



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Lawrence of Brindisi Catholic Primary School

31 Waterway Boulevard, WEIR VIEWS 3338

Principal: William Hill

Web: [slweirviews.catholic.edu.au](http://slweirviews.catholic.edu.au)

Registration: 2242, E Number: E1411

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## Principal's Attestation

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I, William Hill, attest that St Lawrence of Brindisi Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 Apr 2024

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## About this report

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St Lawrence of Brindisi Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report 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. 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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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **ST LAWRENCE OF BRINDISI CATHOLIC PRIMARY SCHOOL VISION STATEMENT**

- With Christ as our guide and in a spirit of authentic partnership, St Lawrence of Brindisi Catholic Primary School is committed to developing a culture of nurturing relationships and dynamic learning, pursuing fullness of life for all.

### **ST LAWRENCE OF BRINDISI CATHOLIC PRIMARY SCHOOL MISSION STATEMENTS**

As a community of faith and following the example of St Lawrence of Brindisi, we are called to:

- proclaim the Good News, welcoming others to an encounter with Jesus Christ
- embed a community where faith, learning and life are brought into symmetry.
- nurture authentic relationships with each other and live in harmony with God's creation through the intelligent stewardship of our environment.
- embed a culture of deep learning that nurtures wonder, curiosity, and a love of learning, enabling each person to be the best that they can be.
- empower others, respecting the sacred dignity of each person, embracing difference and diversity in our community.
- act in a spirit of partnership and collaboration with our community, developing a culture in which all are welcomed, valued, and nourished.
- foster a community of nurture and safety, where each person is inspired to excellence and to embrace life in all its fullness.

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## School Overview

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### SCHOOL OVERVIEW

St Lawrence of Brindisi Catholic Primary School is a Catholic co-educational school in the suburb of Weir Views. Our school opened in January 2022 and is situated in the fastest-growing urban growth corridors in Australia. St Lawrence of Brindisi is the second primary school in the parish of St Anthony of Padua, Melton South and shares close links with our sister school, St Anthony of Padua Primary School.

St Lawrence of Brindisi is one of the fastest-growing Catholic schools in Victoria. We have a school population of 280 children, set to grow in 2024 to approximately 380 students. We have already completed Stage Two of our Master Plan with Stage Three to follow in 2024 and Stages Four (a community pace/gymnasium/performing arts space) and Five (a double-storey kindergarten) to be completed by the end of 2025. We also expect that we will need to plan for Stage Six (further, modular classrooms) to manage the exponential growth of our student population.

The school site encompasses 4.7 hectares making our school one of the largest primary school sites owned by our governing authority, Melbourne Archdiocese Catholics Schools (MACS). The school currently operates in the first two buildings of our master plan. Stage One houses eight flexible learning space classrooms surrounding a large collaborative space with a multi-purpose learning space being currently used as an administration area and staff room and an additional multi-purpose learning space currently used as Visual Arts Learning space (this is also used for our Out of School Hours Care and Vacation Care program). Stage One also developed a large oval, a synthetic soccer pitch, a playground, a covered sand pit and an outdoor tiered classroom.

Stage Two of our Master Plan was completed in March 2023. This consists of a second building with nine further learning spaces configured around another collaborative space, further student toilets and a planning room. Externally, this also included a dedicated student drop-off and pick-up zone and two competition-grade basketball/netball courts.

Stage Three of our Master Plan will consist of a two-storey building with an administrative area, administration offices, resource rooms and a large staff room. Upstairs will house six

additional classrooms, a small planning and resource room clustered around a small collaborative learning space.

Presently the school has 280 students from 203 families. A large number of our students come from the suburb of Weir Views though our students also come from the suburbs of Strathulloh, Thornhill Park, Fieldstone, Eynesbury, Mount Cottrell and Mount Atkinson. Our school population is highly multicultural more than 90% of our children are EAL or from families with a language background other than English. Our school population consists of families from many different countries, notably India, Sri Lanka, Burma, the Philippines and various African countries. 13% of the students come from sole-parent, stepfamilies, or blended families. The school has a mix of families from middle-income or others from low-income backgrounds, our average DMI is 96.

The School Improvement Plan for 2022 - 2025 stated the following priorities:

**PRIORITY ONE: Catholic Identity**

1.) To embed a culture of faith, in which each person encounters the teachings of Jesus Christ and develops a recontextualised understanding of the Catholic faith.

**PRIORITY TWO: Building a Learning Community - Authentic Student Engagement**

2.1) To embed a culture that develops a love of learning through explicit, targeted teaching that supports each child at their point of need.

2.2) To develop a strong culture of wellbeing in which our students are nurtured and supported to build positive relationships with others

**PRIORITY THREE: Leading Learning, Innovation and Improvement**

3.1) To embed a shared leadership culture within the school, with opportunities for all staff and students to optimise their leadership capacity.

3.2) To ensure that St Lawrence of Brindisi works towards the achievement of our Vision statement and a shared understanding of our three gateways



#### **PRIORITY FOUR: Community Partnerships**

4.) To develop a strong culture of connectedness in which positive relationships with others and the broader community are fostered.

To achieve these goals, the following key improvement strategies were identified:

#### **PRIORITY ONE:**

1.1) That students' religious education experiences are engaging and connect faith to the lives and experiences of our students.

1.2) That all stakeholders will have a shared understanding of the Catholic Identity of St Lawrence of Brindisi Catholic Primary School.

#### **PRIORITY TWO:**

2.1) That a consistent understanding of personalised learning will be evident throughout the school.

2.2a) That a shared understanding of student voice and agency in their learning will be embedded in the St Lawrence culture.

2.2.b) That opportunities for student voice will be evident throughout St Lawrence.

#### **PRIORITY THREE:**

3.1) That a shared leadership model will be evident throughout the school.

3.2) That all staff live out the principles of the school's Vision, Mission and Educational philosophy.

#### **PRIORITY FOUR:**

4.1) That all students are supported in developing relationships with others and a sense of well-being.

4.2) That all stakeholders will have a clear understanding of the school's Vision and Mission Statements.

4.3) That opportunities for parent engagement in the learning process will be implemented.

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## Principal's Report

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### PRINCIPAL'S REPORT

Without the challenges of COVID restrictions, the 2023 school year has been a far more stable year than our first year of school. We have continued to embed the three pillars we have defined as the foundations of our school community, namely, *a community called to learn, a community called to serve, and a community called to love.*

Even though we have only been open for two years, we have already built an outstanding reputation within the local community. St Lawrence of Brindisi is the school of choice for many families in the local area and is currently the only growing Catholic school in the Melton region and one of the fastest-growing Catholic primary schools in Victoria. This is reflected in the fact that we have experienced very significant enrolment demand, with many families keen to enrol their children in our school.

Though this enrolment demand is a good news story and reflects positively on the work of the school and our staff, it does, however, create significant challenges. Our school has had to grow quickly and this in turn has placed significant financial pressure on the school to apply for grants and fund further stages of development to manage this growth. As with many schools in Victoria and particularly in suburbs such as Melton, we have found it very difficult to attract teachers to work in our school and this has made it very difficult to meet the current demand for enrolments.

Our Catholic identity is at the heart of our school. It is reflected not only in the celebration of liturgy, through daily prayer and in the teaching of Religious Education but also in the way in which all our staff nurture the children and engage respectfully with our community. Each day our staff model our Catholic values of respect, compassion, and justice. Our Catholic identity is visible in the care in which our teachers impart Catholic teachings in their Religious Education lessons and prepare our baptised Catholic children for the celebration of the sacraments, supported by our new parish priest, Fr Alex Clemente and our Religious Education Leader, Jamien Russell. Continuing to focus on what it means to be a truly Catholic school gives life to our pillar of *a community called to love.*

During 2023, our staffing has been more stable, and we have experienced far less staff turnover than was the case in 2022. On reflection, that might have been one of the challenges of opening a new school, however, our current staff group are highly committed to the school. Despite the challenges in staffing, we managed to employ some outstanding new staff members during 2023 who have made a significant contribution to our school. There is no doubt our staff team is highly skilled, dedicated, and enthusiastic. Every day they demonstrate their care and capacity to give life to our vision statement and create nurturing relationships with the students and their families.

This year, we have continued to work hard to build partnerships with our parents and guardians. We understand this is an area of continual growth, however, without the challenge of COVID restrictions, we have been able to create more opportunities for parents and guardians to come into school and gain a better understanding of what their children are doing and how they are learning. We have continued to work with an external consultant, Tony Dalton in the area of family partnerships and regularly engaged in learning walks for parents and guardians.

We are blessed to have an active and engaged School Advisory Council that plays an important leadership role in our school. They are focussed on the continued development of our school. Currently, they are working with Fr Alex on the naming of the new school houses and the buildings. It is through actions such as these that we give not just a voice to our parents and guardians but actively engage them in the life of the school and the decisions that are made. This is important; to give life to our pillar of a *community called to serve*, we continue to strive to build effective partnerships with our parents and guardians.

Likewise, we have continued to work hard to embed a school culture that actively promotes the well-being of our children. We have done this primarily through the implementation of the ReLATE (Reframing Learning and Teaching Environments) Wellbeing Framework, supported by MacKillop Family Services. This framework, in which all our staff have received extensive professional learning, continues to be a work in progress. It is heartening that our data clearly shows our children feel safe at school and trust the staff who nurture and support them. It is of note that we have developed a reputation as a school skilled at supporting children with additional learning needs and enabling them children to be successful.

Throughout 2023, we have continued to embed a learning culture that empowers children and enables each to experience success. Opening a new school is no easy task; it takes time, dedication, and a focus on continual growth. We have employed staff from many

schools, with different levels of experience and understanding. To become a highly successful school, we need to create a culture of learning not only for our students but also for our staff. They need to develop a shared understanding of effective contemporary learning, one shaped and guided by research-based practice, to give life to our pillar of a *community called to learn*.

Building on the work started in our first year, in 2023 this has focussed on the development of student writing through the bump it up wall strategy. Supported by an external consultant, Anne Bone, our whole staff have engaged in ongoing professional learning in this area and are committed to the implementation of this approach across all our Learning Communities. This strategy is having a marked and positive impact on the teaching within our school and on student achievement. Children are making noticeable gains in their writing and in turn, this is giving them greater confidence in seeing themselves as successful learners.

We will continue to build on this through the implementation of a data spreadsheet created by our Digital Learning Leader, Thomas Punzalan, so that we can track student progress over time, particularly in Mathematics and English. This will ensure that we can better identify the progress of students and provide timely, targeted intervention or enrichment of learning where necessary. This will support the understanding of our teachers with the concept of flexible learning; that is learning directed at point of need, informed by student data.

We have also continued to embed the place of the TCL (Teachers as Co-Learners) language learning model in our school, in our context focussing on Auslan. This has become part of the culture of our school and the number of children and staff who use this as part of their daily communication is a clear indication of the success of this program.

Our learning culture has created an environment in which our teachers work collaboratively to plan for student learning, informed by student data. This allows us to continue to embed our three learning 'gateways' of *dynamic learning*, *dynamic support of others*, and *dynamic engagement with our environment*.

Every day I feel blessed to come to work in such a wonderful school. Sometimes, our youngest children will say to me, "May God bless you, Bill", to which I always reply that he already has in allowing me to work with amazing children, supportive and engaged parents and guardians and an incredibly dedicated, compassionate, and skilled staff team.

