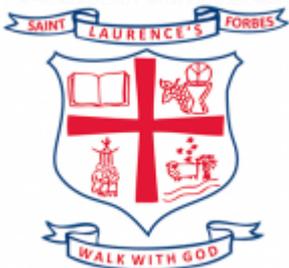




**CATHOLIC EDUCATION**  
**WILCANNIA-FORBES**

2022

ANNUAL SCHOOL REPORT



### St Laurence's Parish School

2 Dalton St, FORBES 2871

Principal: Mrs Paula Leadbitter

Web: [www.wf.catholic.edu.au/schools/forbes/](http://www.wf.catholic.edu.au/schools/forbes/)

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## About this report

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St Laurence's Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CEO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

This will be my final principal's message for our tremendous school community and that for certain is bittersweet. I have walked with you for eight years, but the time has come for me to start a new chapter. During my time here with you, our community has provided me with more love, joy, and professional growth than I could ever have imagined or return. I am incredibly proud of all that we have achieved together. The learning and teaching practices, the physical improvements to the school, the social capital we share and the focus we always have on those who matter most, our precious children.

A special thank you to Bishop Columba and Father Simon for their support and guidance during my principalship, I also thank you our parent community for your trust and the honest relationships we have formed. A special thanks to our Parents & Friends and School Committees who have provided not only support over the years but counsel and wisdom as we have grown as a community. My gratitude is abundant for our staff team who have been on the trust train over these years. You've stayed the course with me, and I am incredibly proud of all we have achieved together.

I have always had and will continue to have the children at the centre and know that I will hold this community like a treasure for a very long time. I feel confident that there are great times ahead for you all. I have been given the greatest opportunity leading this school community, and now it is time to share this leadership story on. Children, you make the sun shine every day, you bring the laughter, the joy, the wonder and awe to our world here at St Laurence's and I will miss you very much. May you continue to shine as you continue your learning journey.

### Parent Body Message

Due to the ongoing Covid-19 pandemic and the devastating floods we have experienced this year, many P & F fundraising events had to be cancelled.

Our School Fete, usually held in Term 1, was postponed twice and sadly had to be cancelled in November due to the flood. Thank you to the volunteers who put up their hands to run a stall or help on the day. Planning is already underway for the 2023 School Fete to be held in Term 1, and we can't wait! This year the P & F were able to host our Mother's Day & Father's Day Stalls which was a great success in raising close to \$4000. In Term 3, the P & F hosted the Catholic Schools Rugby Carnival, where participants came from all over NSW to play. This event raised \$1056 through sales in the canteen and was a very successful carnival for St Laurence's, with players being selected for further representation. Many parent

volunteers helped during the day, which was greatly appreciated. Also in Term 3 was the ever-popular Pie Drive Fundraiser. This raised over \$1700 for the school.

Our fundraising efforts in 2022 contributed to Commboxes for all classrooms at St Laurence's. Thank you to the P & F committee for all you contributed in 2022. I'd also like to thank the parents and friends of the school who have volunteered their time during the year.

A special mention must go to Mrs Paula Leadbitter for all she has contributed to St Laurence's P & F during her time as principal. Paula worked tirelessly to ensure the success of many school fetes and gave over and above what is expected in her role as principal. Thank you, Paula, for contributing to the P & F committee. You encouraged fundraising and fun. All your decisions and guidance were made calmly and thoughtfully with the best interests of the whole school community at heart.

### Student Body Message

We would like to say thank you to Mrs Leadbitter and Mrs Sweeney, who have guided and supported the other captains and us this year. We will never forget the teachers that have taught, encouraged and influenced us throughout our primary school years and how much of an impact they have made on us.

As a school community, we have overcome multiple obstacles that have been in our way. Covid has been around, sometimes making it harder to interact with our friends and family. This year we have also experienced major floods in Forbes, which are still impacting some families. Forbes had two floods in two weeks! Luckily we helped each other out. Some of our classmates missed school for quite a while.

There have been many highlights this year, including sports carnivals and the Canberra excursion. One highlight, in particular, was the Rugby 10s team winning the Chris Gangemi Statewide Cup. Many great memories of times with friends and schoolmates have made it a great year.

Thank you to the other school captains and Year 6 students, it has been a wonderful year. It's time to say goodbye to our primary years. We have made so many memories that will never be forgotten.

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## School Features

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St Laurence's Parish Primary School is a Catholic systemic co-educational school located in Forbes. The School caters for students in Kindergarten to Year 6 and has a current enrolment of 300 students.

