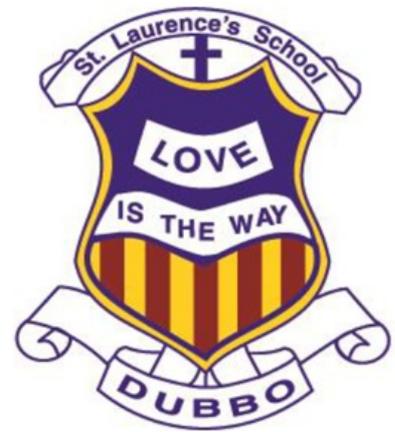


2016 Annual School Report to the Community

St Laurences Primary School Dubbo

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Principal Susan Byrnes



Principal's Message

St Laurence's school is a K-6 Primary school with a strong sense of community and shared vision. Our school motto "Love is the Way" reflects the values that were shared by the Sisters of Mercy in 1953 when the school first opened its doors and welcomed students and their families. We are proud to continue the traditions and teachings of this order as we seek to encompass a model of Christ Centred Learning. We aim to provide a rich catholic curriculum and authentic experiences that engage and challenge learners. We believe that in order for us to "to promote a wisdom based society we must go beyond knowledge and educate people to think, evaluating facts in the light of values." (Pope Francis 2013) Professional Learning Communities are central to our commitment to provide High Levels of Learning for All. We are committed to creating a culture where collaboration is the key to ensuring quality educational outcomes and consistent staff expectations.

Parish Priest's Message

It is always a pleasure to call into St Laurence's and feel the welcome of staff and students. Susan Byrnes provides compassionate and decisive leadership as she leads a team of dedicated staff. The interaction with the parishioners at Wednesday masses and other occasions enhances the Catholicity of the school. I believe all staff are committed to ongoing development and strive to improve the learning environment at St Laurence's. I admire the dedication of the staff towards students and parents and would love to encourage greater involvement of the school community in parish activities. This is a difficult task in most of our schools. The last year has seen some challenges, as always, and I believe the Principal and staff rose to the occasions. The school is working and planning for improvements in teaching and learning as well as the physical layout of facilities. I am looking forward to another year of being part of this community.

Parent Body Message

2016 proved to be another successful year but not without its challenges. Despite soccer Gala Day being washed out it provided one of the most inspiring moments of the year when parents and teachers banded together and got 600 plus children fed in record time. The behaviour of all students was exceptional and understanding from all schools attending unbelievable.

With fundraising we also tried to promote a more social environment. The Christmas art exhibition was catered for by the P and F, and with the positive feedback received this will be expanded in 2017. Two working bees were held and improving the schools outdoor environment provided both parents and students the opportunity to mix outside the academic arena. The end of year Christmas carols was the largest I have seen in my nine years at the school.

The relationship between the school management, teachers and parents continues to go from strength to strength. Project funding this year has been mixed - whilst technology continues to be a requirement funding was also provided to purchase "fidget" chairs and reading sets.

I am appreciative of the P and F Executive for their energy and support throughout the year.

Gavin Borham

Student Body Message

2016 was a fun and successful year. We had our bi annual Concert "Come Fly with Me" which was very entertaining and enjoyable. We had multiple sandstone seats placed around the playground. We had 7 vegetable garden beds set up. The school purchased new chrome books for each stage. We think that the teachers are encouraging and helpful. The SRC were very active, they held a fundraiser for Fiji and set up the learning walks.

SECTION TWO: SCHOOL FEATURES

St Laurences Primary School is a Catholic systemic Co-Educational School located in Dubbo.

St Laurence's Primary School is a Catholic systemic single stream Co-Educational School located in South Dubbo. South Dubbo is a growing area and enrolments have been increasing to near capacity. Providing an education for Catholic students is our priority. The values instilled by the Sisters of Mercy underpin the work of the school providing the best opportunities for student's learning and faith development while continuing to live out the Mercy values in the 21st century.

We have in 2016, 24 aboriginal students. Our AEW's are working to develop a strong sense of belonging for everyone and build on a shared understanding and respect for the richness of the indigenous culture. St Laurence's school is fortunate enough to be situated next to St Laurence's Church. Our students attend mass with the St Laurence's parish community as a class on a Wednesday once or twice a term. Father Greg and Father Joshy are an important and visible part of our school community. The school Band continues to grow in number, skill and enthusiasm. Our students participated in workshops, Dubbo Eisteddfod and performed on numerous occasions. Our students excelled in areas of sport such as swimming, athletics, basketball, football, rugby league, netball and soccer. Many of our students received awards in the NSW University competitions. St Laurence's primary students have come first in the world and in Australia in Mathletics on a regular basis; our students strive for excellence at so many levels and in so many ways. Xavier Newton won the Diocesan Stage Two Spelling Bee in Wellington. St Laurence's came runner up and won the Catholic schools inter-school debating competition. We focus on recognising effort and acknowledging student growth.

