

# ANNUAL REPORT TO THE SCHOOL COMMUNITY

2017

**St Laurence O'Toole PS**  
Leongatha

REGISTERED SCHOOL NUMBER: 991



**Primary School**

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## Contact Details

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<b>PARISH PRIEST</b>	Fr Aju Varghese
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<b>AUSTRALIAN GOVERNMENT EDUCATION ID</b> (Formerly known as DEEWR number)	1112

## Minimum Standards Attestation

I, **Katrina Dourley** attest that **St Laurence O'Toole PS** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (th).

04 May 2018

## Our School Vision and Mission

**Our Vision:** St Laurence O'Toole school follows Jesus' call to 'love in action' providing a holistic and contemporary education

We are active, resilient learners

We are responsible, respectful and caring

We are part of a safe community

**Our Mission:** St Laurence O'Toole Catholic school community works to achieving our vision by:

**FAITH:** Sharing the life and message of Jesus; translating gospel values and social principles into the Australian context through our daily interactions

**LEARNING:** Implementing the Victorian Curriculum in a challenging and inclusive environment; meeting the entitlement of all students

**LOVE:** Respecting the dignity and uniqueness of all and providing a nurturing, secure and stimulating environment

**ACTION:** Working as a community, providing opportunities for growth as active and responsible members of the local and global communities



## School Overview

St Laurence O'Toole PS is located in Leongatha among the green hills of South Gippsland. Our school community draws members from both in our regional town and from the surrounding hamlets and Promontory coast.

The school was begun by the Sisters of St Joseph and continues the Josephine tradition in living our motto of Love In Action. Using a well-established Positive School-wide Behaviour Plan our students demonstrate this by Acting responsibly, Being respectful and Caring for others (our ABCs). This shared vision for how we interact with each other allows us to work together with a focus on academic success and personal growth.

Our staff have identified that addressing the range of stages in learning progression is a challenge. Our pathway to address this variability will be through accurate pre assessment which will identify what each student knows, what they need to learn next and to plan how to facilitate this learning. The key foundation skills of English and Mathematics are the cornerstone of lifelong learning. Through planning, staff aim to ensure that students clearly know what skills, knowledge or understandings are to be learnt. In order to achieve this the staff are working collaboratively to improve their expertise in curriculum, teaching strategies and effective planning.



## Principal's Report

It is a pleasure to come to school each day and be part of the learning community at St Laurence O'Toole PS. The excitement and love of learning and the joy the students have in each other's company is infectious.

The focus the school has had on reading in 2016 and 2017 was very successful as we moved our 'at or above' level according to the Benchmark Assessment System moved from 29% of students to 79% of students. This was confirmed in our NAPLAN results, and through ACARA's identification of our school as one of only 56 in Victoria who achieved above average growth between Years 3 and 5. This is a testament to the efforts of staff and students in partnership with families.

As we continue to focus on improved outcomes for our students academically, we keep in clear view the need of students to feel safe and valued at school. Research shows that students need to be in positive relationship with peers and staff, to feel safe and valued in their school in order to be most engaged in their learning. Staff monitor student behaviour and experiences to try and improve student wellbeing and enhance school communities.

Students at St Laurence's are truly examples of Love in Action.



## Parish Priest's Report

St Laurence's catholic school has thrived on a very strong, supportive and active relationship with St Laurence's Parish.

It is with great satisfaction that I can report that St Laurence's school bases its life on the Gospel. Whenever I go to the school to celebrate a Mass, whether it is the regular class Mass or a Mass for a special occasion, I am always very impressed by the reverence and devotion shown on those occasions.



Another thing which impresses me is the quality of the pastoral care which the school provides for both the staff and students, especially on those occasions on which they need it most. The school has participated in the celebration of the sacraments of Reconciliation, First Holy Communion and Confirmation.

One feature, which people often comment to me, is the spirit of the School. This is shown by the respect the students show one another and the mutual respect between students and staff. Obviously they also live out these values in their life outside the school. This is a true gospel value.

All this tells me that St Laurence's school is a place where the Gospel is both taught and lived. May the God of all wisdom continue to bless all.

Fr Aju Varghese  
Parish Priest

## School Advisory Committee Report

The 2017 school year has borne some great changes for the St Laurence's school community such as the change of date for the combined School & Parish Fete, the increased opportunity for collaboration with families and one of our biggest Grade 6 student populations in many years. We have so much to be proud of as a community.

Our school maintains its reputation for the pastoral care of its students and their families, as well as being a great option educationally for the local community. I consistently have conversations with parents who are in the transitional phase from kindergarten to primary school who select St Laurence's because of its smaller size and nurturing environment.

