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## 2010 ANNUAL REPORT TO THE SCHOOL COMMUNITY

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## St Lawrence Primary School Derrimut

REGISTERED SCHOOL NUMBER: 2069

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## Our School Vision

It is our vision at St Lawrence Primary School that students and staff develop a personal relationship with God while being engaged in a rich learning environment.

In the spirit of St Lawrence, who cared for the poor, we strive to live justly, to love tenderly, to serve one another and to walk humbly with our God.

We endeavour to promote a learner-centred approach to education which fosters life-long learning and a climate of high expectations for all learners. We believe it is our responsibility to develop a climate which helps all learners achieve their full potential - intellectually, socially, physically, emotionally and spiritually.

We strive to enhance learning through good practice and critical evaluation of contemporary teaching and learning.

We aim to help students develop critical perspectives so that they can operate responsibly, safely and ethically within society.

We believe strong student-teacher relationships enhance teaching and learning and we endeavour to build strong and positive relationships between all members of the school community. We aim to nurture a community which encourages participation, inclusion, a sense of belonging and a desire to learn.



## School Overview

St Lawrence Primary School opened in 2010. The school belongs to the parish of St Peter Chanel, Deer Park. The school caters for the families in the new estates of Brimbank Gardens, St Andrews Field and Central Park.

The first stage of the building program has included the administration building and the first learning centre.



Our students come from a rich and diverse multicultural background. 40% of our students and 75% of our parents were born overseas. The majority of our students have learned English as a second language.

In our foundation year our primary focus was on getting to know the needs of the students and building the school community. We have gathered data to help us better understand the students' needs. We have also provided many opportunities for the staff, students and families to connect with each other.



## Principal's Report

During our foundation year we have worked hard to establish a strong culture within our school community. We have focused on learning as much as we can about each student as well as nurturing the connectedness of all stakeholders in our school. We have also placed a high priority on building our Catholic culture as we want everyone who participates in our school to have an authentic experience of belonging to a Catholic community.

Having a small student and staff population has been a very positive experience for us all as we have been able to get to know each other well and form a strong bond. Both students and staff have come from various schools and preschools from throughout Melbourne and also overseas. This has meant we are all new to each other and have made an extra effort to form strong relationships.

As a staff we have endeavoured to learn as much as possible about individual students as well as the profile of the students as a whole. These insights and information have helped us to begin to tailor the teaching and learning programs and professional learning programs to best meet the needs of learners, both students and staff.

We have experienced very positive feedback from our students, staff and parents in relation to our first year and this affirmation gives us the confidence we need to continue to grow this school for the future.



## Education in Faith

### Goals

To establish and nurture the Catholic identity of St Lawrence Primary School.

To establish the Catholic culture of the school community through the lens of the Vision Statement.

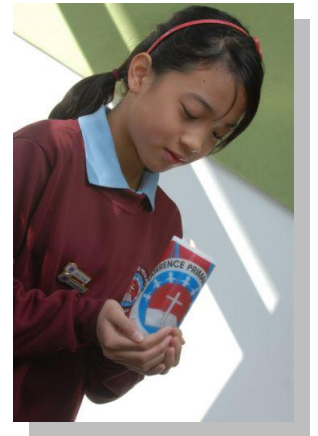
### Achievements

In the School Improvement surveys which we conducted with staff, students and parents in 2010 all three groups reported a strong sense of the Catholic culture of the school.

Staff perception in relation to the importance of the religious dimension of the school; the behaviour of staff and students in the light of Christian values; and the compassion which they've experienced, were well above average.

Students also perceived the importance of education in faith as being very high and had very positive feedback in relation to the development of their awareness of social justice issues.

Parents' perceptions mirrored those of staff and students and also reinforced the importance of the faith dimension of the school.



### VALUE ADDED

The school has a very strong Catholic identity. This is achieved through placing a very high emphasis on the Religious Education program as well as the prayer and liturgies within the life of the school.

The principal is the Religious Education Leader of the school and as such she plans the Religious Education program with teachers as well as coordinating the school and class liturgies with our assistant priest. This involvement of the principal sends a strong message about the priority of Education in Faith in our school.

## Learning & Teaching

### Goals

To establish procedures and shared understandings regarding the collection, analysis and tracking of student performance in English and Maths.