We had a record number of students participate in the Premier's Reading Competition this year with 135 students receiving an award. Our students performed so well in the Newcastle Permanent Math's competitions, particularly students from year 3 and 4 who achieved success at a Year 5 level, which is an outstanding achievement.

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 2016:

Girls	Boys	LBOTE*	Total Students
108	103	6	211

* 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 2016 was 93.63%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.29%
Year 1	94.73%
Year 2	94.26%
Year 3	94.02%
Year 4	93.64%
Year 5	93.88%
Year 6	90.58%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. 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 Schools (or designated CEDB 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	12	27

* This number includes 7 full-time teachers and 8 part-time teachers.

Percentage of staff who are Indigenous	7%
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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	Child Protections and CEO Policy Review
Term 2	Model of Christ Centred learning
Term 3	Assessment- For of and as learning
Term 4	Vision and mission • Quality Catholic Education Framework - components QCE 1.5 “ School, Parish and Parents in Partnership” & QCE Assessment

" Learning communities are made up of people who share a common purpose. They collaborate to draw on individual strengths, respect a variety of perspectives, and actively promotes learning opportunities." Kilpatrick, Barrett and Jones.

We are in the process of building collaboration and community among our teachers as the research shows that this is effective in promoting teacher professional development and enhancing educational outcomes for students. Teachers have been engaged in doing learning walks , visiting each others classroom and working together in professional learning teams.

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.	15
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.

St Laurence's original church school was officially opened by Bishop Norton in 1954, which is the present Year 5 and Year 6 building. The Sisters of Mercy took up the challenge and supported the community as teachers. In the 1970s, a further building was added where the present Year 3 and Year 4 rooms are situated. In the 1990s, a new building was erected. It incorporates the present administration block, library and three more classrooms. With the development of the school from an "Infants only" school to a K-6 school, a further classroom was completed late in 2009. A new hall was constructed in 2009/10 completing the building projects for St. Laurence's. Our hall is called the Catherine McAuley Hall in honour of the Sisters of Mercy. Catherine McAuley was the founder of this order of nuns. St Laurence's school motto 'Love is the Way' encapsulates the overall vision and mission of the school. The values instilled by the Sisters of Mercy underpin the work of the school in providing the best opportunities for students' learning and faith development while continuing the Mercy Values in the context of the 21st Century.

Prayer and Liturgy. St Laurence's is in a unique situation in Dubbo having access to St Laurence's Church next to the school grounds. This enables different classes to attend the weekly Wednesday morning Mass with the parishioners and to use this sacred space for other prayer and liturgical experiences regularly throughout the year. Significant liturgies celebrated during the year include the Opening and End of Year Masses, Feast Days of Mary, National Aboriginal and Torres Strait Islander Week, Feast Day of Blessed Mary Mackillop, and St Laurence's Day. Students also have the opportunity to celebrate the Eucharist with students from St John's Primary when they come for morning mass during Term 2. Parents are always invited to be part of the liturgical life of the school. St Laurence's has a strong relationship with St Mary's Villa, which enables our students to work together with the residents of the Villa. Once a month students from each class travel to St Mary's Villa to attend Mass and residents also attend the Mass at St Laurence's.

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)	
Year 6	23.87

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.

The introduction of the CEO Model of Christ-Centre Learning (MCCL) provided a new lens through which to view and begin development of a more contemporary curriculum focused on engaging and empowering learners, personalised student learning, developing collaboration, fostering growth mindsets and deepening insights and meaning. St Laurence's has continued to use Professional Learning Teams (PLTs) to drive improvement in learning.

Support teachers, classroom teachers, and teacher assistants offer support and interventions to assist learners to reach their goals. Interventions included the use of programs such as Prelit, Minilit, Multilit for improvement in Literacy and Quicksmart and Reflex for improvement in Numeracy. The school continues its work as a Professional Learning Community (PLC) to identify and embed best practice in teaching reading and writing across the school Kindergarten to Year 6.