In the tradition of the Catholic faith, our school strives to be a truly Christian community and, as such, attempts to provide an environment that encourages teachers, children and parents to work together, worship together and share friendship.

We are a caring and inclusive community where all are welcome, and every child participates fully in the life of our school. Our school is an exciting and enthusiastic place of learning where we work in collaboration to create a contemporary educational environment for every child in our care.

Our motto, 'Walk with God', comes from the old testament scripture within the Book of Micah, in which we are called to do what is just, to show constant love and to live a humble fellowship with our God.

We have a wonderful staff team at St Laurence's Parish School. Their enthusiasm, dedication and ability to embrace contemporary quality teaching and learning have enabled St Laurence's to be a school of great reputation, with a strong curriculum embedded in contemporary learning approaches.

Our patron saint is St Laurence O'Toole. St Laurence's Parish School in its present form is the amalgamation of St Joseph's, Sacred Heart and St Laurence's which took place in 1989. Since the very first school in Forbes (1862) the Parish has seen the involvement of the Sisters of St Joseph, the Sisters of Mercy, the Marist Brothers and laity in delivering educational instruction.

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## Student Profile

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### Student Enrolment

St Laurence's Parish School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022:

Girls	Boys	LBOTE*	Total Students
148	151	0	299

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2022 was 87.94%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
87.90	88.70	88.40	89.10	87.20	88.10	86.20

## Managing Student Non-Attendance

Regular attendance at St Laurence's Parish School is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from School are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Director of Catholic Education or designated Catholic Education Wilcannia-Forbes Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	42
Number of full time teaching staff	15
Number of part time teaching staff	11
Number of non-teaching staff	16

### Total number of teaching staff by NESA category

Teachers at St Laurence's Parish School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 9 teachers
- Provisional 15 teachers
- Proficient 217 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office (CEO).

St Laurence's Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

## Summary of professional learning at this school

### **Day 1 Team Day**

During this day, staff were engaged in building sound familiarity with school-based policies and procedures specifically related to student management and wellbeing, e.g. Behaviour Management and Attendance. Matters of compliance and WHS were also addressed to ensure student and staff safety for the year ahead, in particular a focus on unpacking Covid guidelines and implications. Staff also spent time reconnecting with the school vision and aspects of our culture that are supported by effective and respectful professional practice.

### **Day 2 and 3 - DIBELS Training**

Teaching staff completed intensive DIBELS training over two days at the commencement of the school year. DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one-minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade.

### **Day 4 - Religious Education - Teaching Children the Scriptures**

This day was facilitated by CEWF staff who led our team through important scriptural elements and understandings to support effective teaching in the classroom. The day provided an opportunity for personal faith formation for teachers as well as building capacity to implement our Educating in Christ religious education program.

### **Day 5 - K-2 Mathematics Syllabus Introduction**

Teachers engaged in a professional learning day to gain knowledge and understanding of the new K-2 Mathematics Syllabus over the four modules in readiness for implementation in 2023.

### **Day 6 - Berry Street Education Model - Team Day**

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

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Laurence's Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

### **Prayer, Liturgical Life and Faith Experiences**

St Laurence's Parish School enjoys a rich liturgical life steeped in the Catholic tradition. During 2022 we were delighted to see our liturgical experiences to somewhat normal. This was a wonderful gift after many restrictions due to Covid 19. Our Parochial Vicar, Fr Simon and Parish Priest, Bishop Columba, have been of significant support to our community, providing guidance to students, staff and families in their faith formation throughout the year and have been actively engaged in the life of the school during the year. Classroom visits, the celebration of the Eucharist, Reconciliation and sacramental milestones are all supported by our clergy. Students learnt about the Sacraments of the Church. They were assisted in preparing to receive these Sacraments within the parish community in our traditional format, with a full church in full song. Feast days and the events of the liturgical seasons were acknowledged and celebrated during the year. Sadly our patron saint celebrations were impacted due to the major flood event experienced in Forbes at the time. In 2022, St Laurence's Parish School continued an after-school Youth Club supported by our diocesan youth coordinator and a dedicated teacher volunteer.

### **Parish Partnerships**

St Laurence's Parish School is a central part of our St Laurence O'Toole Parish. The staff members of St Laurence's are involved in the life of the parish through participation in the liturgy as readers, commentators, musicians and Eucharistic ministers, as well as taking Holy Communion to the house-bound, being members of the baptismal team, youth and children's committee and the liturgy committee, leading parish sacramental preparation groups, participating in Lenten groups and other prayer and education initiatives within the parish.

