

St Lawrences Primary School Coonabarabran

Annual School Report to the Community

2015



School Contact Details

24 Dalgarno Street, Coonabarabran 2357

stlawrencescoona@bth.catholic.edu.au

(02)68421732

Principal

Mrs Natasha Milford

Principal's Message

Our school produces excellent results across the spectrum of KLA's and in school initiated activities. We do so many things which include events so mundane as supporting our local agricultural show to fundraising to support our adopted child through the Caritas program. Our results include many outstanding sport results and a passion for agriculture has seen this school emerge as the leading agricultural primary school in this region. Our results from local shows, the Upper Hunter Valley Beef Bonanza-Scone and the Royal Easter Show can only be described as outstanding and the children take a lot of pride in their successes in these events. There is also a strong Gifted and Talented component to our curriculum and the Arts are very much a focus as well. Tournament of the Minds, public speaking and debating are all a strong part of the curriculum and technology is used to support these in the school. Our academic results can be viewed on the My School web site and I would invite any prospective parent to view these. Being catholic is our reason for being and these values are seen throughout the school.

Parish Priest's Message

Pope Francis on the occasion of Church for School's Day in 2014 remarked, "The school is a place of encounter, where parents can meet the staff and collaborate along with them. Family and school go hand in hand." This year, St Lawrence, our school is a place of encounter. Pope Francis also placed emphasis on the three most important languages learned in school: the language of the mind, the language of the heart and the language of the hands. In the context of our beloved St Lawrence's it means the very faith we are baptised into and the faith we joyfully witness. The faith alive in the sacraments we received in the Sacrament of Penance, Sacrament of Confirmation and the Eucharist which nourishes us, we as People of God. We have journeyed together along this path this year. The sacraments express those languages mentioned by Pope Francis and the same languages all of you have welcomed me into the life of the school community as one parish community. And the same language of the mind, language of the heart and language of the hands when we farewelled and gave thanks for the life of Mr. McGoldrick. May God bless all of us and Saints Lawrence and Mary McKillop pray for us.

Fr Reynold

Parent Body Message

The school P & F was well supported this year and our contribution was evident in raising funds for the school by running canteens at the Athletics Carnival, the Horse Sports and the Fathers and Mothers Day Stalls. We are looking to purchase new iPads and Chromebooks and we also purchased special carrying bags with the school logo on them for the outgoing Year 6 class. This group was very harmonious and the numbers at our meetings indicated the supportive nature of the group.

David McWhirter

President

Student Body Message

It has been an honour to represent the school as Captains this year. We were able to develop as leaders in the school by running school assemblies and by representing the school at events such as ANZAC Day and the National Sorry Day. As chair persons of the Student Representative Council we were able to have input into events such as the disco and film night and like everyone else we enjoyed the school jumping fire truck. The SRC raised over \$1,000 this year, largely through our work in the school canteen and we spent this money wisely, investing in new sports equipment for the school. We wish the incoming captains all the best for 2016.

School Captains 2015.

SECTION TWO: SCHOOL FEATURES

St Lawrences Primary School is a Catholic systemic Co-Educational School located in Coonabarabran.

St Lawrence's is a Catholic primary school located in Coonabarabran which is itself found on the banks of the Castlereagh River. The school is 350 km from Bathurst, so it is in the far North West corner of the diocese. The school was founded in 1888 by the Sisters of St Joseph so we are a Josephite School and we try to model the rule of the Sisters of St Joseph. St Mary MacKillop is very important in our school and her influence is seen in much that we do. Our classes are straight classes but we do have one composite 5/6 class which we pray will revert to two straight classes in the near future. Our numbers are consistently around 110 and our hope for the school is that we will have 130 plus students within the next two years.

The school offers a varied curriculum which contains all the normal subjects but which highlights areas such as agriculture and catering for the gifted and talented. Agriculture is a tradition at the school and the children have competed for some years now in the Royal Easter Show and in the Upper Hunter Beef Bonanza which occurs in Scone. Gifted and talented input is seen in our participation in the Tournament of the Minds and in our own whole school Public Speaking Competition. Our children can all speak before an audience and they assume leadership roles easily as they move through the school.

Our catholic faith is important so we try to expose the children to many experiences which allows them to understand the teachings of Jesus and to live the lifestyle which we all subscribe. Church visits and being involved in school directed sacramental programs are all a part of the life of our school. Our results are rich in that they reflect a spectrum of success across all KLA's for all the children. Individual results are also worthy and indicate sporting prowess as well as attaining academic excellence. Gaining championship ribbons at the Royal Easter Show and being prominent in cattle and sheep parading competitions are also a feature of St Lawrence's.

