



St Lawrence of Brindisi

Weir Views

2022
Annual Report to the School Community



Registered School Number: 2242

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Minimum Standards Attestation

I, Bill Hill, attest that St Lawrence of Brindisi is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

NOTE: The School's financial performance information has 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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 the difference and diversity of 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.*

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 one of 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 we share close links with our sister school, St Anthony of Padua Primary School.

St Lawrence of Brindisi is the largest new Catholic school in Victoria having started with a school population of 192 children. The school site is one of the largest primary school sites owned by our governing authority, Melbourne Archdiocese Catholics Schools (MACS). The school currently operates in the first building of our Master Plan which houses eight flexible learning space classrooms surrounding one large collaborative space with a multipurpose learning space currently used as an administration area and staff room. We also have an additional multipurpose learning space which is currently used as our Challenge Learning Community (Grade 5/6) classroom. Outside, our grounds consist of a large oval, a synthetic soccer pitch, a playground, a covered sandpit and an outdoor tiered classroom.

Stage Two of our Master Plan is currently under construction and is due for completion in March 2023. This will consist of a second building with nine further learning spaces configured around a collaborative space, further student toilets and a planning room. Externally, this will also include a play area focusing on our youngest children, a dedicated student drop-off and pick-up zone and two further competition-grade basketball/netball courts.

Stage Three of our Master Plan is planned to begin construction in late 2023 and should be completed by June 2024. This will consist of an administrative building with offices for the Principal, Leadership Team members and bursar, an administration office, a staff room, staff toilets and a boardroom. It will also include a further learning building with five additional learning spaces centred around a collaborative space which will be designed as an Early Learning Area.

Presently the school has 192 students from 151 families. A large number of our students come from the suburb of Weir Views though we also have students who come from the suburbs of Strathulloh, Thornhill Park, Eynesbury, Mount Cottrell and Mount Atkinson. Our school population is highly multicultural, and we have a significant number of students who are EAL or whose families are first-generation Australians. Our families have a wide variety of ethnic backgrounds with a significant number of children from Burma, India, the Philippines and various African countries. 29% of the school population speak a language other than English at home. 32% of the students come from sole-parent, step-families or blended families. The school has a high proportion of families from the lower socio-economic strata; the average DMI (Direct Measure of Income) 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 well-being 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.

Principal's Report

While this year presented significant challenges, as I reflect on the end of 2022, I am proud of what we have been able to achieve in the first year of our new school community. Despite having to manage continued COVID restrictions throughout much of the first half of the year and ongoing staffing challenges throughout 2022, we have been able to build strong foundations for our new school community, foundations on which we can build in the future.

We worked hard to embed a school culture guided by our three pillars of a community called to learn, a community called to serve, and a community called to love. We placed a focus on working in partnership with parents and guardians even though at times this became difficult with the imposition of repeated COVID restrictions which impacted our ability to invite members of our community into school and engage with them in community-building activities.

Likewise, we worked hard to create a school culture that actively supported the well-being of our children, especially given that they experienced a significant level of school disruption in the preceding two years. Our children identify that they feel safe at school and trust the staff who nurture and support them.

Starting a new school is a unique challenge. It requires leaders to work with educators coming from many different schools, with varying levels of experience, understandings and beliefs about learning and teaching and collaboratively create a cohesive staff group with a shared vision for learning and teaching. Our staff needed a clear direction but have been empowered to have an active voice in the development of our school.

We recognise that this is a long-term goal and will not be created in our first year, however, the progress we have made so far is really positive. Our staff team have become a highly collegial and collaborative team of educators, passionate about serving our community and nurturing every child in our school. The level of trust and support within our staff group is clearly visible and this has had a huge impact on the culture of our school.

As a staff, we worked diligently to develop a learning culture that empowers children and enables each one to experience success. This learning culture has been framed around our three learning 'gateways' of dynamic learning, dynamic support of others, and dynamic engagement with our environment. Our staff are continuing to expand their understanding of flexible learning; that is to ensure that the learning for children is directed at point of need, informed by student data. We recognise this is an aspect of our culture that will take time to become embedded in our practice and for this reason, as a staff we have identified some clear strategies that we will implement in 2023, supported by an external English consultant, to create consistent, evidenced-based practice from Foundation to Grade 6 in writing.

COVID-19 restrictions had a significant impact on our efforts to build on the Catholic Identity of the school. This limited our capacity to hold whole school masses or liturgies for much of the year and for these celebrations to be shared with our parents and guardians. Our children in Grade Two, Three and Five were involved in the celebration of the sacraments with the children of our sister school, St Anthony's Primary School and were well prepared for these by Caroline Madigan, our DP and Religious Education Leader and their classroom teachers.