The school principal is a key member of the parish community, being a member of the Parish Pastoral Council. The students and families are invited to be connected to the parish community through participation and inclusion in parish activities. Special parish and Catholic Education Office events are supported by the school community, hosted by St Laurence O'Toole Parish and led by Bishop Columba Macbeth-Green, our Parish Priest who resides in

Forbes. We continue to work hard to maintain our parish connections, with school staff members being critical links for our students and parents in understanding the important work of our parish school.

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## Curriculum, Learning and Teaching

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St Laurence's Parish School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Laurence's Parish School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the Diocesan Statement of Faith and Mission.

During 2022 we have continued to stay the course regarding our agreed literacy, numeracy and well-being practices.

During 2022 our key curriculum focus has been our continued work to embed evidence-rich literacy practices across our classrooms K-6. Our professional learning through the Early Literacy Project has been a catalyst for embedding change informed by data. Dibels training in 2022 has allowed teachers to understand with more clarity student achievement and areas requiring tailored intervention. The Early Literacy Project is built on solid research evidence about the most effective strategies for all students.

We have continued to capitalise on sustained practices within our Professional Learning Communities (PLC) approach, with collaborative capacity building and shared accountability significantly impacting practice and student achievement.

While not a key improvement priority in 2022, mathematics and implementing the launch, explore, and summarise model has been important work during the year. Again, PLC teams have used collaborative approaches to support capacity building and our numeracy instructional leader has worked shoulder to shoulder to build knowledge, challenge practice and support student learning.

Wellbeing, behaviour teaching and social-emotional learning programs have continued to be highly important work. This aspect of our approach at St Laurence's is now an embedded feature of how we 'do business' with the Berry Street Educational Model philosophy enhancing our approaches in 2022.

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## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN at St Laurence's Parish School for 2022 is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top two bands are reported in the table.

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

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Grammar and Punctuation</b>	33%	52%	18%	12%
	<b>Reading</b>	46%	54%	15%	11%
	<b>Writing</b>	49%	50%	13%	7%
	<b>Spelling</b>	21%	48%	18%	15%
	<b>Numeracy</b>	26%	34%	5%	15%

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	27%	31%	14%	14%
	Reading	30%	39%	7%	11%
	Writing	14%	25%	18%	18%
	Spelling	25%	37%	18%	14%
	Numeracy	21%	25%	9%	16%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Wellbeing and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Further information about this and other related policies may be obtained from the CEWF website or by contacting the Catholic Education Office.

The Wellbeing and Pastoral Care Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2022 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Anti-Bullying Policy was reviewed in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Concerns and Complaints Handling Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Initiatives promoting respect and responsibility

The value of respect is a crucial driver to all work and relationships for students, staff and parents at St Laurence's Parish School. The value is taught explicitly at the commencement of the school year as part of our whole school behaviour teaching and emotional regulation teaching unit. Respect is often spoken about as a school community with reference to respect for self, others and the environment within all classrooms and at whole school assemblies.

Of particular note in 2022 has been the embedding of teacher practice approaches based on the Berry Street Education Model. The model ensures that we work with our students with unconditional positive regard and respect at all times. This focus has been positive in supporting student regulation and highlighting the values important to maintaining our school culture.

The values of respect and responsibility are also embedded into opportunities for service and mission within the school community. Our MJR, Mini Vinnies, SRC and Student Leadership teams all focus on respect and responsibility and students are supported in developing activities that nurture the development of these values within our school community. Furthermore, wellbeing programs, including Smiling Minds, Social-Emotional Learning, Guys Wise and Girls Wise, also promote respect for our students.

Parents are actively encouraged to communicate with school staff and the principal to discuss concerns, ask questions and celebrate achievements respectfully, which is key to building trusting parent relationships.

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## School Improvement

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The focus for St Laurence's Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Laurence's Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

### Key Improvements Achieved

#### **Annual Priority One for 2022:**

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

#### **Reason for priority 1:**

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

#### **Steps taken to achieve priority 1:**

- Change from focus on moral formation to 'teaching children scripture' due to CEWF change of personnel and approach in 2022.
- Complete professional learning day focussing on teaching children scripture.
- Continue to be supported by CEWF support in building knowledge and making adjustments to practice to support students developing their relationship with Christ.

#### **Status of priority 1:**

- Achieved

#### **Annual School Priority Two for 2022:**

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

**Reason for priority 2:**

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

**Steps taken to achieve priority 2:**

- Completion on DIBELS training for all teaching staff.
- Continued instructional coaching, opportunities for peer observation and shoulder-to-shoulder data analysis.
- Continued implementation of ESTA-L and analysis of data to support tier 2 intervention within the classroom.
- Transfer of learning to teaching programs and the classroom with significant shifts to practice from K-6.
- Consistent evidence of explicit instruction based on a systematic approach to literacy teaching.