The school has purchased a number of new devices to support the integration of information and communication technology (ICT) across all KLA's. Students learn how to use ICT effectively, collaboratively and appropriately to access and share information, create and problem-solve and further develop their knowledge, skills and confidence using ICT at school and home.

A core focus has been on developing Learning Intentions to ensure that students have an understanding of the process that are participating in as learners. Further to this, we have been focusing on assessment in order to enrich the learning experience that leads to growth. Timely and effective feedback is an area that we are striving to develop in order to maximise student growth. We hope to establish learning goals for students as this is a powerful agent for student learning.

In 2016 all SRC members conducted student learning walks. The objective was for them to visit every classroom and provide feedback to the principal from a students perspective regarding the learning environment and effective teaching strategies. This feedback was then shared with staff and acted on. Their response has been instructive and informative.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	65.00%	53.00%	6.00%	10.00%
	Reading	52.00%	48.00%	3.00%	11.00%
	Writing	55.00%	49.00%	3.00%	6.00%
	Spelling	61.00%	46.00%	6.00%	12.00%
	Numeracy	43.00%	36.00%	7.00%	13.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	22.00%	36.00%	15.00%	15.00%
	Reading	48.00%	35.00%	15.00%	16.00%
	Writing	26.00%	17.00%	15.00%	18.00%
	Spelling	22.00%	30.00%	7.00%	17.00%
	Numeracy	19.00%	28.00%	8.00%	17.00%

Student Welfare Policy

St Laurence's school community is guided by its motto - Love is the Way. The gospel values that we strive to live by permeates all that we do. "The Catholic school aims to offer to all a vision and experiences of learning that is an exercise of Love." (The Catholic school of the Threshold of the Third Millennium,n15)

We are committed to the process of Restorative Justice. The wellbeing of each and every member of our school community is important and we seek to ensure that we are proactive in our approach in establishing a nurturing and supportive environment that is fundamental for all to prosper and grow. A school counsellor is available two days a week.

We continue to find new ways to build a strong community and will seek to build on this in 2016. Our Student Welfare and Discipline Policy is in draft mode as we are reviewing the processes and embedding the SPB4L strategies for the playground and the classroom.

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

St. Laurence's has developed a comprehensive Pastoral Care and Discipline Policy based on the core Catholic values of respect, hope, justice, service and celebration. The Student Behaviour Management Policy is linked to the Pastoral Care Policy and fosters self-responsibility and positive behaviour. Our behaviour management is focused around School Wide Behaviour 4 Learning (SPB4L) It uses a range of strategies for achieving important social skills, which ultimately result in a more predictable environment for all. Our initial focus was playground and we have embedded this process into classrooms in 2016. Students are rewarded for their positive contributions to the school through an Awards System. Bullying is not tolerated in any form. An Anti-Bullying Policy is part of the Diocese Policy. Corporal Punishment is not used as a form of discipline. Changes made to the Discipline Policy in 2015 in order to provide a clearer systematic process for consequences where students move through levels 1-5 have been embedded in our practice. The Discipline Policy is currently being reviewed.

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

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

St. Laurence's undertakes many initiatives to promote respect and responsibility. Actions taken in 2016 included:

- Every class establishing their class rules using Safe, Responsible and Respectful as a guide. Data collected is used to develop focus areas for positive behaviour.
- Students are given "Gotcha's" as part of SPB4L program reinforcing behaviour that we are focusing on. Class teacher's keep a tally of Gotcha has in order to reward the top 5 at the end of each term. Every Gotcha goes to House points tally and the winning house enjoys a reward nominated by students. Every child who receives a Gotcha may also have their Gotcha picked out as part of the 'lucky dip' in House Gotcha's at assembly each week.
- Our Peer Support Program involving students from Kindergarten to Year 6.

- Student Representative Council - Years Kindergarten to year 6. Four students are voted onto the SRC each year.
- Year 6 Leadership Day focuses on developing leadership skills - all Year 6 are recognised as leaders.
- We have a strong relationship with residents from St. Mary's Villa.
- Staff model expected behaviour and actively seek to develop positive relationships with all students.

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 2016

"Educating students to have high, challenging, appropriate expectations is among the most powerful influences in enhancing student achievement." John Hattie.