I see the students who enter Mary MacKillop from St Laurence's and am always impressed with their inclusive nature, their ability to mix socially and their awareness of God and His presence in their lives. The St Laurence's school community achieves wonderful things.

As a parent, I am happy with the continued focus on elevating the overall literacy of the school and the school's willingness to trial strategies – such as the 1:1 ipad program and also their willingness to adjust practise when it no longer serves its initial purpose. Technology for technology's sake doesn't benefit our kids, but well implemented planning which incorporates technology is smart. It is lucky we have smart teachers.

Unfortunately, the year was not without its share of sadness. On October 30<sup>th</sup> our community lost one of its most wonderful members – Samantha Wearne. Everyone who has ever attended a community event, had their child baptised in the parish, helped to cook the Father's Day breakfast or indeed just had a question about 'how things are done' at the school – will have encountered Sam. Sam's generosity, faith and kindness were exemplified in the beauty of her funeral and the visible representation of all of the community groups she was involved in. I was astounded – with all of the work she did for our school I would never have imagined that she had any time left for the many additional pursuits she took on. I would like to recognise Sam's contribution to the community of St Laurence's and extend our deepest condolences to the Wearne, Battersby, Stephens and Walsh families. Sam will be greatly missed. To all families who also lost a member of their family this year, please know that we are a community here to support you.

I would like to take this opportunity to encourage our community to be vocal in their support for each other. What we have is truly unique. Please take every opportunity to praise the school, to participate in the events it offers and to support the teachers and staff. Encourage kindness in your kids and if you get the opportunity, attend Mass with them. Catholic Education is a spring board for great opportunities in humanity and your lucky little people get to take that leap. Even if you are not Catholic yourself, you are a welcome part of this wonderful community and we invite your presence and participation.

Thanks for a wonderful year.

Jacinta Johnston

## Catholic Identity and Religious Education

### Goals & Intended Outcomes

To promote and explore a post critical belief through a recontextualisation of the Catholic tradition in dialogue with the pluralizing cultural context.

To deepen engagement with the Christian narrative and the Catholic tradition to develop an understanding of Christian service

### Achievements

- ✓ Continued dialogue around our Catholic identity; with students, parents, staff and community
- ✓ Make explicit the connections between our ABCs (positive school wide behaviour statements) and the Catholic Social Teaching
- ✓ Share whole school, class and level masses with our Parish family
- ✓ Offered staff a range of opportunities to reflect, learn and explore Scripture, and the concepts of recontextualisation, post critical belief and recognising the limitations of literal belief
- ✓ Worked with seminarian Confidence to engage with his understanding of primary schools
- ✓ Three staff members attending the Religious Education accreditation course run by Catholic Education Office Sale
- ✓ Leadership attendance at Didier Polleyft Lecture
- ✓ Attendance at RE Leadership conference, all staff attending Rosemary Prosser RE day, RE workshops at Learning and Teaching

### VALUE ADDED

- Year 6 students monthly participate in Meals on Wheels with parent volunteers
- Year 6 Prayer and Social Justice leadership team organise fundraisers
- Organisation and management of prayer for gatherings and assemblies
- Lenten liturgy for parents



## Learning & Teaching

### Goals & Intended Outcomes

To achieve expert teacher practice across the school

To ensure learning entitlement to achieve a targeted rate of progress for every student

### Achievements

- ✓ Improved use of data to identify where students are and what needs to be taught next (Fountas & Pinnell, PAT reading, PAT maths, classroom observation, NAPLAN)
- ✓ Collegial discussions to moderate work samples and assessment for planning and teaching
- ✓ Trialled altered timetable in semester 2 to release level teachers to plan together
- ✓ Completed the whole school Learning Entitlement Plan under Victorian Curriculum (this will have a review at the end of each term)
- ✓ Two staff members, Mrs Bridget O'Keefe and Mrs Christy Roberts, enrolled in Masters of Clinical Teaching (MCT)
- ✓ MCT students facilitated staff meetings on a range of best practice topics to share learning with other staff
- ✓ Planning teams began focussing on the level of learning, establishing rubrics based on Victorian Curriculum and aligned with Fountas & Pinnell Literacy Continuum and ensuring it meets the identified zone of proximal development for the cohort
- ✓ Planning teams used curriculum learning progressions during team planning
- ✓ Participated in the collective program 2016-2017 with St Mary's Sale, St Mary's Yarram, St Joseph's Maffra
- ✓ Middle leaders attended the Change2 process to prepare for the 2018-2019 collective
- ✓ During Term 4 we established structures with middle leaders at each level for 2018
- ✓ Learning Adjustment role taken by Mrs Christy Roberts
- ✓ Review of the teaching of mathematics and reintroduced the use of Maths Assessment Interview from years 1-6 in November; to be used on a term by term basis in 2018 for pre and post testing