To establish a shared understanding of contemporary pedagogy in relation to teaching and learning in all curriculum areas.

### Achievements

The table below shows the percentage of students in Years 3 and 5 who met the minimum standards in English and Maths. As this was our first year there is no data to show changes in minimum standards from previous years.

NAPLAN TESTS	2010
YEAR 3 READING	88 %
YEAR 3 WRITING	100%
YEAR 3 SPELLING	100%
YEAR 3 GRAMMAR & PUNCTUATION	88%
YEAR 3 NUMERACY	100%
YEAR 5 READING	90 %
YEAR 5 WRITING	100%
YEAR 5 SPELLING	90%
YEAR 5 GRAMMAR & PUNCTUATION	100%
YEAR 5 NUMERACY	90%

### VALUE ADDED

In the school improvement surveys which we conducted with staff, students and parents in 2010, the following perceptions were reported:

- Staff satisfaction with the school was in the top 25% of Victorian schools
- Students reported higher than average satisfaction with purposeful teaching, stimulating learning and their own motivation to learn.
- Parent satisfaction with stimulating learning, reporting practices and homework were in the top 25% of Victorian schools.

## Student Wellbeing

### Goals

To establish student identity at St Lawrence Primary School



To establish an Intervention Team to support class teachers in meeting the social, emotional and academic needs of the students.

### Achievements

Throughout 2010 we had numerous opportunities to promote our school identity and foster wellbeing for all. These opportunities included Funtastic Fridays, Community Day, School Concert, Learning Expos, assemblies, school and class liturgies.

**STUDENT ATTENDANCE RATE**

**92 %**

### VALUE ADDED

To encourage the development of student identity we initiated two programs to build self esteem and encourage positive behaviour. The “Star of the Week” program highlights the strengths of individual students and every student is presented to the school community and affirmed publicly at least once during the year. The “Caught Being Good” initiative also publicly acknowledges students for displaying positive behaviour. These initiatives have had a significant impact on developing the culture of the school. The Behaviour Management program focuses on positive expectations regarding behaviour which has further impacted on the culture of the school and therefore student identity.

The Intervention Team consists of the Student Wellbeing Leader, Principal and Deputy Principal. They meet regularly to discuss students’ needs and how to support class teachers to respond to these needs. They also work ‘behind the scenes’ to ensure students’ and families’ needs are responded to with sensitivity and dignity.

### STUDENT SATISFACTION

Our founding students have formed a very strong sense of belonging to each other. They have been proactive in forming relationships across grade levels in this unique year when we have all been new to the school.

In the School Improvement survey of students conducted in 2010, students’ perceptions of the school were very high in relation to morale, engagement in learning, connectedness to school and peers, as well as their motivation to learn.

## Leadership & Management

### Goals

To establish and foster ownership of school policies, programs and procedures.

To build up school resources.

### Achievements

We worked collaboratively to develop and implement the Behaviour Management, Internet Use and Homework policies in 2010. We also worked in consultation with parents to make decisions regarding the introduction of the LOTE program and the swimming program.

Parent involvement was facilitated through the Classroom Helpers training program and the introduction of the Parents and Friends group.

We have purchased enough computers for 1:5 ratio of computers to students. Our book resources are slowly growing. The community supported us in our Book Drive to purchase more books.

Learning spaces are well equipped with interactive whiteboards and flexible furniture. We are also building up teacher reference materials.



<b>TEACHING STAFF ATTENDANCE RATE</b>	<b>100%</b>
<b>STAFF RETENTION RATE</b> As a new school we started with 13 staff. We look forward to being able to report on staff retention in the 2011 Annual Report.	

<b>TEACHER QUALIFICATIONS</b>	
<b>MASTERS</b>	<b>16.67%</b>
<b>GRADUATE</b>	<b>25%</b>
<b>DEGREE BACHELOR</b>	<b>75%</b>
<b>DIPLOMA ADVANCED</b>	<b>16.67 %</b>

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2010**

Visits to other schools to observe pedagogy and learning spaces; Use of flexible learning spaces; Inquiry learning and developing Inquiry units; Personalised Learning; Introduction to CNA portal; Analysis and use of data; Understanding the ESL Continuum; Early Years Outcomes Project; Reading Recovery Continuing Contact; Principal and Deputy Principal Networks; Maths Cluster; Student Wellbeing Cluster; Literacy Cluster; Analysis of NAPLAN data; Leadership skills; R.E. Network; School Improvement: A Collective Responsibility

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</b>	<b>7</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$1040</b>

**TEACHER SATISFACTION**

In our first year all staff have worked very hard to establish our school. They have been passionate about building a new school community and have worked hard to make the school a reality.