In 2016, we have continued our commitment to build student capacity as learners. As a staff, we clarified our beliefs in relation to student learning and agreed on our shared actions. Every second week we meet as a Professional Learning Community to review our practice and share our knowledge as we further embed the PLC process into our everyday practice. Teachers are working together as part of a Professional Learning Team (PLT) rather than as individuals. Teachers meet weekly to plan essential learnings, set formative assessments to identify where students are at, and plan together and assess students and their learning. Our focus is on student growth and we are leading the students to be active in this process as they compare the pre and post assessment of each concept in Mathematics. Further to this we are establishing contemporary learning environments. Structural improvements were made to the year 1 classroom and contemporary furniture has been purchased to enhance the learning environment.

Priority Key Improvements for 2017

Priority Key Improvements for 2017

- Professional Learning Communities - Focus on improving student outcomes by consolidating core content and ensuring that there is a clear continuum of learning from K - Year 6.
- Building on one 7 year experience where there are strong visible links.
- New English Policy. We have appointed an English consultant as a critical friend in order to use our data to focus on a cycle of continuous improvement.
- We plan to consolidate the process of teachers learning from teachers and embed a process of agreed practice that ensure professional development brings about sustainable and systematic change.
- Consolidation of SPBL4L in the playground and in the classroom is important.
- We will continue to develop strategies that will enable us to fully utilise I.T. in the classroom to enrich learning experiences and embed inquiry based learning opportunities.

SECTION TEN: PARENT, STUDENT AND TEACHER 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, 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

98% of parents surveyed strongly agreed or agreed with, and are satisfied with the Catholic Ethos of the school.

96% of parents surveyed strongly agreed or agreed with, and are satisfied with the Curriculum of the school.

93% of parents surveyed strongly agreed or agreed with and are satisfied with the Organisation and Management of the school.

98% of parents surveyed strongly agreed or agreed with, and are satisfied with the Resources and Facilities of the school.

As a result of a survey of parents within the community in the areas of Catholic Ethos, curriculum, organisation, management and resources and facilities the majority of parents returned a strongly agree or agree response to all areas.

The area noted for improvement was in relation to communication to ensure that parents were well informed. Parents would like to see continued commitment to I.T and playground upgrade.

Student Satisfaction

100% of students surveyed strongly agreed or agreed with and are satisfied with Catholic Ethos of the school.

100% of students surveyed strongly agreed or agreed with and are satisfied with the Curriculum of the school.

100% of students surveyed strongly agreed or agreed with and are satisfied with the Organisation and Management of the school.

100% of students surveyed strongly agreed or agreed with and are satisfied with the Resources and Facilities of the school.

The majority of students surveyed either agreed or strongly agreed with the four areas from the survey. Students commented on the support given by teachers who were hard working. Many of them used the term 'great' to describe the school.

Teacher Satisfaction

100% of staff surveyed strongly agreed or agreed with and are satisfied with Catholic Ethos of the school.

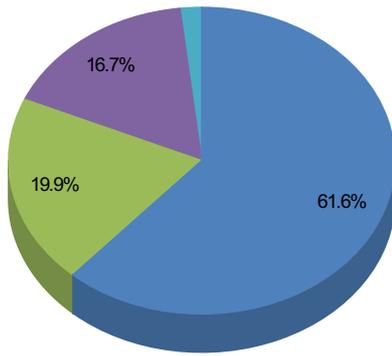
100% of staff strongly agreed or agreed with and are satisfied with the Curriculum of the school.

100% of staff surveyed strongly agreed or agreed with and are satisfied with the Organisation and Management of the school.

100% of staff surveyed strongly agreed or agreed with and are satisfied with the Resources and Facilities of the school.

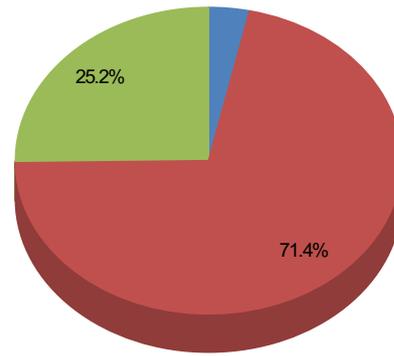
The results of the survey indicate that staff overall are very satisfied with all areas of the survey. Staff recognised the professionalism of their peers and were motivated by our journey of continuous improvement.

Income



- Commonwealth Recurrent Grants (61.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.9%)
- Fees and Private Income (16.7%)
- Other Capital Income (1.8%)

Expenditure



- Capital Expenditure (3.4%)
- Salaries and Related Expenses (71.4%)
- Non-Salary Expenses (25.2%)

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.