### STUDENT LEARNING OUTCOMES

Our NAPLAN data is overall quite steady with Year 3 achieving 100% at benchmark in all areas other than Grammar and Punctuation. This area of improvement is being addressed in the ongoing teacher practice to identify evidence-based practices that will improve student performance over time. There has been an increase in Year 5 Reading and Spelling from 2016 to 2017. Based on our 2017 Year 5 NAPLAN scores, Australian Curriculum Assessment and Reporting Authority (ACARA) identified St Laurence O'Toole school as achieving above average growth from Year 3 to Year 5.

## School Community & Student Wellbeing

### Goals & Intended Outcomes

That the learning entitlement plan is sequenced, rigorous, locally contextualized, flexible and allowing for adjustment

That staff use the positive school behaviour management plan consistently, both inside and outside the classroom.

That support and services are inclusive of all students

### Achievements

- ✓ Participation in the Bass Coast School Focussed Youth Services project increasing student engagement through positive school wide behaviour management
- ✓ Staff attended PD with Scott Dunbabin, behavioural psychologist
- ✓ Staff developed with their classes agreed behaviour management processes
- ✓ A clear focus on our ABCs (Positive School Wide Behaviour commitment statements)
- ✓ Photographic displays and interviews with students about ABCs in action
- ✓ ABCs are connected to our school motto of Love in Action and are promoted throughout the school through teaching, acknowledgement (awards) and restorative conversations to support students who experience challenges socially.
- ✓ Behaviour tracking on Google forms and consistent whole school response
- ✓ Students tracked closely against learning progressions with an eye on the role individual wellbeing plays in academic achievement
- ✓ Students showing less than 12 months in 12 months access assessment pathways to identify strengths and challenges requiring learning adjustment
- ✓ Staff planning takes into account the needs of each student and what they need to learn
- ✓ Intervention supports are put in place to support students including but not limited to Levelled Literacy Intervention Years F-6 (LLI), Reading Recovery for Year 1, Extending Mathematical Understanding for Year 1 (EMU), Education Support Officers working in classrooms to support students
- ✓ Support services engaged to for identified students: speech therapist, art therapist and counselling all available weekly

### Student Attendance

The roll is taken twice daily by 9.30am and 2.30pm. Students who are absent are noted as absent without reason unless parents have notified the school by phone, email or Flexibuzz. Teachers follow up reasons for absences to record in the roll. If no satisfactory response is given then the Principal will contact parents.

### STUDENT SATISFACTION

Students report enjoying all extra curricular activities and the additional opportunities St Laurence's provides. Some students appreciated clarity around specific learning goals and the opportunity to measure and celebrate growth. The increased emphasis on student learning outcomes has resulted in other students feeling challenged and less confident. This is reflected in the 2017 InsightSRC data.



### PARENT SATISFACTION

From the 2017 Insight SRC data the parents have indicated an increased focus on learning and changes in school leadership direction. The increased participation by parents in Fete, Parents and Friends and other activities is indicative of our strong parent engagement.

## Child Safe Standards

### Goals and Intended Outcomes

To achieve full implementation of all Child Safe Standards

To continue to enrich all stakeholders understanding of the Child Safe Standards

### Achievements

As part of our ongoing commitment to the implementation of the Child Safe standards and to enhance the Child Safe culture of our school we:

- ✓ Continued to ensure all volunteers within the school had current Working With Children Checks
- ✓ Paid to conduct National Police Checks for any volunteers staying overnight with students on camps or excursions
- ✓ Performed contractor inductions with particular focus on Child Safe practices and ensured all contractors and staff have current Working With Children Checks
- ✓ Personalised excursion templates to reflect the appropriate Child Safety- Risk Management approaches for planning extra curricula activities.
- ✓ Using the newsletter, parent forums and assemblies to communicate Child Safe messages and discuss important items with community
- ✓ All employment was conducted under the ***Guidelines on the Employment of Staff in Catholic Schools***
- ✓ All staff received training on Mandatory reporting and other e-modules to improve knowledge and refresh understanding of Child Safe requirements for staff
- ✓ Students engaged with teachers and with peers to identify ways to spread the Child Safe message.
- ✓ Liaised with parish and school community regarding Child Safe expectations



## Leadership & Stewardship

### Goals & Intended Outcomes

To develop flexible structures and processes that enable the school to respond appropriately to the needs of all learners

### Achievements

As part of our commitment to develop flexible structures and processes, we have:

- ✓ Altered the timetable to a 2 hour, 2 hour, 1 hour block day
- ✓ Ensured each level team is released for collaborative planning time
- ✓ Streamlined and supported roll taking onto electronic roll with reminder bells
- ✓ Ensured specialist timetable minimises disruption to classes
- ✓ Learning coach (experienced teacher) to support the three larger 5/6 classes
- ✓ Implementation of Levelled Literacy Intervention (LLI) in a mixed model – some groups with Reading Recovery Teacher, some with Education Support Officers withdrawn from classes, some taught within classes by class teacher.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2017

Staff attended a wide range of Professional Learning activities

- Deb Sukarna – with collective schools – evidentially effective teaching reading strategies
- All leadership team members participating in Learning & Teaching network (CEO)
- Two staff studying the Masters of Clinical
- Three staff studying for Accreditation
- Religious Education day with Dr Rosemary Prosser
- Principal conference
- VCAPSA leadership conference – senior leadership team members
- Visible Learning conference - all leadership team
- Pearson – Fountas & Pinnell webinars
- CECV Online learning modules (Autism, hearing, dyslexia)
- TLN online study course access paid for staff to self-direct PL in specific areas
- First Aid and anaphylaxis training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

26

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$697.92

## TEACHER SATISFACTION

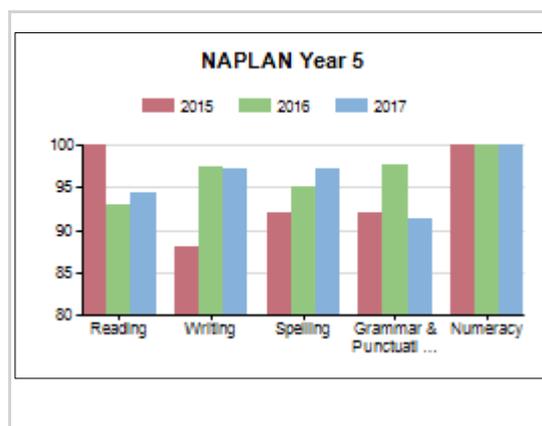
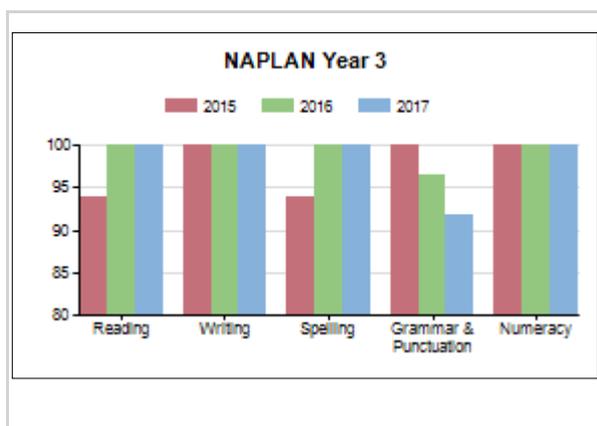
The InsightSRC data for 2017 indicates that staff are beginning to look at their practices with an eye for improvement. This will need to continue to be fostered and supported to encourage staff to make critical changes in practice which will impact student learning.

Staff feel that their work demands are reasonable that their team based practice is to be relied upon and that they have clarity around their roles and that of the leadership of the school.



## VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	96.4	-3.6	91.7	-4.7
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	93.9	100.0	6.1	100.0	0.0
YR 03 Spelling	93.9	100.0	6.1	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	92.0	97.6	5.6	91.4	-6.2
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	93.0	-7.0	94.3	1.3
YR 05 Spelling	92.0	95.1	3.1	97.1	2.0
YR 05 Writing	88.0	97.5	9.5	97.1	-0.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	88.49
Y2	92.05
Y3	91.90
Y4	91.13
Y5	90.33
Y6	92.01
Overall average attendance	90.99

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	84.99%

STAFF RETENTION RATE	
Staff Retention Rate	82.35%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	17.65%
Graduate	11.76%
Certificate Graduate	0.00%
Degree Bachelor	64.71%
Diploma Advanced	29.41%
No Qualifications Listed	5.88%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	19
FTE Teaching Staff	14.114
Non-Teaching Staff (Head Count)	12
FTE Non-Teaching Staff	7.410
Indigenous Teaching Staff	0