the overall teaching and professional experience. The work of stage Professional Learning Communities has been critical in completing the shared workload during the year, particularly during the period of learning from home for students.

The introduction of the Berry Street Education Model was highlighted as a positive professional growth opportunity, while staying the course with the Early Literacy Project has been a significant professional commitment. Overall, staff satisfaction is high concerning the team's collaboration, but the toll of a school year impacted by Covid 19 is exhausting and has greatly impacted staff.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for St Laurence's Parish School in 2021 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$4,229,966
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,348,908
Fees and Private Income ⁴	\$486,693
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$51,452
Total Income	\$6,117,019

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$0
Salaries and Related Expenses ⁷	\$4,427,764
Non-Salary Expenses ⁸	\$1,254,700
Total Expenditure	\$5,682,463

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 2021 REPORT