**Status of priority 2:**

- Achieved and ongoing

**Priority Key Improvements for Next Year**

**Annual Priority One for 2023:**

St Laurence's Parish School will further the goal of bringing students into closer intimacy with Christ, by continuing to implement Educating in Christ, with emphasis on moral formation and teaching to pray.

The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school, with an emphasis on the review and any 2023 adaptations.

Staff members will receive continued professional development to enable them to embed the Religious Education Curriculum “Educating in Christ”

**Annual Priority Two for 2023:**

St Laurence’s Parish School will continue to embed the most effective way to teach English and mathematics based on the work completed in 2022.

Learnings from the Early Literacy Project will target high-impact, evidence-based teaching strategies to improve reading skills and growth.

Learnings from the ‘Launch, Explore, Summarise’ model will support high-impact practices within the numeracy classroom.

Assessment practices and collaborative data analysis will support tailored adjustments across the English and mathematics classroom, with a direct impact on tiers 1,2, and 3.

Using DIBELS, ESTA-L and MAI data to inform practice

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## Community Satisfaction

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

### Parent satisfaction

A highlight in parent satisfaction for the parent community was completing the K-2 Building Project and returning to normal routines for students K-6. School Committee members who have been a part of the building project journey over several years reported their satisfaction in having an excellent end result and improvement for the school.

Parents did report their concerns but simultaneous understanding regarding staff shortages and ongoing issues with staff replacement during the year. Parents were accommodating during the year but do feel that inconsistency with staffing does have an impact on student outcomes.

Parents have been supportive of changes made to our literacy approaches, particularly in the K-2 classrooms. Parents with younger siblings currently completing Kindergarten reported the different approaches from the home perspective and felt that their younger children had progressed well with their reading development. Parents were willing to ask questions, clarify understandings and support changes as the year progressed.

Parents were very pleased and named the ability to reconnect as a school community a highlight during 2022. Events like lunch on the lawn, whole school masses, assemblies, sports events and end-of-year family activities were considered successful days and great opportunities to nurture the community.

### Student satisfaction

Students shared their gratitude for a return to some of our traditional school events, including sports SRC activities and excursions during 2022. The disappointment was still noted based on Covid 19 impacts at different times during the year for individual students.

A return to normal classrooms at the conclusion of the K-2 Building Project was shared as a key highlight for the year. K-2 students were very excited to be in their new learning spaces, while our older students reported being back on the main primary campus was much better.

Visiting performances and events like St Laurence's Got Talent and NAIDOC celebrations were highlights for students. School events that provide opportunities for connection and fun are essential for our students.

Students reported their enhanced learning focus and reading growth based on new practices within classrooms. Students have been proud to share their learning, evident during learning walks and class assemblies. The newly purchased Commboxes are also reported as being an important improvement for students. Students have enjoyed having this new technology in the classrooms.

Students mentioned their concerns during and after the natural flooding disaster and the school closures during the latter half of the year due to flooding. The isolation and separation experienced by many students presented ongoing wellbeing and learning concerns.

### Teacher satisfaction

Teachers continue to feel the support received and professional growth achieved through professional learning communities (PLCs). Collaborative approaches enhance capacity building and share responsibility across a stage group of teachers. Teachers report that this shared accountability promotes more effective data analysis and tailored teaching adjustments.

2022 presented many challenges for teachers, with staff shortages creating pressure across the year. Teachers acknowledge the support received and feel that their concerns are heard. However, the ongoing reality of changes and classes being collapsed due to casual teacher shortages presents a real challenge.

The finalisation of our K-2 Building Project was a positive highlight for our teaching team. A return to normal classrooms saw a return to more normal routines, especially for our Year 5 and 6 students based in the parish hall. K-2 teachers reported their pleasure in returning to the newly refurbished classroom and playground spaces.

Teachers have responded positively to the Berry Street Education Model professional learning and feel this has enhanced the wellbeing of students and staff alike. Professional learning opportunities, team values, and cultural experiences are highlighted for 2022.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for St Laurence's Parish School in 2022 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,077,568
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$297,854
Fees and Private Income <sup>4</sup>	\$48,700
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$1,424,122</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$60,564
Salaries and Related Expenses <sup>7</sup>	\$4,269,658
Non-Salary Expenses <sup>8</sup>	\$958,358
<b>Total Expenditure</b>	<b>\$5,288,581</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT