



ST LAWRENCE'S SCHOOL  
BLUFF POINT

*Love and Serve the Lord*

Saint Lawrence's  
Primary School



School Performance Information 2024

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## Contextual Information

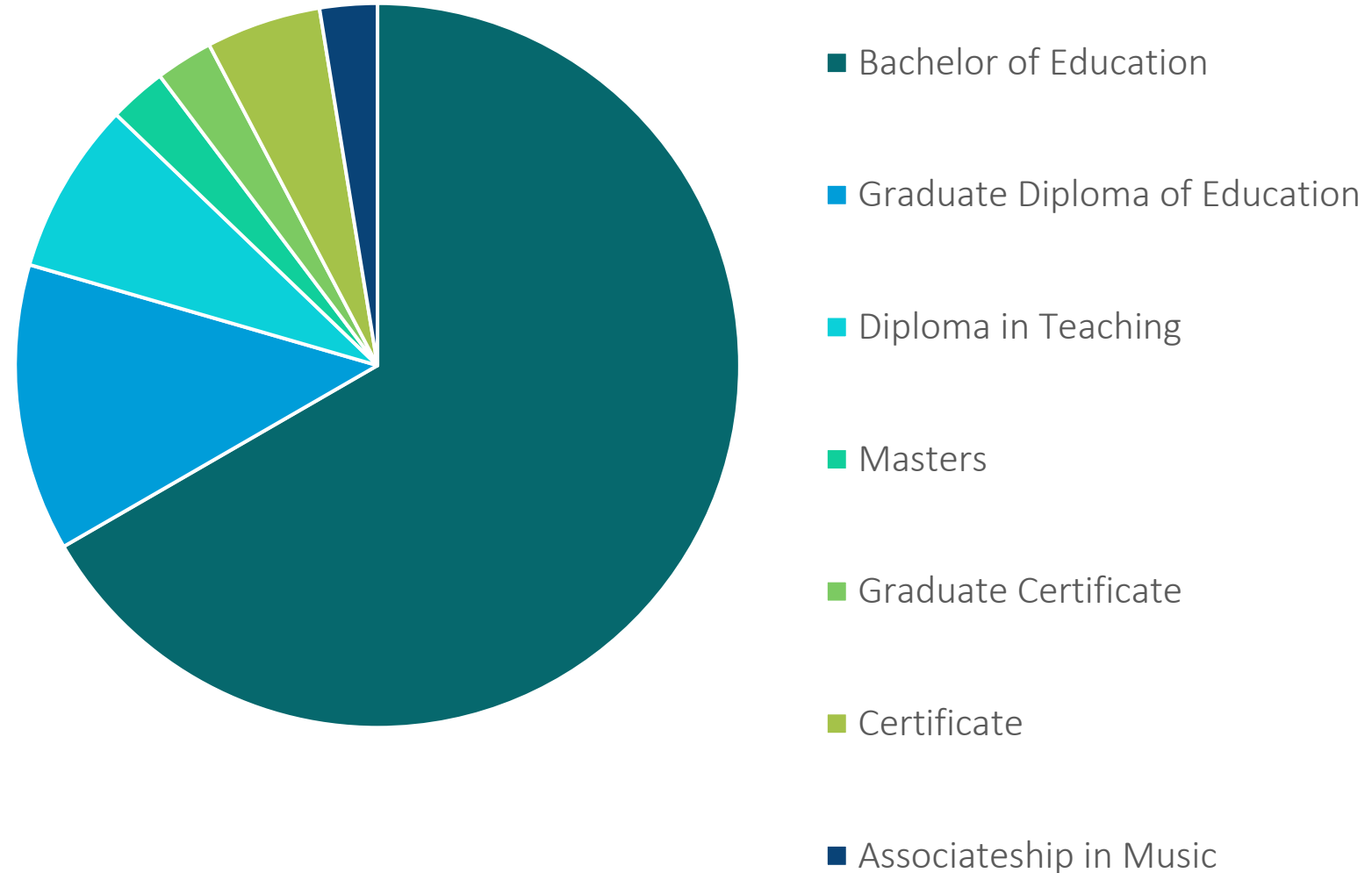
St Lawrence's Primary School, Geraldton, is a Catholic, co-educational school with a current enrolment of approximately 700 children from Three-Year-Old Kindergarten to Year Six. St Lawrence's School is in the Bluff Point parish of the Geraldton Diocese and the church is situated on the same grounds as the school. The overall aim of the school is to enable the children to lead full, Christian lives.

To attain this aim, St Lawrence's seeks to promote a knowledge of the Catholic tradition, and to provide opportunities for free response and growth in faith within the Christian community. All are encouraged to reflect on the ***Fruit of the Spirit*** as listed in St Paul's letter to the Galatians. '*What the Spirit brings is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control*', and set goals to practise them in daily living. All Learning Areas are valued and included in the timetable with specialist teachers providing lessons in French, Music, Dance, Drama, Visual Arts, Health & Physical Education for all classes.

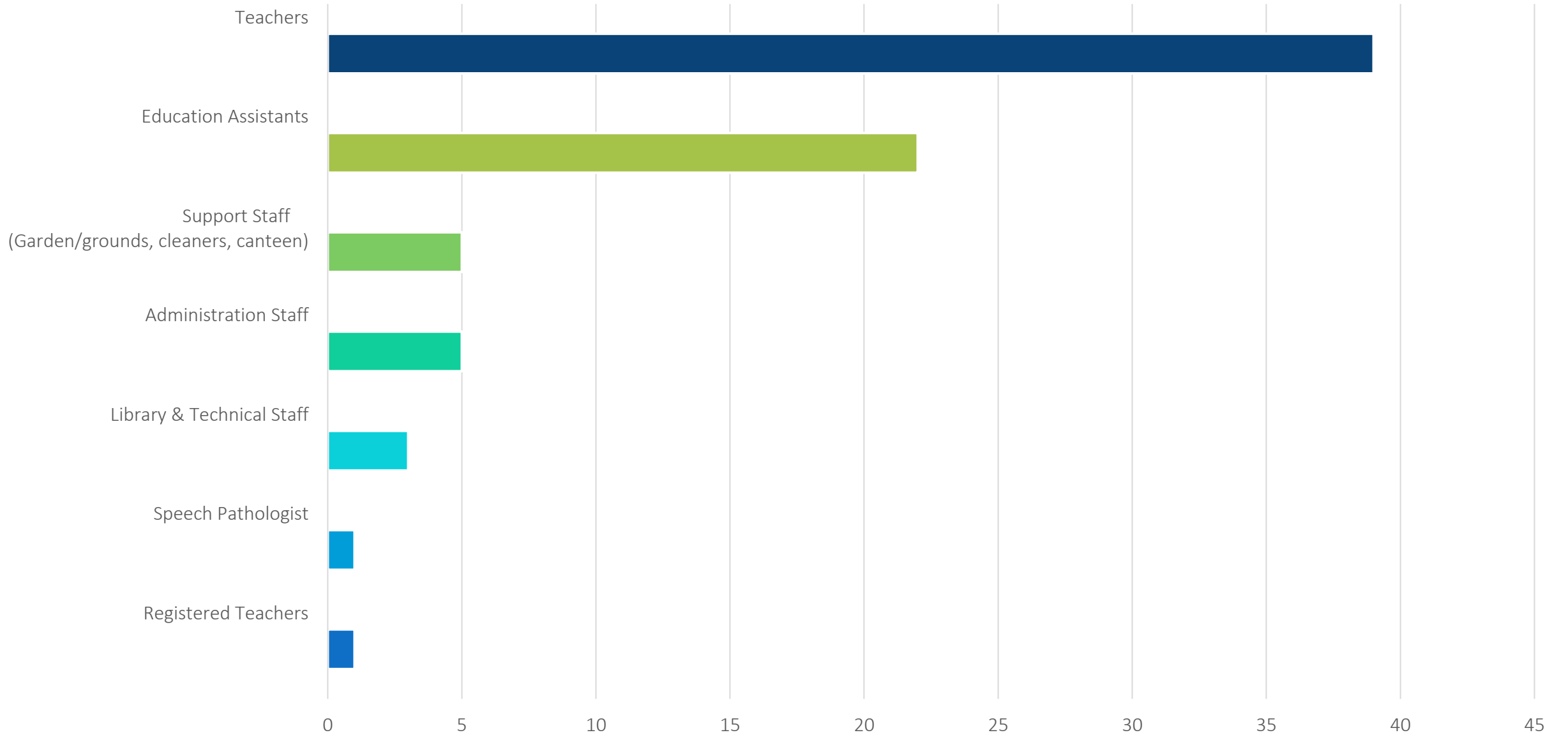
St Lawrence's offers various means of educational support including Education Assistants, a First Nations' Teaching Assistant, Literacy Early Intervention Programs and an onsite fully qualified Speech Pathologist. The school provides an enrichment program in literacy and numeracy, and extension classes in French, Music, Visual Arts and Dance/Drama. Numerous sporting opportunities are available at St Lawrence's with two qualified Health and PE teachers employed to cater for the needs of all children. The school endeavours to create a safe, friendly learning environment, that is developmentally appropriate and child-centred. Children are encouraged to take responsibility for their own behaviour and learning, and to strive to live the school motto '***Love and serve the Lord.***'

## Teacher Standards and Qualifications

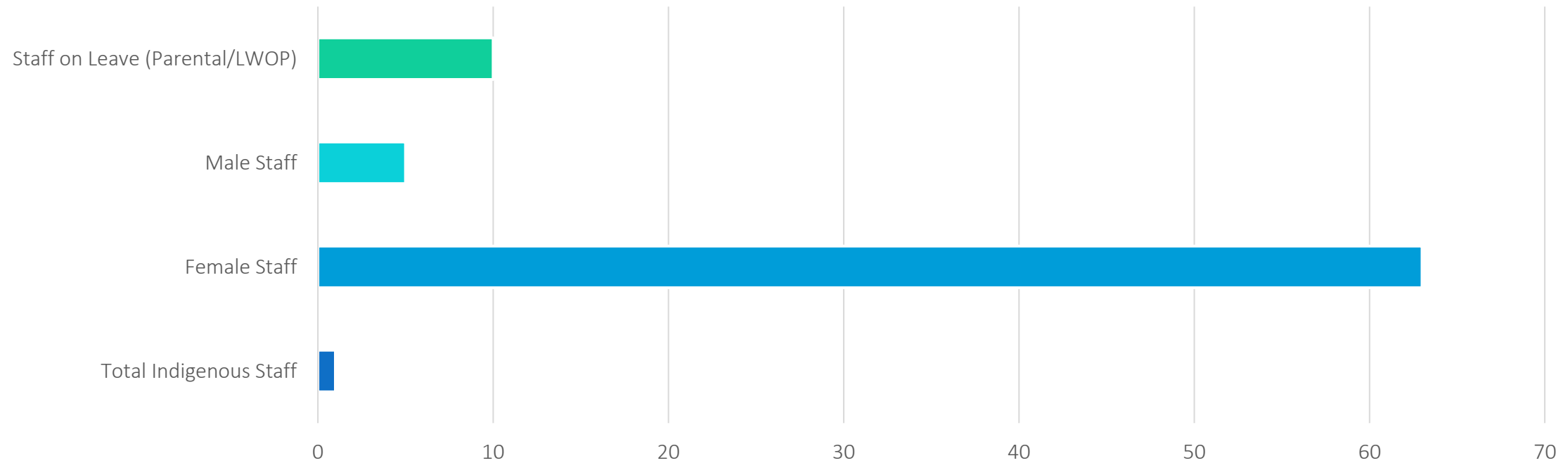
There are 41 teaching staff, 21 of which are 1.0 FTE. All teachers are registered with the TRBWA and hold one or more of the following qualifications.



## Workforce Composition

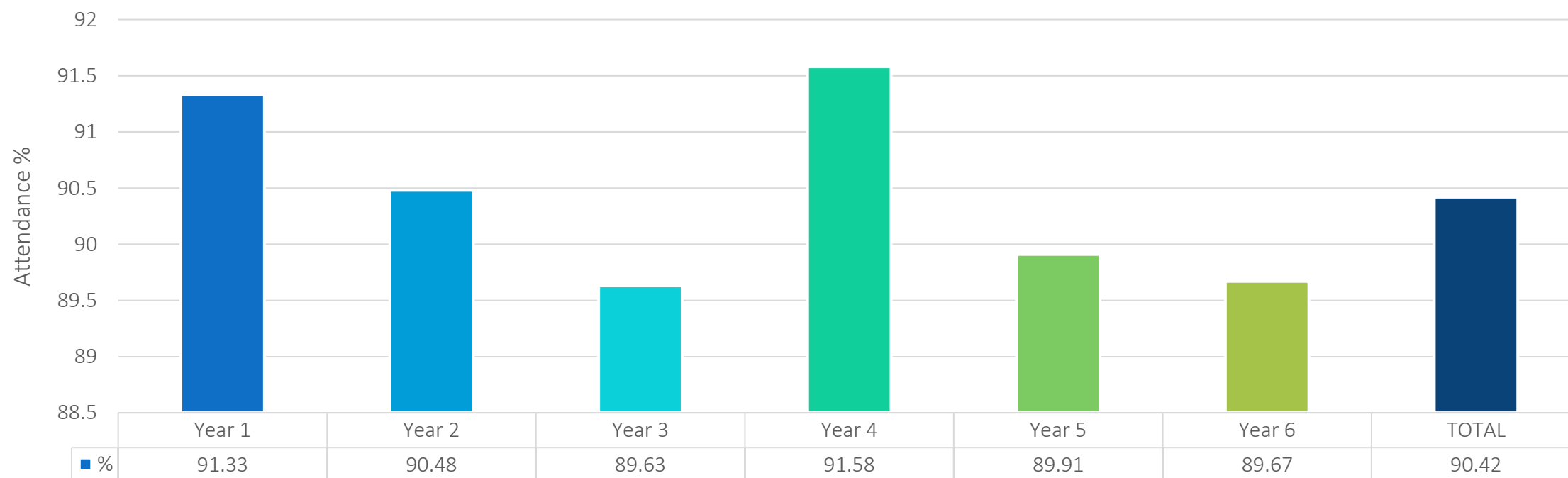


## Workforce Composition



## Student Attendance

Student attendance is monitored twice daily. The Attendance Team meets twice per term and regular absences are reported to the leadership team and are followed-up with the parents or guardians concerned, in collaboration with the classroom teacher. A written explanation or completion of online absentee form is required for all absences and, if not forthcoming, a pro forma is sent home for parents to complete. If attendance issues become prolonged then the Attendance Team will devise a strategy to engage with the parents/caregivers in-line with the CEWA Attendance Guidelines.



## NAPLAN Outcomes

NAPLAN results for 2024 show a mixed pattern of achievement across learning areas in Years 3 and 5. Reading and Numeracy continue to remain strengths for Year 5, with students performing at or above the levels of students from similar backgrounds. Grammar results in Year 3 showed a noticeable dip, while Spelling and Writing continue to present opportunities for targeted improvement across both year levels.

In response to identified needs, a dedicated Student Support Team was established in 2024 to strengthen intervention processes, track learner progress, and coordinate support for groups of students requiring additional assistance. This structured approach has improved consistency in case management and ensured earlier, more targeted intervention.

Additionally, the school launched an intensive Spelling Spiral of Inquiry with the support of the CEWA Literacy Consultant, focusing on strengthening whole-school pedagogical practice in spelling. This inquiry has guided staff through analysing student data, refining instructional approaches, and implementing evidence-based strategies designed to lift outcomes in Spelling over time.

Together, these initiatives reflect the school's proactive approach to addressing areas of need and ensuring students receive targeted, high-quality support across all aspects of literacy and numeracy.

## NAPLAN Outcomes

2023

2024

Compare to  Students with similar background  All Australian students

Reading

Writing

Spelling

Grammar

Numeracy

Year 3	372	385	354	348	370
Year 5	492	475	472	484	479

### Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

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# St Lawrence's Primary School, Geraldton, WA

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## Parent, Student and Teacher Satisfaction

### **Parent Feedback and Engagement**

Parent feedback is actively sought at the conclusion of school events and is used to inform future planning. Overall, responses indicate high to very high levels of satisfaction. Written communication from parents consistently reflects appreciation for the school's structures and the opportunities provided for parental input. Parents are given multiple avenues to voice their opinions, which are genuinely considered in shaping the school's direction and responsiveness to community needs.

### **Enrolment and Reputation**

The school maintains a very low number of vacancies, a strong indicator of both parent and student satisfaction. During enrolment interviews, many families mention that their decision to choose St Lawrence's was influenced by recommendations from current and former families, highlighting the school's positive reputation within the community.

### **Student Voice and Leadership**

Student ministry leaders meet regularly with the school leadership team to raise issues and propose initiatives aimed at enhancing the school environment. Student voice is a valued aspect of school life, and suggestions that improve student enjoyment and connection are actively encouraged and supported.

### **Staff Satisfaction and Retention**

St Lawrence's experiences low staff turnover, reflecting a high level of staff satisfaction. Staff are regularly invited to provide feedback—both anonymous and direct—on school events and structures. This input is integral to the school's ongoing improvement efforts.

## School Income

See My School website at:

<https://www.myschool.edu.au/school/48872/finances>

## School Improvement Planning



CATHOLIC IDENTITY		
GOALS	SUCCESS INDICATORS	QCE LINKS
<p><u>Prayer</u></p> <p>Meaningful prayer routines and practices throughout the school that reflect liturgical seasons and special days.</p>	<p>Visible, ever-changing classroom prayer spaces that are used as a teaching focus to support the RE curriculum.</p> <p>Visible class prayer routines by children praying regularly during the day.</p> <p>All staff leading daily prayer routines.</p> <p>More parents joining in with prayer during school-based events.</p>	<p>1.1d</p> <p>1.1f</p> <p>2.1</p> <p>2.2</p> <p>2.3b</p> <p>4.1b</p>

# School Improvement Planning



EDUCATION		
GOALS	SUCCESS INDICATORS	QCE LINKS
<u>Literacy Teaching &amp; Learning</u> Embed shared understandings of St Lawrence's Literacy Teaching & Learning beliefs, pedagogies, and practices.	*Publish agreed shared curriculum beliefs and understandings with regards to St Lawrence's pedagogies and practices in Literacy. *Visible in planning, teaching observations and walk throughs. *Develop a common understanding of the components of Literacy Dedicated Time Blocks. *Timetabled Literacy Dedicated Time Blocks *Classroom Literacy Dedicated Time Planning *Parents report the consistency of language/practices throughout the school.	1.2b 2.1, 2.3c-e 3.2 4.1b 4.3c
<u>Assessment Collection &amp; Analysis</u> Refine assessment data collection and practices.	*Assessment Schedule updated *A detailed data plan. *Improved staff capacity to analyse data to inform teaching and learning to improve student outcomes. *Data Analysis time in PLC Meetings * Allocated time to review and analyse data. *Visible upwards trends in student progress and achievement. *Increased Parent understanding that assessments and data are used to inform our teaching and learning & school decision making.	2.3b 2.3c 2.3d 2.3e
<u>Early Years Goal:</u> St Lawrence's Early Year's Philosophy visible in classrooms and current, contemporary language of pedagogy used.	*Hearing all staff using new terminology from the EYP *All Educators actively engaged with children in the learning process. *All educators confident using current, contemporary language of pedagogy. * Parents understand the philosophy of early years learning.	1.2b 2.2 2.3a, b, c, d, e 4.2 4.3c

## School Improvement Planning



### COMMUNITY

GOALS	SUCCESS INDICATORS	QCE LINKS
Improve communication practices within the school community.	<ul style="list-style-type: none"> <li>*Clear communication graphic that is understood and used effectively by all.</li> <li>*Reduced number of communication platforms.</li> <li>*All staff understand how to use communication platforms and their specific purpose.</li> <li>*Parents understand how to use communication platforms and their specific purpose.</li> </ul>	<p>3.1c</p> <p>3.2</p>
Improve student engagement & wellbeing.	<ul style="list-style-type: none"> <li>*Increased learner engagement visible through less classroom behaviour interruptions</li> <li>*Fewer unproductive behaviours in SEQTA</li> <li>*Less emergency tile call outs</li> <li>*Consistent language of Friendship used by all staff</li> <li>*Parents understand the Restorative Practice Process.</li> <li>*Parents access and use the agreed school language of friendship.</li> </ul>	<p>1.2b</p> <p>2.3a, b</p> <p>3.1a, b, c</p> <p>3.2</p>

## School Improvement Planning



STEWARDSHIP		
GOALS	SUCCESS INDICATORS	QC LINKS
Increased staff involvement in school improvement.	<ul style="list-style-type: none"> <li>*Shared decision making &amp; future focussed planning</li> <li>*Shared Accountability</li> <li>*More opportunities for staff involvement in driving school improvement.</li> <li>*Greater staff involvement in school improvement across the four pillars.</li> </ul>	<p>4.1b</p> <p>4.2</p>

Staff Formation Planning: Focus area	Witness	Call to Faith	Call To Grow in Discipleship
<b>Improvement Goals</b>	To examine how and then act on 'catholic service' in our current global environment.	To increase staff knowledge of catholic icons and symbols used in prayer spaces, prayer services and Mass.	To interpret 'The Word of God' and make it relevant to the lives of the school community by using Godly Play (ECE) and Bible Stories (3-6).
<b>Relevant Actions</b>	<ul style="list-style-type: none"> <li>*Define what 'service' translates to in actions for our catholic school community.</li> <li>*Link service actions to how we support our Mission organisations in the Midwest.</li> <li>*Make explicit links to our Mission Fundraisers, where they fit into the curriculum, and identify the 'service' actions involved.</li> <li>*Investigate community 'service' actions.</li> <li>*Identify the role prayer plays as a form of 'serving' others.</li> </ul>	<ul style="list-style-type: none"> <li>*Audit all classroom prayer tubs and discuss/name what is there and why.</li> <li>*Create a master list of what needs to be included in prayer space tubs.</li> <li>*PL on prayer spaces and how to use them as part of a teaching focus.</li> <li>*Shoulder to shoulder learning with RE consultant/Jo Harris (Catholic Institute), Parish Priest</li> </ul>	<p>Link Bible stories to Sacraments &amp; Special days:</p> <p>Use RE Planners:</p> <p><u>T1: Reconciliation</u> – Parables:</p> <p>The Lost Sheep/Zaccheus/ The Prodigal Son &amp; Lent/Holy Week – Stations of the Cross</p> <p><u>T2: Eucharist</u>: The Last Supper/Feeding of the 5000, Mary Help of Christians (Patron Saint of Australia)</p> <p><u>T3: Confirmation</u>: Pentecost Story, St Lawrence/Mary MacKillop/Assumption of Mary</p> <p><u>T4: Advent</u></p> <p>All Saints/All Saints Days</p> <p>Christmas – Nativity Story</p> <p>2024 – Twice a term in line with changes in RE units/Sacraments/Special days</p>
<b>Timeframe</b>	Ongoing 2024	<p>T1: Introduce discussion, audit classrooms &amp; PL</p> <p>T2 -T4: Twice a term in line with changes in RE units/Sacraments/Special days</p>	2024 – Twice a term in line with changes in RE units/Sacraments/Special days
<b>Resources</b>	<p>CEWA Christian Service</p> <p>Directives</p> <p>QCE – Executive Directives – RE</p> <p>Caritas Resources</p> <p>Communio Resources</p> <p>Laudato Si resources</p> <p>Catholic Missions</p> <p>RE Consultant- Simon Place,</p> <p>Missionary Guest Speakers</p> <p>Y11 Nagle Student Retreat Day Visit</p> <p>Y11 Workplace Learning Students</p> <p>Class prayer books</p>	<p>Update Godly play Sets and Class Prayer Table Resource Boxes</p> <p>RE Consultant – Simon Place</p> <p>Godly Play PL – Jo Harris (Catholic Institute)</p> <p>Leadership Team Members</p>	<p>Update Godly play Sets and Class Prayer Table Resource Boxes</p> <p>RE Consultant – Simon Place</p> <p>Godly Play PL – Jo Harris (Catholic Institute)</p> <p>Parish Priest</p> <p>Leadership Team Members</p>
<b>Success Indicators</b>	<p>Staff are each able to name actions that give evidence of 'serving' for others.</p> <p>Create a school framework for service – in the school, parish and community.</p>	<p>Photographic records saved twice a term in RE Team</p> <p>Promote on Sway</p> <p>Digital sharing of prayer space photos at meetings.</p> <p>Classroom Gallery Walks throughout the school to view prayer spaces &amp; explain significances.</p>	<p>Photographic records saved twice a term in RE Team</p> <p>Promote on Sway</p> <p>Digital sharing of prayer space photos at meetings.</p> <p>Classroom Gallery Walks throughout the school to view prayer spaces &amp; explain significances.</p>
<b>Monitoring and Progress</b>	Create 'service' actions walls for staff, students and families.	<p>Promote on Sway</p> <p>Digital sharing of prayer space photos at meetings.</p> <p>Classroom Gallery Walks throughout the school to view prayer spaces &amp; explain significances.</p>	<p>Promote on Sway</p> <p>Digital sharing of prayer space photos at meetings.</p> <p>Classroom Gallery Walks throughout the school to view prayer spaces &amp; explain significances.</p>

## CATHOLIC IDENTITY

<p><b>Improvement Goals</b></p>	<p><b>Prayer</b>  <b>Meaningful prayer routines and practices throughout the school that reflect liturgical seasons and special days. (Prayer Spaces &amp; Prayers with children)</b></p>
<p><b>Relevant Actions</b></p> <p>What actions will we take to achieve the goal?</p>	<p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>*PL on prayer spaces and how to use them as part of a teaching focus, using Godly play and biblical storytelling RE curriculum themes</li> <li>* PL with RE Consultant about scaffolds for writing prayers with children.</li> <li>* Shoulder to shoulder learning with RE consultant/Jo Harris (Catholic Institute)/Parish Priest</li> <li>* Review STLPS Prayer Booklet and Year Level Prayers.</li> <li>*Assign appropriate prayers to times of the day: Beginning school day, before Lunch, End of the school day</li> <li>*Upskill all with prayers to use at set times of the day.</li> </ul> <p><u>Educators</u></p> <ul style="list-style-type: none"> <li>* Review STLPS Prayer Booklet and Year Level Prayers.</li> <li>*Audit all classroom prayer tubs and discuss/name what is there and why.</li> <li>*Create a master list of what needs to be included in prayer space tubs.</li> <li>* Upskill all with prayers to use at set times of the day.</li> </ul> <p><u>Non- Teaching Staff</u></p> <ul style="list-style-type: none"> <li>* Review STLPS Prayer Booklet and Year Level Prayers.</li> <li>* Upskill all with prayers to use at set times of the day.</li> </ul>
<p><b>Timeframe</b></p> <p>What are the timeframe milestones?</p> <p>Timeframe within which the goal will be achieved</p>	<p>T1: Organise and source PL.</p> <p>T2- PL Mon April 15: RE consultant Simon Place – Prayer Spaces, Godly Play &amp; Biblical Storytelling – Jo Harris Catholic Institute Consultant (Shoulder to Shoulder learning – DOTT)</p> <p>T2: Maria to audit classroom prayer spaces RE tubs and compile a master list of items to be replenished.</p> <p>T2: Print a master copy of STLPS Prayer Book for all Prayer tables &amp; specialists, link year level prayers to liturgical seasons (on SWAY)</p> <p>Create a reminder prayer times/options tile for SWAY</p> <p>T2 -T4: Change prayer spaces twice a term in line with changes in RE units/Sacraments/Special days</p> <p>T2W W9 CSIP Mtg: Creating &amp; writing purposeful prayers with children for class prayer spaces.</p> <p>T3 &amp; 4: Record class prayers and post for parents on Seesaw.</p>

## CATHOLIC IDENTITY

<p><b>Resources</b></p> <p><b>Support/ resources that will be required</b></p>	<p>Update Godly play Sets and Class Prayer Table Resource Boxes</p> <p>CEWA RE Consultant – Simon Place</p> <p>Godly Play PL – Jo Harris (Catholic Institute)</p> <p>Leadership Team Members</p> <p>RE School Leaders + Priests</p> <p>Classroom Teachers</p> <p>All Staff</p>
<p><b>Success Indicators</b></p> <p><b>How will we know we have been successful (quantitative and measurable)</b></p>	<p>Visible, ever-changing classroom prayer spaces that are used as a teaching focus to support the RE curriculum.</p> <p>Visible class prayer routines by children praying regularly during the day.</p> <p>All staff leading daily prayer routines.</p> <p>More parents joining in with prayer during school-based events.</p>
<p><b>Monitoring process and Progress</b></p> <p><b>Who</b> is the staff member who will ensure we are on track and have not taken our eyes off the goals?</p> <p>When/how regularly will this be done?</p> <p>How will this be done?</p>	<p><u>APRE</u> to create space in RE Team T2: Photographic records of class prayer spaces saved twice a term in RE Team</p> <p><u>Leadership Team</u>: CSIP Mtgs allocated to RE Curriculum T2-4</p> <p><u>Leadership Team</u>: T2 CSIP Mtg W9: Classroom Gallery Walks throughout the school to view prayer spaces &amp; explain significances.</p>

### EDUCATION

Improvement Goals	<u>Literacy Teaching &amp; Learning</u> <i>Embed shared understandings of St Lawrence's Literacy Teaching &amp; Learning beliefs, pedagogies, and practices.</i> (Donna/Karen B)	<u>Assessment Collection &amp; Analysis</u> <i>Refine assessment data collection and practices.</i> (Amy/Damien/Carolyn)	<u>Early Years Goal:</u> <i>St Lawrence's Early Year's Philosophy visible in classrooms and current, contemporary language of pedagogy used.</i> (Emma B & Emma E)
<p>Relevant Actions</p> <p>What actions will we take to achieve the goal?</p>	<p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>*Limit interruptions when timetabling</li> <li>*Prioritise lit dedicated time eg: Whole School Prayer Services during lit dedicated time</li> <li>*Restructure &amp; organise staff handbook with updated Literacy information.</li> <li>* Engage CEWA Literacy Consultants to implement best practice (handwriting, reading, intervention)</li> <li>*Investigate Literacy Recourses in the library</li> </ul> <p><u>Educators</u></p> <ul style="list-style-type: none"> <li>*Limit interruptions to LDT (eg interruptions to other year levels)</li> <li>*Professional learning with Literacy Consultants</li> <li>*New staff to be upskilled with programs used at school.</li> <li>*Common language used during literacy block eg: rotations vs differentiation</li> <li>*Investigate Literacy Recourses in the library</li> </ul> <p><u>Non-Teaching Staff</u></p> <ul style="list-style-type: none"> <li>*Limit announcements during LDT</li> <li>*Upskill selves with Literacy Skills through attending relevant PL &amp; shoulder to shoulder learning with teachers</li> <li>**Investigate Literacy Recourses in the library</li> </ul>	<p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>*Assessment schedule updated to inform a school data plan and consistency of data collections</li> <li>*Lead SST in review and analysis of data</li> <li>*Set aside Data analysis time in PLC meetings</li> <li>*Improved staff capacity to read and analyse and act on data</li> <li>*Increased parent understanding</li> <li>*Link for assessments in assessment scheduled eg: Teams folder with assessment docs</li> <li>*Lead how to use data dashboard in an effective way to inform teaching/school goals</li> <li>Dedicating shared DOTT time for data analysis</li> <li>*Complete and update the data dashboard (Continually/real time)</li> <li>*Ongoing Review of assessments delivery &amp; purpose</li> </ul> <p><u>Educators</u></p> <ul style="list-style-type: none"> <li>*Use Assessment schedule updated to inform a school data plan and consistency of data collections</li> <li>*Improve own capacity to read and analyse and act on data</li> <li>* Track data trends to Ensure ongoing student growth</li> <li>*Share student learner growth with parents so they can see how data informs teaching &amp; learning</li> <li>*Use shared DOTT time to continually update Targeted Teaching Documents based on new data inputs.</li> <li>*Develop a Common understanding eg: year level benchmarks/ expected growth clarification of Pat M &amp; Pat R</li> <li>*Share high standard test results to parents (SEQTA)</li> </ul> <p><u>Non-Teaching Staff</u></p> <ul style="list-style-type: none"> <li>*Collate data Uniform data input</li> <li>*Link testing to assessments and data platforms</li> </ul>	<p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>*Allocate 10 mins in a cluster/year level team meetings for new language to be discussed and used</li> <li>* Pin up board for Early Years Focus</li> <li>* Support teachers to apply and attend the Leadership in the Early Years Course in Perth</li> <li>* Send 4 Teachers to the CEWA EY Conference</li> <li>*Advertise &amp; support teachers to access Early Years PL</li> </ul> <p><u>Educators</u></p> <ul style="list-style-type: none"> <li>*Apply for EY leadership Courses, Conference attendance and Early Years PL offered in 2024</li> <li>* Update Planning documents to reflect EYP</li> <li>*Year level Team meeting 3 times/term with teachers and EA's</li> <li>* Display a glossary of terms for Early Childhood in centres for ease of reference.</li> <li>*Align Professional Accountability documentation with EYP</li> <li>* Use Visual intentions</li> </ul> <p><u>Non-Teaching Staff</u></p> <ul style="list-style-type: none"> <li>*Attend team meetings with teachers to discuss EYP</li> <li>*Attend meetings specific to EYP as timetabled</li> <li>*Active participation and contributions to the NQS Internal Audit</li> <li>*Apply for and attend EY PL</li> </ul>

### EDUCATION

<p><b>Timeframe</b></p> <p><i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i></p>	<p>T1: PL Literacy Dedicated Time – Helen Carrier T1: CEWA Literacy Consultants – Follow up PLCV mtg and shoulder- shoulder learning explicit focus on developing strategies for the teaching of writing. Kerry Brown &amp; Annemarie Hoyne T1-4-: CT develop detailed Literacy Dedicated Time Plans T3: PL with Literacy Consultants – examine school data- identify areas of string Literacy growth and specific areas of focus for term three to achieve acceptable growth for all students</p>	<p>T1: Review data collections and publish updated assessment schedule T1-4 Shared DOTT time to analyse, review and interpret data, update Targeted teaching documents to reflect student growth and achievement * Use data to inform student goal setting to promote maximum growth * Use Visual Intentions to promote maximum student achievement growth *Term 4 - Sets of Visual intentions up on display: Consistent language</p>	<p>T1: CT and EA's discuss and review educator actions to align with EYP. T1-4 Use NQS Audit Tool to record current observations of new EYP in action and make recommendations for areas of focus for CSIP</p>
<p><b>Resources</b></p> <p><i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i></p>	<p>*Experienced Literacy Staff *CEWA Literacy Consultants Kerry brown &amp; Annemarie Hoyne, SScC– Helen Carrier&amp; Regional Literacy Consultant – Emma Pollard *Efficient use of EA's *Staff info handbook *Video teachers doing various Lit based activities and create a bank fs god teaching</p>	<p>*Use shared DOTT time 1-6 (Liturgical Singing) Time * New staffing roles to support *Data schedule embedded with links *Seesaw – Newsletters Teams folder Visual Intentions (Resource)</p>	<p>*Allocate meeting times -whole school, cluster, year level and year group teams (EA's &amp; Teachers) *CEWA Early Years Professional Learning Courses *Ngala Resources * Early Years Philosophy</p>
<p><b>Success indicators</b></p> <p><i>How will we know we have been successful? (quantitative and measurable)?</i></p>	<p>*Publish agreed shared curriculum beliefs and understandings with regards to St Lawrence's pedagogies and practices in Literacy. *Visible in planning, teaching observations and walk throughs. *Develop a common understanding of the components of Literacy Dedicated Time Blocks. *Timetabled Literacy Dedicated Time Blocks *Classroom Literacy Dedicated Time Planning *Parents report the consistency of language/practices throughout the school.</p>	<ol style="list-style-type: none"> <li>1. Assessment Schedule updated</li> <li>2. A detailed data plans.</li> <li>3. Improved staff capacity to analyse data to inform teaching and learning to improve student outcomes.</li> <li>4. Data Analysis time in PLC Meetings</li> <li>5. Allocated time to review and analyse data.</li> <li>6. Visible upwards trends in student progress and achievement.</li> <li>7. Increased Parent understanding that assessments and data are used to inform our teaching and learning &amp; school decision making.</li> </ol>	<p>*Hearing staff understand new terminology used in the EYP and use this language with their colleagues. *Increased learner engagement visible through less classroom behaviour interruptions *Educators working alongside children during learning time.</p>

## EDUCATION

<p><b>Monitoring and progress</b></p> <p>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will <b>this be done</b>?</p>	<p>T1: Leadership Team discussion &amp; planning  T1-4: Curriculum leaders – checking ion during dedicated CSIP meeting times  * Professional Accountability Meetings - CT</p>	<p>*Leadership Team to monitor  And action progress  * Student Support Team to ensure data is collected, stored and recorded correctly.  *CT use shared planning time to analyse student data and action practices to increase learner growth</p>	<p>*Early Years Leaders: Cluster Team Accountability –  *Leadership Day, time for Early years Philosophy – Teachers/EA's combine  * CT: Regularly reviewed at Year level meetings and recorded in NQS Audit Tool</p>
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## COMMUNITY

Improvement Goals Performance & development goal to be achieved (stated simply).	<i>Improve communication practices within the school community.</i> (Sharon/Belinda)	<i>Improve student engagement &amp; wellbeing.</i> (Sue/Amber/David)
<b>Relevant Actions</b> What actions will we take to achieve the goal?	<p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>*Provide PL for all staff – Confident and competent (Who do we go to for each platform?)</li> <li>*Stick to decision that's made</li> <li>*Heading towards SEQTA or let's replace?</li> <li>*Refine SEQTA – Pastoral Care</li> <li>*Interesting newsletter</li> <li>* Canvas Parents - SAC</li> <li>*Choose platforms CEWA &amp; train staff to use</li> </ul> <p><u>Educators</u></p> <ul style="list-style-type: none"> <li>*Test – Pilot group first to act as experts to deliver</li> <li>* Use a Consistent approach</li> <li>* Implement shared practise and belief – according to criteria/expectations</li> <li>*Provide access to technology, some print outs.</li> </ul> <p><u>Non-Teaching Staff</u></p> <ul style="list-style-type: none"> <li>*Upskill in use of platforms,</li> </ul> <p><u>Parents</u></p> <ul style="list-style-type: none"> <li>* Canvas parents as a resource group for preferences and then develop a trial with a small parent group</li> </ul>	<p><u>Leadership &amp; Wellbeing Leaders</u></p> <ul style="list-style-type: none"> <li>*Develop a Student Support Team to manage, review and refine the Case Management Process</li> <li>*Review, refine and re-publish school's Behaviour Management Policy to a Student Engagement Policy to reflect School Rules – Be Statements, Restorative Practice, Student Code of Conduct &amp; Great Friends Program</li> <li>*Track and monitor extreme challenges - record on how often the emergency tile is used and why</li> <li>*Invite parent contributions and Inform parents of this process through snippets in the newsletter and website Newsletter inserts – Restorative Practice</li> </ul> <p>Common language</p> <ul style="list-style-type: none"> <li>*Oversee whole school training in the URSTRONG – Great Friends Friendology Program</li> <li>*Implement and use this language school wide</li> <li>* Inform and encourage parents to attend the online Parent/Child session</li> <li>*Address Great Friends Pre- Data as a team and highlight school actions – areas of focus</li> <li>*Transfer and use the “Great Friends” language into classrooms and the playground</li> <li>* Liaise with School Psychologist &amp; Ben Saulsman to work on staff wellbeing</li> <li>* Record student positives into SEQTA</li> <li>*Organised ongoing whole staff PL in 2025/2026 – Berry Street Education Model</li> </ul> <p><u>Educators</u></p> <ul style="list-style-type: none"> <li>*Form part of the team to review the Behaviour Management Policy – Student Engagement</li> <li>*Transfer and use the “Great Friends” language into classrooms and the playground</li> <li>*HPE teachers to deliver the pre and post survey and in conjunction with classroom teachers to deliver the “Great Friends” language across all year groups</li> <li>* Record student positives into SEQTA</li> </ul> <p><u>Non-Teaching Staff</u></p> <ul style="list-style-type: none"> <li>*Give input into the review of the Behaviour Management Policy – Student Engagement</li> <li>*Transfer and use the “Great Friends” language into classrooms and the playground</li> <li>* Record student positives into SEQTA</li> </ul>