Bill Hill

**PRINCIPAL**

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### **PRIORITY 1:**

- To embed a culture of faith, in which each person encounters the teachings of Jesus Christ and develops a recontextualised understanding of the Catholic faith
  - That student's religious education experiences are engaging and connect faith to the lives and experiences of our students.
  - To develop a shared understanding of the Catholic Identity of St Lawrence of Brindisi Catholic Primary School with all stakeholders

### Achievements

- Leadership team members working with the teachers to implement effective learning and teaching in Religious Education (R.E.)
- Targeted professional learning with a MACS R.E. learning consultant on the place of prayer in the school and some key teaching strategies to support the teaching of R.E. in the classrooms.
- Dedicated time was allocated to PLT (professional learning team) and L&T (learning and teaching) meetings for Learning Community teams to work with the Religious Education Leader.
- Ensuring that R.E., where practicable, is integrated with the learning in other curriculum areas, notably during our Investigations learning.
- Building up our bank of developmentally appropriate R.E. resources to be used in classrooms.
- Preparing our baptised Catholic children for participation in the parish sacramental program.

### Value Added

**2023**

#### **Development of the prayer life at St. Lawrence of Brindisi:**

- Whole School masses.
- Ash Wednesday Mass.
- Easter Stations of the Cross reflection.
- St Lawrence of Brindisi Feast Day.
- Embedding prayer time each day in the classroom and at specific times of the day: at the beginning of the day, before eating and at the end of the school day.

- Embedding the use of the school song with our Auslan program.
- Advent Liturgies.

#### **Development of Religious Education at St Lawrence of Brindisi:**

- Appointment of a staff member to the role of R.E.L., with sufficient time release to support the development and instructional capacity of teaching staff in this area of the curriculum.
- Attendance by the REL - Cluster meetings.
- Building up our bank of developmentally appropriate R.E. resources to be used in classrooms.
- Preparation for the celebration of the sacraments.
- Continued formation of all staff in the teaching of R.E.
- Celebration of St Lawrence of Brindisi on his feast day (July 21)
- Specific research focus by the Curiosity and Challenge Learning Community students on the saints as part of the decision-making process for the naming of the new school houses and potentially, the naming of the new parish primary schools (to be presented to the parish council)



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## Learning and Teaching

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### Goals & Intended Outcomes

#### PRIORITY 2:

- To embed a culture that develops a love of learning through explicit, targeted teaching that supports each child at their point of need.
  - Ensure that a consistent understanding of differentiated learning is evident throughout the school.
  - Develop a shared and collaborative approach to the use of data and moderation to inform learning and teaching F-6.

### Achievements

- Continued development of the Learning and Teaching culture at St Lawrence of Brindisi, founded on our three pillars, guided by our three gateways for learning and informed by the research-based Professional Learning Communities model of practice.
- Refinement of collaborative planning documents for staff.
- Development of our PLT time, supported by feedback from leadership and our external English curriculum consultant (Anne Bone).
- Continued development of the Learning Expo's model.
- Supporting staff to use data to inform their teaching practice.
- Development of a school-wide data spreadsheet to guide teacher planning. Targeted professional learning in the English curriculum, focusing on the Writing domain through the implementation of the Bump-it-Up Wall strategy. The Bump-it-Up Wall is now displayed in every classroom and used consistently to support student learning in writing.
- Creation of a Bump-it-up Wall record book for every student F-6 that students can keep over their time at school to track their progress and show progress to parents and guardians.
- Facilitated meetings with leadership and our external English consultant, Anne Bone.
- Data analysis professional learning with external educational consultant, Stephen Russell.
- Continued development and embedding of our Teacher as Co-Learner (TCL) Auslan language model with professional learning and targeted leadership support in this area from a Language Leader.
- Development and review of targeted Personal Learning Plans (PLPs) for students with additional learning needs.

- Targeted support for teachers to improve their practice in supporting students with additional learning needs by our Learning Diversity Leader, Lorraine Stevenson and a Behavioural Consultant, Katrina Kosta.

## Student Learning Outcomes

### 2023

- Implementation of the Bump it up Wall strategy with dedicated information nights for parents and guardians.
- Targeted professional learning on the development of student writing through the Bump-it-Up Wall strategy.
- Creation of Bump it up Wall record book for every student F-6.
- Facilitated meeting time for Learning Communities with Leadership Team members and with our external English consultant.
- Dedicated time to moderate student data used to inform teacher planning and ensure targeted teaching.
- Learning Expo's and whole school assemblies for each Learning Community each term or semester.
- Development of a school-wide data spreadsheet for all Learning Communities to track student progress and guide targeted learning plans for students, differentiated according to student need.

| <b>NAPLAN - Proportion of students meeting the proficient standards</b> |                   |                         |                   |
|-------------------------------------------------------------------------|-------------------|-------------------------|-------------------|
| <b>Domain</b>                                                           | <b>Year level</b> | <b>Mean Scale score</b> | <b>Proficient</b> |
| Grammar & Punctuation                                                   | Year 3            | 423                     | 64%               |
|                                                                         | Year 5            | 493                     | 63%               |
| Numeracy                                                                | Year 3            | 385                     | 55%               |
|                                                                         | Year 5            | 458                     | 68%               |
| Reading                                                                 | Year 3            | 420                     | 82%               |
|                                                                         | Year 5            | 478                     | 58%               |
| Spelling                                                                | Year 3            | 428                     | 70%               |
|                                                                         | Year 5            | 492                     | 84%               |
| Writing                                                                 | Year 3            | 418                     | 91%               |
|                                                                         | Year 5            | 521                     | 94%               |

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

#### **PRIORITY 3:**

- To develop a strong culture of connectedness in which positive relationships with others and the broader community are fostered.
- To develop a strong culture of wellbeing in which our students are nurtured and supported to build positive relationships with others.
  - To ensure all students are supported in developing relationships with others and promote a sense of well-being.

### Achievements

During 2023, we have continued to develop student wellbeing in our school. This has continued to place a large focus on the implementation of the ReLATE wellbeing framework. We have engaged in ongoing professional learning concerning this model of practice. After some reflection, we realised that this had not been implemented as well or as effectively as we would have liked, in part due to significant changes in staff since the school opened in 2022. To address this concern, all our staff engaged in a renewal day for ReLATE during Term Three.

We appointed a new staff member to the role of Wellbeing Leader and working in collaboration with the previous Wellbeing Leader, they were responsible for the implementation of the *RIPPLE program* across the school. This has allowed us to collect accurate, timely data on student wellbeing and allows our teachers to be proactive rather than reactive when supporting children with increased levels of anxiety.

We have continued to review the work of the school in this area through the School Implementation Team (SIT) which meets regularly to review the work of the school concerning student wellbeing.

We have continued to use the services of Behavioural Consultant, Katrina Kostantinidis, who has assisted staff members to better support students with additional behavioural or wellbeing challenges. Over the year, we have continued to have significant success in supporting these children and working with them to reduce their levels of anxiety and

challenging behaviours. We have continued to work collaboratively with parents or guardians and other relevant agencies to address issues relating to student behaviour so we are better able to support these children at school.

Two staff were trained in the *Seasons for Growth* counselling training that will enable us to better support those students exhibiting increased levels of anxiety due to trauma.

We have continued to develop our transition program for students entering St Lawrence of Brindisi in the following year. This year, we ran seven transition sessions for Kindergarten children entering Foundation in 2024 and two sessions for Grade One to Grade Six children starting in our school in 2024. This has helped our teachers gain a better understanding of which children might require additional support, allowing us to plan more effectively for their transition. With our 2024 Foundation children, this has helped us identify children who might not be school-ready so that we can work collaboratively with their parents and guardians to identify whether another year at Kinder might be a better option for them. It has also helped to improve communication with parents and guardians which helps to reduce their anxiety when their children are starting at a new school.

## Value Added

### 2023

- Appointment of a Wellbeing Leader with significant time release to support students and teachers.
- Updating of the playground behaviour records and the tracking of student behaviour.
- Dedicated time at all meetings to discuss student wellbeing and behaviour.
- Targeted professional learning for all staff in the ReLATE model of practice.
- Development of the School Implementation Team (SIT) for ReLATE
- Targeted professional learning for teaching staff on the RIPPLE program.
- Targeted professional learning in the Seasons for Growth counselling training.
- Planning for the implementation of the Mhips (Mental Health in Primary Schools) model in 2024.
- Planning for the implementation of the CASEA (CAMHS and Schools Early Action Plan) model in 2024.
- Attendance at Wellbeing Leader network meetings
- Supervised recess time inside (half-break) program during recess
- School leaders
- Student buddies

## **CHILD SAFE STANDARDS:**

- All staff and the School Advisory Council members are expected to read and sign St Lawrence of Brindisi Catholic Primary School Code of Conduct.
- The St Lawrence of Brindisi Catholic Primary School Child Safe Policy and Code of Conduct are available on our website. These are standard MACS policies applicable to all diocesan Catholic schools.
- All staff complete the Child Safe Standards eLearning training module at the beginning of the year or upon commencing employment.
- All visitors to the school must sign in using V-Pass and provide a copy of a VIT/WWCC card and proof of identity.
- All incidents or communication related to Child Safety are recorded in the Risk Register.
- A Risk Assessment Register is regularly monitored and updated.
- All meetings have Child Safe as a standing item (School Advisory Council and all staff meetings). Child Safe practices and procedures are regularly updated and discussed with staff.
- All staff understand the Child Safe standards and have an up-to-date Child Safe folder with the information required to follow the correct procedures. This information is reviewed regularly.
- The school has a designated Child Safe Officer (Renee Clapton)
- The school has followed the CECV guidelines on Child Safety relating to the employment of new staff. References are checked and new staff participate in an induction procedure.
- The issue of Child Safety has been regularly communicated to the school community.
- The school has Child Safe protocols for the taking of student photos.
- The school has clear procedures for excursions and visits outside the school. These require an off-site checklist, risk management plan and permission slip and are entered into the Student Activity Locator.

## **Student Satisfaction**

Our MACSSIS student survey data remains positive overall, though there was a reduction in some areas when compared to our 2022 data. This would indicate that specific areas the students reported on require further investigation and are potentially areas requiring renewed focus.

Our students still indicate positive levels of engagement, learning disposition, school belonging and student-teacher relationships which is encouraging. It is noted, however, that the students who completed the survey indicated that they felt less safe at school than the data indicated in 2022, albeit observing that the 2022 data was at quite a high level.

This indicates that we need to be proactive and acknowledge that student well-being is an area requiring further focus and it will be important for us to discuss with the children why this might be the case and what would help them feel more safe at school.

**Student Attendance**

- Attendance roll marked twice daily (9.10 am & 2.00 pm) by all classroom teachers using synergetic and hard copy. Hard copies are kept in the classroom for Emergency management procedures.
- Rolls collated twice daily admin officer and entered onto Synergetic.
- Summary absence data for the semester sent home with school reports
- The principal followed up with parents about persistent unexplained absences.
- The principal works in collaboration with parents to support students who have had significant absences from school to address issues of attendance

| <b>Average Student Attendance Rate by Year Level</b> |       |
|------------------------------------------------------|-------|
| Y01                                                  | 89.0% |
| Y02                                                  | 89.2% |
| Y03                                                  | 89.1% |
| Y04                                                  | 91.8% |
| Y05                                                  | 88.8% |
| Y06                                                  | 94.9% |
| Overall average attendance                           | 90.5% |

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## Leadership

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### Goals & Intended Outcomes

#### **PRIORITY 3:**

- To embed a shared leadership culture within the school, with opportunities for all staff and students to further develop their leadership capacity.
  - To develop a shared leadership framework within the school
- To ensure the community of St Lawrence of Brindisi works towards the achievement of our Vision statement and a shared understanding of our three gateways to learning.

### Achievements

During 2023 we have begun the process of building a leadership framework that will meet the needs of the school over the next three to four years. We have supported a number of staff members through their leadership development, either through their involvement in further educational study at a Masters Level or through MACS-supported leadership programs such as the Middle Leaders program and the *Ignite Leadership Program* for those new to leadership.

We have appointed key staff to important middle leadership roles. These roles are critical to the development of the school, the development of leadership skills and provide additional support to staff. These are as follows:

- Jamien Russell: Religious Education Leader
- Courtney Daly: Wellbeing Leader/ Discovery Learning Community Leader
- Helen Saunders: Literacy Leader
- Natalie Bruzzese: Languages Leader
- Thomas Punzalan: Digital Education Learning Leader
- Lorraine Stevenson: Data Leader (in addition to her role as Learning Diversity Leader)
- Emma Daniels: Bursar/Administration Office Manager

We employed new staff members over the year to fill teaching position gaps and better support our students. Some staff members changed roles from being Learning Support Officers to teachers, notably as Permission to Teach positions under the VIT provisions:

- Rachel Wilson: classroom teacher (changed from Permission to Teach to Provisional Registered Teacher)
- Skylah Ball: Learning Support Officer to Classroom Teacher (part-time)



- Melanie Allen: Learning Support Officer to Classroom Teacher (end of Term Four)
- Kandi Barrowcliffe: new classroom teacher
- Sarah Pace: new classroom teacher (part-time)
- Alessio Mantello: new classroom teacher (part-time and Permission to Teach)
- Stephen Neale: new specialist sports teacher (part-time)
- Kristy Valle: Administration Officer
- Laura Park: Learning Support Officer
- Carly Madigan: Learning Support Officer
- Rhianna Babnik: Learning Support Officer
- Raivang Urai: Learning Support Officer/Burmese Translator
- Joe Zerafa: Maintenance Officer
- Lesley Brunn: School Cleaner

Early in Term One our new stage building opened for use and is currently used for our Junior Learning Community teams; the Exploration and Discovery Learning Communities. Given the rapid growth of our school and the need for additional facilities, we successfully concluded our bid for Stage Three funding with this building project due to start before the end of 2023. We also successfully applied for funding for Stage Four funding which is planned to create a community space/gymnasium/performing arts space. This will be built concurrently with our Stage Five building which will involve the building of a double-storey kindergarten.

Our school has experienced significant enrolment demand and consequently, we have a part-time Administration Officer who undertakes the role of Enrolment Officer. We are clearly the school of choice in the local area. This year we have received well more than 300 enrolment requests which reflects a significant demand for enrolments in our school. Some of these are families new to the area, others are from local schools.

We successfully navigated the implementation of the new 2022 CEMEA Award requirements, which have had a significant impact on staff. We were able to change our start times and implement the new staffing requirements without negatively impacting the positive culture we have embedded in our school community over the last two years.

| <b>Expenditure And Teacher Participation in Professional Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| List Professional Learning undertaken in 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |
| <ul style="list-style-type: none"> <li>• Leadership professional learning through the Middle Leadership and Ignite programs.</li> <li>• Overseas study tour for our Deputy Principal.</li> <li>• English Curriculum PL for staff focussing on the implementation of the Bump it up Wall.</li> <li>• John Munro professional learning for staff on student intervention &amp; support.</li> <li>• Wellbeing PL implementing the ReLATE framework.</li> <li>• Staff professional learning in Religious Education.</li> <li>• Wellbeing Leader network meetings.</li> <li>• Learning Diversity Leader network meetings.</li> <li>• REL network meetings.</li> <li>• TCL professional learning &amp; conferences.</li> <li>• Classroom Management PL with MACS.</li> <li>• NAPLAN VCAA Training.</li> <li>• PAT and EOI professional learning.</li> <li>• Seasons for Growth counselling training.</li> <li>• ICON training for admin staff.</li> <li>• Bursar training/ER network sessions for Admin Manager.</li> <li>• Enquiry Tacker training for admin staff.</li> <li>• First Aid Training (advanced and general).</li> <li>• Community Engagement PL with Tony Dalton.</li> <li>• Data Professional Learning with Stephen Russell.</li> <li>• Principal network meetings and professional learning.</li> <li>• New 2022 CEMEA award training for Principal, DP and Bursar.</li> </ul> |          |
| Number of teachers who participated in PL in 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 23       |
| Average expenditure per teacher for PL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | \$761.63 |

### **Teacher Satisfaction**

Our staff MACSSIS survey data indicates continued strong outcomes. Most of the areas surveyed indicate a small percentage increase from our data in 2022, though there are areas that require further investigation and focus.

The staff data indicates that staff members identify the school climate as being positive (78%), student safety as being strong (75%) and sound staff-leadership relations (90%).

Areas for attention will need to focus on feedback, which has decreased slightly from our data in 2022. This is clearly an area in which the leadership team needs to focus its attention,

It is perhaps not surprising, given the significant demands on members of the leadership team when setting up a new school, especially one that has grown as fast as ours, however, without attention, this could potentially be an area of concern in future years.

| <b>Teacher Qualifications</b> |       |
|-------------------------------|-------|
| Doctorate                     | 0.0%  |
| Masters                       | 7.7%  |
| Graduate                      | 3.8%  |
| Graduate Certificate          | 7.7%  |
| Bachelor Degree               | 46.2% |
| Advanced Diploma              | 0.0%  |
| No Qualifications Listed      | 34.6% |

| <b>Staff Composition</b>              |      |
|---------------------------------------|------|
| Principal Class (Headcount)           | 3    |
| Teaching Staff (Headcount)            | 23   |
| Teaching Staff (FTE)                  | 20.2 |
| Non-Teaching Staff (Headcount)        | 24   |
| Non-Teaching Staff (FTE)              | 26.6 |
| Indigenous Teaching Staff (Headcount) | 0    |

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## Community Engagement

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### Goals & Intended Outcomes

#### **PRIORITY 4:**

- To develop a strong culture of connectedness in which positive relationships with others and the broader community are fostered.

### Achievements

- Weekly bulletin.
- Updating of the school website.
- Development of our School Advisory Council and their role in the naming of the new school houses.
- Easter-Egg Hunt and Picnic.
- Whole school assemblies each term.
- Official Opening of Stage One with the Commonwealth government, Bishop Ashe and other dignitaries.
- Learning Community Expos each semester.
- School celebrations and special days: Harmony Day, NAIDOC Celebrations, Mother's Day, Father's Day, Grandparents Day, and St Lawrence Feast Day.
- Masses and Liturgies throughout the year, including Easter and Advent liturgies and sacramental masses.
- Visit of the Director of Melbourne Archdiocese Catholic Schools, Dr Edward Simons, in Term Two.
- Operoo notifications.
- Learning Walks facilitated by Tony Dalton.
- Continued implementation of Seesaw.
- Three-way learning conversations.
- Parent & Guardian information nights, including Enrolment Information nights and Bump it up Wall information nights.
- Implementation of School Community Team.
- Provided an Annual Report to the Community.

### Parent Satisfaction

There is no parent data to include at this time as the 2023 MACSSIS survey did receive enough parent responses to make the data statistically valid.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [slweirviews.catholic.edu.au](http://slweirviews.catholic.edu.au)