Our children all wear our uniform proudly and our active P & F provide valuable input into school based programs. Interested persons are invited to contact the school secretary to obtain a school handbook which outlines in a clear fashion the norms of St Lawrence's. The school number is 68421732.

Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
52	56	4	108

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

Student Attendance Rates

The average student attendance rate for 2015 was 91.74%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91.78%
Year 1	90.76%
Year 2	92.30%
Year 3	92.20%
Year 4	92.01%
Year 5	88.48%
Year 6	94.65%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, 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 Executive Director of Catholic Schools or designated Catholic Education Office Bathurst 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

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
11	6	17

* This number includes 8 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	8%
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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 Sydney. The 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. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

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

Term 1	Literacy - Lyndall Harrison
Term 2	History Syllabus - Rose-Marie Van Raad
Term 3	Staff Retreat - Spiritual Day
Term 4	English - Literacy Blocks PETAA

Engagement in a wide variety of professional learning activities was again a feature of the professional life of St. Lawrence's School. All members of staff are committed to continuously improving their teaching and do this by attendance in regular staff meeting to reflect and plan together, and attending professional learning sessions, courses or conferences that will benefit their own teaching and that of the whole learning community.

Particular emphasis in 2015 professional learning opportunities focused on Literacy, History and spiritual formation of staff.

Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	10
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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 the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

VISION

St Lawrence's Primary School seeks to create a safe and caring community within a dynamic educational environment, which is Christ-centred and promotes academic excellence and justice for all.

SCHOOL MISSION

In our efforts to provide authentic and effective Catholic Education and in the spirit of our founder St Mary Mackillop we will endeavour to:

- Develop a Christ-centred school community within the local Parish community
 - *It is an Australian who writes this*
 - Present the teachings of the Catholic faith as a "way of life"
Who am I to stand in God's way?
 - Develop a Christian community where every person in the school is respected and treated with justice and mercy in all situations
Let us really love one another
 - Assist parents in developing in students the ability to evaluate, discriminate and choose according to Christian value
Begin with prayer and end with it.
 - Provide an integrated curriculum, which caters for the total academic development of each child
Cling to God's love and grace
 - Provide students with the opportunity for physical, social, cultural and creative expression
See the beauty of the Lord
 - To provide a stimulating and rewarding educational environment for children
Bear with the faulty as you hope God will bear with you
 - To provide children with fundamental knowledge and skills considered necessary for participation in modern society
We must always expect from time to time to receive crosses and know that we also give them
 - To assist each student to maximise his or her potential
Work with the means placed at your disposal
 - To develop within students Christian values which will form an umbrella for social awareness, mature judgements, responsible self-direction, moral awareness and self discipline
Never see an evil without seeing how you may remedy it
 - To promote parental and community involvement and participation in the school
See the beauty of the Lord
 - To promote a community of learners - *All depends on prayer...begins with it and end with it.*
- THE JOSEPHITE WAY
 - Josephites have a particular way of loving and of living discipleship according to the Gospel – A Josephite expression of living the Gospel
 - *It is important to remind ourselves that a Religious Order does not exhaust the expression of a charism;*
The charism, around which a Religious Order has developed and lives, exists, unacknowledged perhaps, in the hearts and lives of many people who are not members of a Religious Order.

Characteristics of this Josephite way include:
 - a willingness to go where others cannot go
 - to work in simple and ordinary ways – to roll up one's sleeves

- to seek the “poorest and most neglected parts of God’s vineyard.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
	31.31

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the BOSTES syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Our school follows the syllabi set out by the Board of Studies, Teaching and Education Standards (BOSTES) . The six Key Learning Areas in the Primary School Curriculum in New South Wales are: English, Mathematics, Science & Technology, Human Society & Its Environment, Creative Arts, Personal Development, Health & Physical Education. 2016 will see the replacement of Human Society and Its Environment with Geography and History. For Religious Education the school follows the RE Guidelines set down by the Diocese of Bathurst.

A number of Learning Support Programs exist within the school including The Literacy Support Program and Numeracy Support Program. The school has the services of two highly qualified Teacher Aides who work with all special needs children and an Aboriginal Education Worker. In addition, individual teachers volunteer their time to support less able students in their classroom. An Assistance Room operates each lunchtime and it is managed by volunteer staff who are there to help children who are experiencing difficulties in their school work.

Programs used in the school include Reading to Learn, PAT Maths, Multilit, Minilit, Mathletics, Quicksmart, Jolly Phonics and Reading Eggs.

Other Learning/Academic Programs include chess competitions, Inter school Public Speaking Competition, Tournament of Minds, Eisteddfod and International Schools Competitions. Students competed successfully in the International Schools Competitions organised by the University of NSW.

Finally there are opportunities for the children to be involved on the stage throughout the year and this culminates with an end of year stage production.

Co-curricular programs include the Buddy Program, Musica Viva program, Music Tuition, School Choir and participation in the Gunnedah Eisteddfod.

In Sport there are programs that students undertake including daily fitness activities, Combined Catholic Schools Sports Day, students in Years 3-6 competing at Diocesan, Polding, State and National Competitions in various sports such as Tennis, Basketball, Softball, Swimming, Netball, Athletics, Cross Country, Hockey, Rugby Union, Rugby League, Soccer and Cricket. Students also participated in numerous training days in various sports including Rugby League, Rugby Union, Aussie Rules and Soccer. Our Year 5/6 students also competed in the Peachey Shield and in the Rugby Sevens which was held in Tamworth.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation.

Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	50.00%	52.00%	0.00%	11.00%
	Reading	45.00%	48.00%	6.00%	11.00%
	Writing	56.00%	47.00%	0.00%	7.00%
	Spelling	39.00%	41.00%	22.00%	15.00%
	Numeracy	45.00%	34.00%	11.00%	15.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	28.00%	36.00%	28.00%	17.00%
	Reading	33.00%	34.00%	22.00%	18.00%
	Writing	6.00%	19.00%	28.00%	18.00%
	Spelling	22.00%	33.00%	45.00%	15.00%
	Numeracy	28.00%	28.00%	11.00%	16.00%

Student Welfare Policy

Student Welfare is a priority area in the school. Our Christian values underpin this area and the concept of restorative justice and a zero tolerance towards bullying are very much in the minds of all our staff. Student welfare is a priority with the Combined Catholic Schools Fee and Family Support Office. Children are monitored in areas such as food availability and in issues such as clothing needs and home support where practicable. There is an emphasis placed on the wearing of the school uniform and the children's needs are addressed if an item can't be obtained because of price.

The full text of the school Student Welfare Policy may be accessed from the school secretary.

There were no changes made to the Student Welfare Policy during the year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

Discipline Policy

Staff are encouraged to be proactive in regards to student management issues. The school policy includes a list of things which aren't a part of our code of conduct for students and there is also a recommended list of sanctions which could be imposed for different transgressions. Incidences are documented and filed so that a profile can be built up which is used in any interviews which might occur with parents or other children.

There were no changes made to the Discipline Policy during the year.

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

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Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

- Peer Support Program (Buddy System) involving students from Kindergarten and Year 6
- Student Representative Council- Years 3-6
- Mid Term and End of Term Parent Assemblies
- Seniors Concert
- SRC operating the School Canteen.
- School Sunday mass involvement/Altar Servers roster
- Year 6 Student Leadership Program.
- Daily Prayer
- School end of year play.
- The Gospel values are a focus of our school and are actively promoted at a classroom and whole school level.
- Children are given responsibilities at a classroom and whole school level. Ministers are selected from Year 6 to lead key in school activities.

- The school participated in sporting competitions which allowed students to progress to an elite level.
- Citizenship awards presented each term in conjunction with a Parent Assembly which occurs mid term.
- Merit Awards presented each week.
- Principal awards given for special awards.
- School House Awards.
- The school's participation in ANZAC Day and Remembrance Day Celebrations
- Students participated in charity events which are run by the SRC.
- School involvement in National Sorry Day and NAIDOC week activities.
- The whole school contributes to support our sponsor child Julio Soares.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

Key Improvements Achieved in 2015

This year the QCE elements which the school addressed were

- 2.5 Assessment
- 2.2 Curriculum Provision
- 2.3 Planning, Programming and Evaluation
- 4.3 ICT Resources

Priority Key Improvements for 2016

Families of the school will become more familiar with the Religious Education program which supports the RE Syllabus taught in the school. Children will become more engaged in their faith and they will have a better understanding of the faith. There will be obvious school improvement in the targeted areas. PLC's and PLT's will operate continually. Staff will become familiar with the process involved in searching for an area of need, interpreting data and designing a testing regime and learning program to address a need. A test case area, which will be obvious to all staff, will be selected and the process mapped and recorded for all staff. Involvement of all staff K-6 will be the hall mark for this process and outcomes will be celebrated by the community. Literacy/Numeracy continuum will become a familiar document for staff. State Action Plan to become known to the school community. Development of close "home teacher" links with families. A variety of assessment data introduced but assessment to be limited to 3 or 4 "rich" assessment tasks. SAP and PLT's to become synonymous. Staff will be able to operate as a PLC and they will be able to recognise need areas.

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

Parent Satisfaction

Parent satisfaction is high with feedback from parents being overwhelmingly positive and supportive of school decisions, whether they be in relation to uniform requirements or student management. Parents are encouraged to voice any concerns either to the principal or through their elected representative body, the P & F. School initiatives are presented at P & F meetings for validation and a full report is given on latest school developments at each meeting by the principal. The Annual Presentation Night is an opportunity for the President of the P&F to address the school community and this has always been very positive. Community involvement through our newsletter which is also distributed in church on a Sunday and regular parent get together such as a "Meet and Greet", Mother's Day, Father's Day and other major events which include our regular Parent Assembly and Seniors Concert.

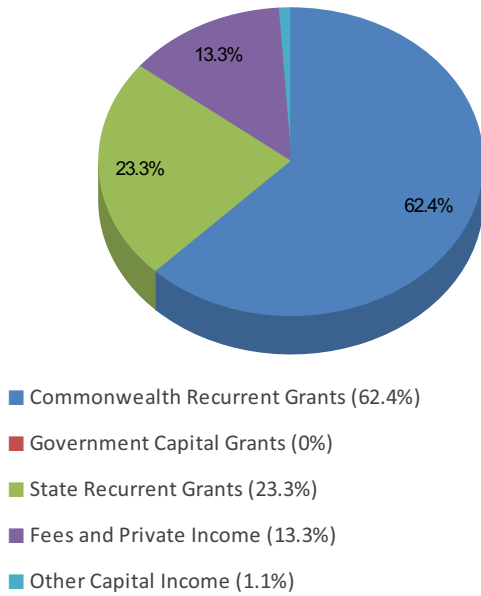
Student Satisfaction

The most common comment about St Lawrence's is the wonderful "feel" that the school gives to visitors. Children are very involved through sport, the SRC and regular school Gifted and Talented events such as Agriculture, Tournament of the Minds. Chess, Public Speaking, Fundraising for a special need and many more. Our children develop as very confident students who are quite prepared to be seen in public and more than that are able to stand up and to be heard in public. Our students play a range of sports and they are involved in major excursions such as the Royal Easter Show, Bendigo Show, local shows and excursions such as Canberra and "Gold". School attendance is good and students arrive at school early which is a good indicator for satisfaction. There is an event for every year and our students always have something to look forward to each term. Homework is compulsory at this school and the majority of students develop life long skills here and are well advantaged when they get to the secondary school. Our students wear our uniform proudly and they identify with the school at events such as ANZAC Day and sporting occasions.

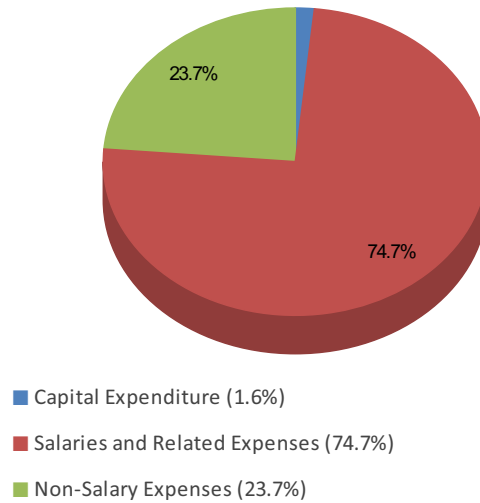
Teacher Satisfaction

This is very high. All staff have access to the school executive and they are surveyed each year to determine needs in terms of work satisfaction and areas for development. The principal meets with all staff and they are encouraged to speak about their development and of course school issues are discussed at our weekly meeting or at any time convenient to both executive member of staff. This staff is a happy, hard working and mission driven staff which any one would be pleased to be apart of. The onus at this school is on the executive to support staff and this is reciprocated by all our staff who give well above what is asked of them.

Income



Expenditure



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include 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 and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include 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.