## COMMUNITY

<p><b>Timeframe</b></p> <p><i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i></p>	<p>T1/2: Staff communication – survey to gather data about use and purpose of existing platforms T3: CSIP Meeting Time to discuss purposes of various platforms and discussion to identify intent and purpose T4: Refine and streamline platforms and publish a Communication Matrix for staff and parents</p>	<p>T1 Wk5 &amp; Wk9 Staff Friendology training T1 Wk8 Parent/Child Friendology online training</p> <p>Wk1 of each term teachers revisit class rules and expectations</p>
<p><b>Resources</b></p> <p><i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i></p>	<p>*CEWA &amp; CEWA Consultants * Office Manager * SAC meetings WS T1 &amp; T2 * STLPS Staff STLPS Parents</p>	<p>Friendology Resources &amp; Signs displayed in classrooms and around the school. UR Strong in fortnightly newsletter and regular reminders on FB and Seesaw CEWA Consultant: Deb Perich School Psychologist: Jackie McMahon Wellbeing Leaders - David, Amber &amp; Sue + Wellbeing Team: Emma B, Emma E, Emma S, Vanessa K, Alison, Maggie, Tori, Laura, Andrea, Jenny C, Karen M</p>
<p><b>Success indicators</b></p> <p><i>How will we know we have been successful? (quantitative and measurable)?</i></p>	<p><b>*Clear communication graphic that is understood and used effectively by all.</b> <b>*Reduced number of communication platforms.</b> <b>*All staff understand how to use communication platforms and their specific purpose.</b> <b>*Parents understand how to use communication platforms and their specific purpose.</b></p>	<p><b>*Increased learner engagement visible through less classroom behaviour interruptions</b></p> <p><b>*Fewer unproductive behaviours in SEQTA</b></p> <p><b>*Less emergency tile call outs</b></p> <p><b>*Consistent language of Friendship used by all staff</b></p> <p><b>*Parents understand the Restorative Practice Process.</b></p> <p><b>*Parents access and use the agreed school language of friendship.</b></p>
<p><b>Monitoring and progress</b></p> <p><i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i></p>	<p>T1: Leadership Team Planning T2 &amp; 3: Leadership &amp; Teachers &amp; Parent Representatives: Data Collections and Inputs from invested parties – staff, parents T4: Leadership -Communication Matrix</p>	<p>T1: Wellbeing Leaders – meet regularly with School; Psychologist to plan and implement actions for the year</p> <p>T1: Order Great Friends Posters for all classrooms and signs for playgrounds</p> <p>T2-4 Wellbeing Leaders will meet twice a term with school psychologist to implement actions</p> <p>T1-4 Wellbeing Team will meet once a term.</p> <p>(Organised by leaders – David/Sue/Amber)</p>

## STEWARDSHIP

<p><b>Improvement Goals</b></p>	<p><b><i>Increased staff involvement in school improvement.</i></b></p>
<p><b>Relevant Actions</b></p> <p>What actions will we take to achieve the goal?</p>	<p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>*Develop and embed process to ensure all staff voices with regards to school improvement are captured and heard.</li> <li>*Refine the use of 360 conversations and complete these in term three before staffing survey is sent out. (Replace survey?)</li> <li>*Survey all staff across the four pillars with regards to CSIP goals and suggestions for school improvement: Catholic Identity, Education, Community &amp; Stewardship</li> <li>* Identify teams to work across the four pillars to ensure CSIP goals are met.</li> <li>*Expand the case management process and responsibilities to form a Student Support Team to ensure all student concerns are addressed and acceptable learner growth is achieved.</li> <li>*Oversee spirals of inquiry to examine, inform and improve school practices</li> <li>* Identify staff strengths and develop inquiry teams to work with Leadership to ensure all school registration standards are addressed.</li> </ul> <p><u>Educators &amp; Non-Teaching Staff</u></p> <ul style="list-style-type: none"> <li>* Encouraged, valued &amp; supported to join, participate and lead inquiry teams in reviewing and refining pedagogy, practices and school data to improve learner growth and achievement.</li> <li>* Encouraged, valued &amp; supported to join, participate and lead inquiry teams in identified foci of school improvement across the four pillars of QCE.</li> </ul>
<p><b>Timeframe</b></p> <p>What are the timeframe milestones? Timeframe within which the goal will be achieved.</p>	<p>T1: Student Support Team setup T2: Inquiries identified in accordance with CSIP goals and teams formed T3-T4: Teams gather data, analyse and prepare reports and recommendations. T4: Feedback shared with all staff at CSIP Stewardship Meetings</p>
<p><b>Resources</b></p> <p>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</p>	<p>CEWA SSC: Helen Carrier &amp; Geraldton Regional Officer- Lisa Gallin School Psychologist – Jackie McMahon &amp; Student Support Team Leadership Team School Staff Data Dashboards School feedback Measures – 360 conversations, staff surveys</p>
<p><b>Success indicators</b></p> <p>How will we know we have been successful? (quantitative and measurable)?</p>	<ul style="list-style-type: none"> <li>*<b>Shared decision making &amp; future focussed planning</b></li> <li>*<b>Shared Accountability</b></li> <li>*<b>More opportunities for staff involvement in driving school improvement.</b></li> <li>* <b>Greater staff involvement in school improvement across the four pillars.</b></li> </ul>
<p><b>Monitoring and progress</b></p> <p>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</p>	<p>Leadership Team – Leadership Meeting check-ins weekly against CSIP actions</p> <p>School Improvement Teams – appointed leader’s feedback at SI meetings as designated on planners.</p>

## Annual School Improvement

# St Lawrence's Mission Statement

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At St Lawrence's we endeavour to engage all members of the community in achieving our school vision and goals. We value respectful relationships using clear communication.

We value Religious Education as our highest priority being a fundamental part of our curriculum where staff model positive interactions in the school, the parish and the wider community.

We place emphasis on the education of the whole person balancing intellectual, emotional, social, spiritual and physical dimensions. We aspire to create learning environments where each person is supported and encouraged to be actively engaged to reach their potential. The Key Learning Behaviours underline all our teaching practice. Setting Goals, Communicating with Clarity, Accepting Challenges, Actively Listening, Persisting, Risk Taking, Being Reflective, Self Regulating, Being Accountable and Learning from Mistakes are integrated in our teaching and learning.

All assessment is carried out for authentic purposes, providing data that is relevant and informs learning. Effective feedback strategies are modelled and taught throughout the school and each person is encouraged and supported to take responsibility for their own learning.

We develop this reflective practice throughout the school using formal and informal feedback.

We continue to be a school community that makes a positive difference in the lives of all, by providing each child with a Catholic education based on the values and teachings of Christ. Our school community gives daily Christian witness through nurturing the 'Fruit of the Spirit'.

The school motto, 'Love and Serve the Lord' provides a model where Pastoral Care is provided for all.