This year, we were able to create the foundations for embedding an active and engaged partnership with our parents and guardians. Our School Advisory Council is now a firmly established and important group in the life of our school. We are humbled to work with an amazing group of parents and guardians who are focussed on ensuring that our parents and guardians have an active voice in the life of the school. This will continue to be a major area of focus for us

as, right from the outset, we have built our school around ensuring that our parents and guardians are active participants in our school.

It is a special honour to be the Principal of St Lawrence of Brindisi Catholic Primary School, and this has been the highlight of a very long career in Catholic Education.

Bill Hill

PRINCIPAL

Catholic Identity and Mission

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

Achievements

Learning & Teaching:

- Working with the teachers to implement effective learning and teaching in the area of Religious Education
- Dedicated time was allocated during PLT (professional learning team) and L&T (learning and teaching) meetings for LC (Learning Community) teams to work with the REL.
- RE is integrated with the learning in other curriculum areas, notably in our Discovery and Investigations learning time.

VALUE ADDED

2022

- Development on 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
- Morning prayers
- Development of the St Lawrence of Brindisi School song with Andrew Chinn

Religious Education:

- REL - Cluster meetings
- Preparation for the celebration of the sacraments
- Continued formation of all staff in the teaching of Religious Education

Learning and Teaching

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.
- To develop a strong culture of well-being in which our students are nurtured and supported to build positive relationships with others

Achievements

Achievements

- Worked with staff to create a shared and agreed learning and teaching culture across the school.
- Developed and implemented a shared planning document for teachers.
- Worked with staff to develop a flexible learning framework in each Learning Community.
- Worked with Learning Community Teams to implement Learning Expos.
- School visits for key teachers to observe specific, targeted and evidence-based English programs.
- Worked with staff to create increased levels of student engagement, ensuring opportunities for student voice and agency.
- Worked with teaching staff to build their capacity to create targeted learning opportunities informed by student data.
- Implemented, reviewed and updated the Teacher as Co-Learner language project across the school using Auslan as our focus language.
- Actively engaged with external consultants in the development of the Auslan TCL(Teachers as Co-Learners) program.
- Created targeted learning plans to support students with additional learning needs.
- Created a Leadership role in well-being.
- Created a positive culture of student well-being, supported through the use of Learning Support Officers and external consultants.
- Implemented clear and consistent well-being strategies led by the Well-being Leader and developed around the ReLATE well-being framework.
- Trialled the implementation of the RIPPLE tool to measure and monitor the well-being of students.

STUDENT LEARNING OUTCOMES

As our school opened in 2022, we have no NAPLAN data from 2021 and therefore no prior data to identify progress.

We have placed a focus on the following learning and teaching focus areas:

- English; specifically the teaching of writing
- Investigations: specifically accounting for student voice and agency in the learning process and ensuring that activities encourage high levels of student engagement.

We regularly review the progress of all students and are working to develop a school-wide data spreadsheet to be able to track the progress of each child over time.

Each Learning Community Team has allocated collaborative planning times and uses standard planning documents to ensure consistency within each team and across the school. This follows the PLC framework and the staff are working to embed their capacity to embed this into their teaching practice. Planning sessions are regularly supported by members of the leadership team with facilitated planning.

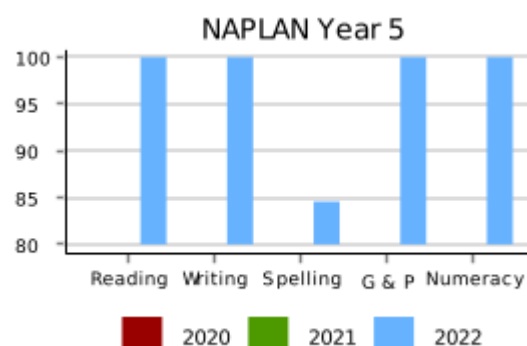
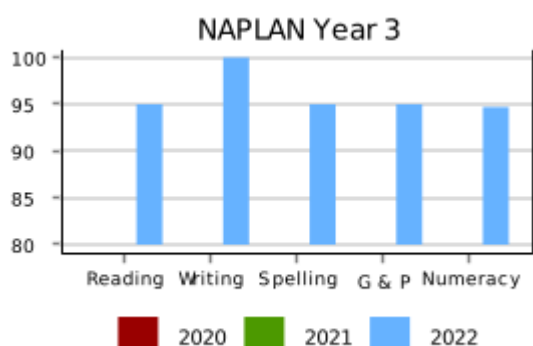
When children with additional needs are identified, either in their learning or in their well-being, our Learning Community Teams work with the Learning Diversity Leader to ensure that these children benefit from targeted, timely interventions, often supported by one of our Learning Support Officers. These goals are set within a Personal Learning Plan which is developed with and communicated to parents and guardians at PSG (Program Support Group) meetings. Each Learning Community Team is required to ensure high levels of differentiation in their teaching to support children with differing learning needs.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	***	-	95.0	***
YR 03 Numeracy	-	***	-	94.7	***
YR 03 Reading	-	***	-	95.0	***
YR 03 Spelling	-	***	-	95.0	***
YR 03 Writing	-	***	-	100.0	***
YR 05 Grammar & Punctuation	-	***	-	100.0	***
YR 05 Numeracy	-	***	-	100.0	***
YR 05 Reading	-	***	-	100.0	***
YR 05 Spelling	-	***	-	84.6	***
YR 05 Writing	-	***	-	100.0	***