In staff surveys conducted in 2010, staff reported above average satisfaction levels in regard to morale, supportive leadership, teamwork and ownership.

We have been fortunate to have employed dedicated and innovative staff and we look forward to continuing to welcome new staff to our school as our enrolments continue to grow.

## School Community

### Goals

To establish student leadership.

To foster a connection to the parish.



### Achievements

To support the development of student identity at the school we have initiated a student leadership program. All students in Grades 5 & 6 were either elected to formal leadership roles (School Captains and SRC) or assigned other leadership roles (such as Peer Mediators, Peer Activity Leaders). Some students also volunteered for roles such as the Mini Vinnies Group. The Grade 3 & 4 students also elected SRC leaders. The student leaders meet regularly to have a voice in planning and decision making.

To further develop leadership and mentoring we initiated a Buddy program so that every student in the school was paired with a buddy (a junior student with a senior student). This buddy system has nurtured strong relationships among the students as well as a sense of looking out for each other.

We have been fortunate to have our assistant priest work in the school weekly to support liturgies and the sacramental programs. We have trained students to be altar servers for the parish; participated in the parish "Celebrate Chanel" event; and organised school families to host morning tea at weekend Masses.

### PARENT SATISFACTION

Our families have had many opportunities to become involved in the establishment of our school. Parents have been involved in committees to select the school logo and uniform. A group of parents have formed the Parents and Friends Group. Many families have participated in school and class liturgies. A number of parents have volunteered for the Classroom Helpers program. A group of parents also consulted and assisted with the school concert. We had a great celebration together at our Community Day in November!

We have worked hard to ensure that families feel welcome in the school. We intentionally greet them each morning as they enter the school gates.

The School Improvement surveys of parents indicated very high satisfaction with the school across a broad spectrum of school life. These include behaviour management, approachability of staff, reporting procedures, homework and the development of social skills.

## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH\$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	59,574
Other fee income	22,378
Private income	8,593
State government recurrent grants	210,616
Australian government recurrent grants	1,241,686
<b>Total recurrent income</b>	<b>1,542,847</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	756,467
Non salary expenses	407,380
<b>Total recurrent expenditure</b>	<b>1,163,846</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	1,520,000
Capital fees and levies	
Other capital income	206,906
<b>Total capital income</b>	<b>1,726,906</b>
<b>Total capital expenditure</b>	<b>2,277,269</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	
<b>Total closing balance</b>	<b>3,183,889</b>

Note that the information provided above does not include the following items:  
 System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

## Future Directions

As we are a new school we have much to look forward to as we continue to grow. We look forward to continuing to enrol more students each year and during 2011 plan to build the next stage of our buildings which will be our senior learning centre.

We have been very fortunate to have had significant support from our families and hope this partnership will continue to grow so that we can achieve the best outcomes for the children.

As we look to the future we want to take advantage of the strong culture we have established and develop a reputation within our local community for always putting the learner and their needs at the centre of what we do. We also strive to ensure that our Catholic values will continue to permeate all aspects of school life.

In 2011 we aim to:

- Have a stronger focus on raising awareness of social justice issues for all members of the school community.
- Support our parish priest to introduce weekend Mass at the school.
- Improve student learning in English and Maths.
- Encourage our students to be risk-takers and creative in their learning.
- Improve teacher understanding of contemporary pedagogy and enhance their ability to teach for 21<sup>st</sup> century learners.
- Further develop values education across the school.
- Improve our record keeping regarding student learning.
- Continue to add to school resources to enhance learning for staff and students.
- Look for more ways to involve parents in the learning process.
- Create a culture of feedback to improve staff performance.
- Continue to nurture student leadership roles.
- Introduce LOTE and swimming programs.