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

PRIORITY 3:

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

Achievements

Since opening in January, St Lawrence of Brindisi has placed a significant focus on student well-being. We have successfully implemented our protocol of ‘softer-closer’ for all the adults who work in our school. All staff greet the children as they arrive to school in the morning and the senior teachers and specialists farewell them at the end of each day.

Coupled with the way in which the staff speak to the children, this has created a strong sense of student trust and well-being in our school. Our learning space allows us to actively supervise children who require modified playtimes, and we have intentionally modified student timetables for specific students who require additional levels of support to regulate their behaviour and interactions at school.

The school has worked with the MacKillop family Services to implement the ReLATE well-being framework as part of a pilot program supported by Melbourne Archdiocese Catholic Schools (MACS). This has involved the staff engaging in two professional learning days in collaboration with Holy Cross, Mickleham, the other new Catholic school in Melbourne that opened in 2022. This has also led to the creation of a School Implementation Team (SIT) that will lead the school in the implementation of ReLATE at St Lawrence over the next three years.

During 2022, our staff have worked with a number of external consultants so that they are able to improve their capacity to nurture the needs of the children in our school who at times require additional levels of support. Notably, this involved Dan Petro, a leading Child Psychologist who is based in the US and Behavioural Consultant, Katrina Kostantinidis. This has had a positive impact not only the capacity, skills and understandings of our staff but the well-being and school experiences of these children.

VALUE ADDED

- Collaborative Learning Community planning with staff using an agreed and consistent format
- Dedicated time to moderate student data and use this to inform teacher planning
- Introduction of Learning Expo’s for each Learning Community
- Implementation of the ReLATE framework

STUDENT SATISFACTION

Overall, the MACSSIS data from 2022 in relation to student satisfaction is very encouraging and well above the average for MACS schools. There are clear areas of strength identified in the data, notably regarding students' perceptions of safety and well-being at school, which would reflect our observations and the indirect feedback the students provide to staff.

They identify that the teachers have high expectations of them and that they see themselves positively as learners which would indicate that our school has developed a positive and engaging environment.

One area of future growth is how attentive and invested the students are at school. While this result was high it was slightly lower than some of our other results and indicates that we need to pay greater attention to aspects such as student agency, participation and leadership in the development of our school culture.

STUDENT ATTENDANCE

- Attendance roll marked twice daily (9.10am & 2.00pm) by all classroom teachers using synergetic and hard copy. Hard copy kept in 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 follows up with the parents in relation to persistent unexplained absences.
- The Principal and teachers to create targeted plans in collaboration with parents to support students who have had significant absences from school in order to address issues of attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	86.4%
Y02	87.1%
Y03	87.9%
Y04	88.2%
Y05	91.7%
Y06	93.2%
Overall average attendance	89.1%

Child Safe Standards

Goals & Intended Outcomes

PRIORITY 3:

- To develop a strong culture of well-being in which our students are nurtured and supported to build positive relationships with others

Achievements

- All staff members, and the School Advisory Council members are expected to read and signed 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 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.
- 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 on the taking of student photo's.
- The school has clear procedures for excursions and visits outside school. These require an off-site checklist, risk management plan and permission slip and are entered onto the Student Activity Locator.

Leadership

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 ensure the community of St Lawrence of Brindisi works towards the achievement of our Vision statement and a shared understanding of our three gateways

Achievements

As a new school, our leadership framework and development is still in its infancy. We have developed the role of the leadership team with a strong sense of shared purpose between each member of the school. We held regular leadership team meetings though at times this has proved challenging due to the significant work commitments and time constraints that are the reality of a new school environment.

Early in the year, we appointed our Learning Diversity Leader to the role of Well-being Leader. This required her to relinquish her role as STEM specialist which was taken on by a new staff member. We also appointed a teacher to a POL position as Languages Leader to support our Teacher as Co-Learner language program. This school leader has engaged in professional learning and support from external consultants to ensure this program is implemented effectively.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- English Curriculum PL for staff
- Wellbeing PL implementing the ReLATE framework
- Wellbeing Leader meetings
- Learning Diversity Leader meetings
- REL meetings
- TCL PL meetings
- TCL & Deaf awareness PL with Auslan in the West
- Behaviour Management PL with Dan Petro
- NAPLAN VCAA Training
- First Aid Training
- Catholic Education Conference
- Community Engagement PL with Tony Dalton
- Principal PD

Number of teachers who participated in PL in 2022	21
Average expenditure per teacher for PL	\$1500

TEACHER SATISFACTION

The MACSSIS data for 2022 was overwhelmingly positive and for all domains, the school's results were above or well above the Melbourne Archdiocese Catholic Schools (MACS) average.

Of particular strength was the teacher's perceptions that the staff group have what it takes to improve their instructional capacity (self-efficacy) which has one of the greatest impacts on student achievement. It was also noted that the faith leadership and the Catholic identity were particularly strong. When compared to similar data for the parent's survey, this indicates that this is witnessed by the staff but needs to be more visible to the parent community.

There were some areas that while they were well above the MACS average, were lower results and indicate some areas for improvement. This is notably related to the feedback given to staff and the coherence of the professional learning opportunities. These results might be reflected in the fact that we were a new school in 2022 and a significant amount of focus had to be placed in the first year on building the culture of the school and on getting the school structures and processes up and running.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	null%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	13.3%
Graduate	6.7%
Graduate Certificate	0.0%
Bachelor Degree	53.3%
Advanced Diploma	0.0%
No Qualifications Listed	40.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	19.0
Teaching Staff (FTE)	16.6
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	11.8
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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
- Implementation of the schools website
- Operoo notifications
- Learning Walks facilitated by Tony Dalton and Caroline Madigan
- Seesaw
- Three Way learning conversations
- Parent & Guardian information nights
- Development of the School Advisory Council with significant membership of school community parents.
- Provided an Annual Report to the Community
- Community Forum

PARENT SATISFACTION

The MACSSIS data for parent satisfaction were generally positive, and the majority were above the average for other Melbourne Archdiocese Catholic Schools. There were some clear areas of strength identified, notably related to the families' perceptions of the social and learning climate of the school and the timeliness, frequency and quality of the communication between the school and families.

There are areas where some further development is required, and as a school, we are committed to identifying these areas and making the necessary improvements. During 2022, the level of family interactions and the opportunities for the families to become partners with the school was lower less frequent than we would have liked, in the main due to the COVID restrictions that continued throughout much of 2022. This is visible in our results, however, we are hopeful that these are areas in which we can make some growth during 2023.

Future Directions

Throughout 2023 our focus will be directed by our 2023 Annual Action Plan.

We will continue to work on embedding our Vision and Mission statements and developing a stronger understanding of this within the school community. This will continue to shape our educational philosophy, our learning and teaching processes, our staffing structures and the way in which we use our facilities and resources.

Our 2023 Annual Action Plan will continue to build on the areas of focus developed in the 2022 Annual Action Plan, with some changes to reflect the developments we have made during our first year. We will work to enhance the Catholic Identity of the school. This will be done through the celebration of liturgy, hopefully with the participation of members of our community, the celebration of the sacraments and improving the capacity of our teachers to engage the children in effective Religious Education.

A major area of focus in the learning and teaching sphere is writing. Our data indicate that our student achievement levels in writing require further improvement. Working with an external consultant and providing ongoing professional learning for staff, we will use the bump-it-up wall strategy to provide explicit, targeted feedback to students and empower them to self-reflect on their progress in writing.

We will continue to place a focus on building stronger partnerships with our parents and guardians, through regular forums and with opportunities for them to come to school and view children learning. We will continue to build our use of platforms such as Seesaw as well as reflect on our current methods of communication to identify ways this could be made more effective. As we have done in 2022, we will continue to work with our Community Engagement consultant, Tony Dalton to improve our engagement with parents and guardians so that they play an active role in the learning journey of their children. We understand that the partnership with parents and guardians is critical to the success of our school, indeed it was one of the foundational pillars of our new school and something we recognise we need to improve on, especially after the disruptions of COVID during the last few years.

We are mindful that our school will continue to grow given that our school is in a significant growth corridor. It is a real positive that our school is a school of choice for many families, and this reflects the skill, care and nurturing environment that our staff have diligently created for our children.

We also recognise that this presents a significant challenge, especially for the school leadership team and School Advisory Council in managing this growth so that we continue to focus on the needs and well-being of each of our children.

Staffing is likely to continue to be an area of significant challenge as our school grows, and we need to employ additional staff members. The current staffing shortage has made this task extremely challenging as we remain determined to employ staff of the highest calibre who will be the right fit for our community. We are blessed to have a wonderful staff team, who are highly skilled, collegial and dedicated to supporting the needs of every child in our school.

We are grateful for the support we have received from Melbourne Archdiocese Catholic Schools and both the Commonwealth and State Governments who have continued to provide funding to enable our school to be one of the fastest-growing Catholic schools in Victoria.